



**Interim Report of the Standing Senate Committee  
on Official Languages**

The Honourable René Cormier, Chair  
The Honourable Rose-May Poirier, Deputy Chair

**MODERNIZING THE  
OFFICIAL LANGUAGES ACT**

*The Views of  
Young Canadians*



FEBRUARY 2018

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# Members of the Committee

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*The Honourable René Cormier,  
Chair\**



*The Honourable Rose-May Poirier,  
Deputy Chair\**



*The Honourable  
Claudette Tardif \*  
retired on  
February 2, 2018.  
We thank her  
for her outstanding  
contribution to  
this study.*

## THE HONOURABLE SENATORS:



*Mobina S.B.  
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*Lucie  
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*Larry W.  
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*\*Members of the Subcommittee on Agenda and Procedure*

## EX-OFFICIO MEMBERS OF THE COMMITTEE:

The Honourable Senators:

Peter Harder, C.P. (or Diane Bellemare or Grant Mitchell)

Larry W. Smith (or Yonah Martin)

Yen Pau Woo (or Raymonde St-Germain)

Joseph A. Day (or Terry M. Mercer)

## OTHER SENATORS WHO HAVE PARTICIPATED FROM TIME TO TIME IN THIS STUDY:

The Honourable Senators Lynn Beyak, Patricia Bovey, Jean-Guy Dagenais, Joan Fraser and Percy Mockler

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# Order of Reference

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Excerpt from the *Journals of the Senate*, Thursday, 6 April 2017:

The Honourable Senator Tardif moved, seconded by the Honourable Senator Jaffer:

That the Standing Senate Committee on Official Languages be authorized to examine and report on Canadians' views about modernizing the *Official Languages Act*. Considering that the Act will be turning 50 in 2019 and that it affects various segments of the Canadian population, that the committee be authorized to:

- a. Examine and report on young Canadians' views about the advancement of both official languages, how they identify with the languages and related cultures, the motivations for learning the other official language, the employment opportunities and future of bilingual youth, and what can be done to enhance federal support for linguistic duality;
- b. Identify the concerns of official language minority communities — and their sector-based organizations (e.g., health, education, culture, immigration) — regarding the implementation of the *Official Languages Act*, and what can be done to enhance their vitality and to support and assist their development;
- c. Examine and report on the views of stakeholders who have witnessed the evolution of the *Official Languages Act* since it was enacted 50 years ago, with a focus on success stories, its weaknesses, and what can be done to improve it;
- d. Identify issues specific to the administration of justice in both official languages, potential shortcomings of the *Official Languages Act* in this regard, and what can be done to ensure respect for English and French as the official languages of Canada;
- e. Identify issues specific to the powers, duties and functions of federal institutions with respect to the implementation of the *Official Languages Act* — particularly the roles of the departments responsible (e.g., Canadian Heritage, Treasury Board Secretariat, Department of Justice, Public Service Commission of Canada) and the Office of the Commissioner of Official Languages — and what can be done to ensure the equality of both official languages in the institutions subject to the Act; and

That the committee submit interim reports on the aforementioned themes, that it submit its final report to the Senate no later than June 30, 2019, and that it retain all powers necessary to publicize its findings until 180 days after the tabling of the final report.

The question being put on the motion, it was adopted.

Charles Robert  
*Clerk of the Senate*

# Acronyms

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<b>CIRLM</b>	Canadian Institute for Research on Linguistic Minorities
<b>CPF</b>	Canadian Parents for French
<b>FJCF</b>	<i>Fédération de la jeunesse canadienne-française</i>
<b>FJFNB</b>	<i>Fédération des jeunes francophones du Nouveau-Brunswick</i>
<b>FJTNL</b>	<i>Franco-Jeunes de Terre-Neuve-et-Labrador</i>
<b>JAFLIPE</b>	<i>Jeunesse Acadienne et Francophone de l'Île-du-Prince-Édouard</i>
<b>OLLO</b>	Standing Senate Committee on Official Languages
<b>P.E.I.</b>	Prince Edward Island
<b>QCGN</b>	Quebec Community Groups Network
<b>QHS</b>	Quebec High School
<b>RDÉE</b>	<i>Réseau de développement économique et d'employabilité</i>
<b>SNA</b>	<i>Société Nationale de l'Acadie</i>
<b>YES</b>	Youth Employment Services



# Glossary

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## **AUTHENTIC EXPERIENCES**

Activities that allow the use of a language in a context other than a simple school environment, immersing oneself in the history and culture of another linguistic community, engaging with its members and participating in activities in the community's language.

## **BILINGUALISM**

In Canada, there are two facets to bilingualism: **individual bilingualism**, which refers to the ability to express oneself and be proficient in English and French; and **institutional bilingualism**, which refers to the capacity of the Government of Canada and its institutions to communicate with the public in both official languages.

## **BY AND FOR**

Refers to a community's ability to take control of its own development by participating actively in and making an ongoing commitment to a project, activity or program from the design stage to completion.

## **CONTINUUM**

In the context of francophone minority communities, the continuum consists of a set of circumstances in which a community can develop and prosper on an ongoing basis. The **education continuum** consists of providing French-language education from early childhood to the post-secondary level. The **service continuum** consists of providing a range of services in French in various areas of activity and by various levels of government in order to ensure that a community can take charge of itself.

## **EXOGAMY**

Refers to couples in which the spouses are not members of the same linguistic group and in which only one of the two spouses is francophone.

## **FRANCOPHILE**

Generally, those whose mother tongue is not French but who have the ability to conduct a conversation in French or who demonstrate an attachment to French language and culture.

## **IDENTITY BUILDING**

A dynamic process in which a person defines and recognizes themselves through their thoughts, actions and wants in society. In the context of official language minority communities, identity building has an educational, linguistic and cultural dimension. Language and culture are ways of expressing who one is.

## **LINGUISTIC DUALITY**

Linguistic duality is the presence of two linguistic majorities, English-speaking Canadians and French-speaking Canadians, cohabiting in a country with anglophone and francophone minority communities spread across the country. This principle is at the heart of Canadian identity and recognizes that official language minority communities are an integral part of Canada's social contract. Linguistic duality is a core value that has social, cultural and economic dimensions for all Canadians.

## **LINGUISTIC INSECURITY**

Young people living in a minority community may feel uncomfortable expressing themselves or developing culturally in their language of choice. There may be a variety of reasons for this feeling: they lack confidence in their language skills; they have lost proficiency in the language, or their peers believe they have done so; or the language lacks legitimacy in the surrounding community.



## OFFICIAL LANGUAGES

The *Canadian Charter of Rights and Freedoms* and the *Official Languages Act* stipulate that English and French are the official languages of Canada.

### PART IV

Part IV of the *Official Languages Act* deals with communications with and services to the public. It states that the public has the right to communicate with and receive available services from federal institutions (and their offices) in either official language under certain circumstances. Part IV also sets out conditions for the travelling public. The *Official Languages (Communications with and Services to the Public) Regulations*, which were adopted in 1991, provide direction for enforcing Part IV and stipulate the conditions under which the public and the travelling public can receive services from or communicate with federal institutions in their language of choice.

### PART VII

Part VII of the *Official Languages Act* concerns the advancement of English and French in Canadian society. It provides for two commitments: the first concerns the vitality and development of official language minority communities; and the second concerns the full recognition and use of English and French.

### PART IX

Part IX of the *Official Languages Act* sets out the duties and powers of the Commissioner of Official Languages, including those related to complaints and investigations.

## STRONG SENSE OF IDENTITY

Members of an official language minority community can develop a strong sense of identity when they are in an environment in which they feel comfortable and can receive a high-quality education, participate in their community, express themselves and develop culturally in their language of choice.

## SUBSTANTIVE EQUALITY

Principle recognized by the Supreme Court of Canada in *Arsenault-Cameron v. Prince Edward Island* and in *DesRochers v. Canada (Industry)*, which is the norm in Canadian law. Substantive equality assumes that official language minorities can be treated differently, if necessary, according to their particular circumstances and needs, in order to provide a standard of education equivalent to that of the linguistic majority or to receive services of equal quality to those of the linguistic majority.



# Preface

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In the spring of 2017, the members of the Standing Senate Committee on Official Languages began a study on modernizing a piece of legislation that will soon turn 50. The *Official Languages Act* (the “Act”), first passed in 1969, underwent a major reform in 1988 and another less extensive review in 2005. A little more than a year ago, the federal government agreed to review the only regulation made under the Act, which addresses the provisions of Part IV concerning communications with and services to the public.

Few of the changes to the Act have encouraged a more longterm view and sought to bring it up to date. That is why our committee decided to consult with five segments of Canadian society to see whether social, demographic, legal or technological changes justify a comprehensive review of the Act. Shortly after we launched our study, the Interim Commissioner of Official Languages explored the same issue. In fact, modernizing the Act is the only recommendation she makes in her *2016–2017 Annual Report*.

The first segment of the population our committee chose to consult was young people. They offer a fresh perspective, particularly when it comes to modernization. If current practices are any indication, they are often cut out of the planning stage and discussions on developing federal official languages programs. Yet they want to share their thoughts. Young people were happy to give their input on modernizing the Act as part of our consultations.

In looking at other ways to engage this group, our committee reached out to young people in more innovative and less formal ways, and talked to them using a format that suits them. We organized a youth round table streamed live on Facebook. We explained the Act to them using infographics, interactive presentations and social media. In short, we reached out to young people where they were at to solicit their interest and involvement.

This first interim report gives the perspective of Canadian young people. Our study will be completed in 2019 with a final report presenting a series of recommendations for the federal government, including those recommendations made by the young people who generously shared their thoughts. We would like to express our heartfelt thanks to them for their input.

In closing, we would also like to express our sincere gratitude to the outgoing Chair, the Honourable Claudette Tardif, for her outstanding contribution to this study and for fostering a positive working environment with her colleagues during her time as chair.



The Honourable René Cormier  
*Chair*



The Honourable Rose-May Poirier  
*Deputy Chair*

# Report Highlights

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The *Official Languages Act* is meant to support, among other things, the development of English and French linguistic minority communities in Canada and to generally advance the equality of status and use of English and French in Canadian society.

For it to have maximal impact, the Act must evolve as society, technology and the legal context change. However, the last major reform of the Act took place in 1988 when factors like immigration and online platforms played a much less important role than they do today.

The Senate Committee on Official Languages has embarked on an ambitious, five-part study on the modernization of the *Official Languages Act*. Senators chose to begin their consultations with Canadians by focusing on young people. Thanks to their leadership and creativity, and with the support of the federal government, these young people will make determined contributions toward a bright future for official language minority communities.

In the light of their comments senators found much reason for optimism. During public hearings, round tables and online discussions with youth between the ages of 14 and 25, Senate Committee members took heart from the clear commitment these young witnesses demonstrated to support and uphold the values of bilingualism and linguistic duality.

That said, their energy cannot by itself safeguard these values.

In meetings with these young people the Senate Committee heard they face barriers that prevent them from being able to fully live in English and French in their day-to-day lives.

One of these barriers is the limited access to a true French education continuum, from early childhood to post-secondary education.

Then, once in the labour market, young people are not always able to use the language skills they gained at school. They want knowledge of the official languages to be recognized as an essential skill in the 21st century.

To improve the situation, young people want better access to both languages and to both cultures. No matter where they live, they want to be able to learn English and French at school and to apply their learning of both official languages in a meaningful context. They envision a country where living in English or French is the norm, no matter where they live or what types of services they need.

Young people are eager to embrace new technology. They want to be able to leverage it to promote the two official languages. They want to make an impact in the digital world and want to be involved in creating French-language online content. Young people were pleasantly surprised that the Senate

Committee recognized this excitement and used new technologies like an interactive live-streamed Facebook roundtable in its study.

Although this first report makes no recommendations, it summarizes young people's proposals to modernize the *Official Languages Act*, which the Senate Committee will use to guide its next steps.

The young people with whom the Senate Committee met provided concrete solutions for the federal government to consider as it reviews the Act. They believe the federal government has a key leadership role to play in advancing the two official languages. They are also fully aware that cooperation with the provinces and territories is crucial to improve the situation in areas that impact the development of official language minority communities.

The Committee trusts that the government will respond to the high expectations these young people have placed upon it. This series of reports will culminate in recommendations that will help to support Canadian youth in realizing these expectations.



## NEXT STEPS

The Committee intends to consult with four other segments of the population over the next two years, and to report on their views. The study will conclude with the tabling of a final report with specific recommendations for the federal government in 2019, when Canada will mark the 50<sup>th</sup> anniversary of the adoption of the *Official Languages Act*.



**MODERNIZING** THE  
**OFFICIAL LANGUAGES ACT**

— *The Views of* —  
*Young Canadians*



Members of the Senate Committee on Official Languages speak with Grade 9 students at Athena Consolidated School on Prince Edward Island about how to modernize the Official Languages Act.

The *Canadian Charter of Rights and Freedoms* and the *Official Languages Act* stipulate that English and French are the official languages of Canada.

## Introduction

On 6 April 2017, the Standing Senate Committee on Official Languages (the “Senate Committee”) received Senate approval to study Canadians’ views on modernizing the *Official Languages Act* (the “Act”). The study consists of five components, which correspond to the five segments of the population that the Senate Committee plans to consult:

- young people;
- official language minority communities;
- stakeholders who have witnessed the evolution of the Act;
- the justice sector; and
- federal institutions.

The Senate Committee’s objective is to table a final report with specific recommendations for the federal government by 2019, when Canada will mark the 50<sup>th</sup> anniversary of the adoption of

the first Act. Between now and then, the Senate Committee plans to table interim reports at the conclusion of each component of its study. This first report explores the testimony received during the initial phase of the study.

From May to September 2017, the Senate Committee studied **the views of young Canadians** regarding the advancement of both official languages, how they identify with these languages and related cultures, the motivations for learning the other official language, employment opportunities and the future of bilingual youth, and ways in which federal support for linguistic duality can be strengthened.

More than 40 witnesses appeared during public hearings in Ottawa and Prince Edward Island (P.E.I.). Senate Committee members took advantage of their time in P.E.I. to meet with approximately 50 other individuals during site visits and informal round-table discussions. Most of the participants were young people between the ages of 14 and 25 who belonged to one of the following groups:

- 👥 high school students;
- 👥 post-secondary students; and
- 👥 young professionals who had recently entered the workforce.

Other participants in the study worked directly or indirectly with young people.

The Senate Committee reached out to young people, who do not necessarily know a great deal about the Act and its provisions. The Senate Committee explained the purpose of its study using infographics and interactive presentations. It held a round table that was streamed live on Facebook – a Senate first – using a medium that is less formal and more familiar to young people. Several thousand people have viewed the resulting video. The Senate Committee also used Twitter to ask youth organizations to get the word out concerning its activities.

One of the definite highlights of this part of the study was the performance by young Acadian musicians from *École Évangéline* in P.E.I., the recording of which was shared a number of times. The senators in attendance and those who watched the performance online were impressed by the students' talent and sincerity, as well as their strong sense of language and cultural identity.

*Senators attend an Acadian performance at École Évangéline in Prince Edward Island during their study on the modernization of the Official Languages Act.*



 <https://youtu.be/Vk4r2ZQcgg>

The Senate Committee wanted to meet with young people from various geographic locations and linguistic backgrounds.

**The Senate Committee met with:**

**French-speaking youth** living in minority communities outside Quebec;

**English-speaking youth** living in minority communities in Quebec;

**young francophiles** outside Quebec whose mother tongue is not French but who have a knowledge of French or an attachment to it; and

organizations that work directly or indirectly with young people and represent **parents, schools** and **universities**, and the **community, economic development** and **immigration sectors**.

This interim report is divided into two parts. The **first chapter** presents witnesses' main observations, organized by theme. It features quotations from the young people who shared their thoughts with the Senate Committee. The **second chapter** offers an overview of suggestions for modernizing the Act. The members of the Senate Committee had a number of questions in mind when they began consulting young people on their views. This report provides the federal government with some options for rethinking the Act based on young people's needs and views.



*Committee members listen to witnesses' concerns at public hearings in Charlottetown, P.E.I. on September 22, 2017.*



# Chapter 1

## What Young People Said ...



*Senators René Cormier and Marie-Françoise Mégie speak with students at École Évangéline about how best to encourage young people to study and speak French.*

**Linguistic duality** is the presence of two linguistic majorities, English-speaking Canadians and French-speaking Canadians, cohabiting in a country with anglophone and francophone minority communities spread across the country. This principle is at the heart of Canadian identity and recognizes that official language minority communities are an integral part of Canada's social contract. Linguistic duality is a core value with social, cultural and economic dimensions for all Canadians.

The Senate Committee was impressed by young people's commitment to the official languages and was struck by their insightfulness. This first chapter offers an overview of their aspirations and day-to-day lives. The excerpts from their testimony are taken from public hearings in Ottawa and the fact-finding mission to P.E.I., as well as from round-table discussions in Ottawa with representatives from the *Fédération de la jeunesse canadienne-française* (FJCF).

## Linguistic duality: a source of pride

How do the official languages affect young people's daily lives and how do they identify with these languages? Based on what young people told the Senate Committee, the experiences of someone in a francophone minority community are very different from those of someone in an anglophone minority community, a young francophile or a young newcomer to this country. Over the past few months, however, the testimony revealed a few commonalities.

The vast majority of the young people who appeared before the Senate Committee place a great deal of importance on linguistic duality, a value that is a part of the Canada of today and that they hope to see maintained in the Canada of the future. They agree on two principles. On the one hand, the vitality of official language minority communities must be maximized and, on the other hand, the benefits of having two official languages must be recognized and actively promoted.

### Youth identity and belonging: a look at varied experiences

Young people have tremendous pride in linguistic duality. It is part of the way they define themselves as Canadians. Their degree of attachment to the two official languages varies depending on the environment in which they grew up. They identify themselves as francophones,

anglophones or a mix of both. The following is a brief look at the experiences of young people from different linguistic backgrounds.

### French-speaking youth in minority communities outside Quebec

The situation of French-speaking youth in minority communities outside Quebec varies greatly depending on the province where they live. The range of experience became evident during a round table with representatives from the FJCF. A number of the young people who appeared identify themselves as being bilingual. They have the highest rate of English-French bilingualism in the country (Table 1). Others have a very strong francophone or Acadian identity. This was true for a number of students at *École Évangéline*, located in the heart of P.E.I.'s Acadian region.<sup>1</sup>

**TABLE 1\***  
Rate of English-French bilingualism among young people outside Quebec with French as their first official language spoken

	2011	2016
Ages 15 to 19	90.2%	91.8%
Ages 20 to 24	92.2%	93.2%

Some young people feel uncomfortable because they do not identify solely as francophones, as their parents or previous generations may have done. But they are proud of this dual identity.<sup>2</sup> It represents a sense of belonging in a country where the two official languages are of equal importance. Although young people value linguistic duality a great deal, the political environment in the province or territory where they live may make it difficult to put into practice.

### English-speaking youth in Quebec

Many young English-speaking Quebecers identify themselves primarily as being bilingual,<sup>3</sup> while others have a very strong anglophone identity.<sup>4</sup> Most describe themselves as being very committed to the future of both official languages and the role these languages play in defining their own identities. But in Quebec's political climate, it can sometimes be hard to have their existence recognized by the francophone majority. However, these young people are also among the most bilingual in the country (Table 2).

	2011	2016
Ages 15 to 19	76.9%	76.4%
Ages 20 to 24	70.7%	69.2%

### Young francophiles outside Quebec and immigrants

Young francophiles outside Quebec demonstrate a great interest in the future of both official languages. But recent statistics show that their rate of bilingualism is far below that of young people in minority communities (Table 3). More job opportunities, travel or simply the ability

to communicate better with other people are among their many reasons for wanting to learn the other official language.

	2011	2016
Ages 15 to 19	11.2 %	12.6 %
Ages 20 to 24	8.7 %	8.6 %

*"I want my children to have the opportunity to be bilingual. I feel very Canadian when I can speak French and English. My dream is to pursue this change in perspective."*

**Julia Albert (British Columbia),  
French for the Future, *Evidence*, 5 June 2017.**

*"We want to learn French, we want the opportunities, and we want our country to become bilingual. We see the long-term benefits of bilingualism and are very quick to jump through the doors that bilingualism opens for us."*

**Austin Henderson (New Brunswick),  
Canadian Parents for French (CPF), *Evidence*,  
12 June 2017.**

*"I don't yet know where I'm going to live for the rest of my life, maybe not on the island, maybe in another province or another country, but I hope there will be a French influence in my life so that I can contribute to the French influence in my environment."*

**Thomas Haslam (P.E.I.), CPF, *Evidence*,  
22 September 2017.**

\*Tables Source: Statistics Canada, 2011 and 2016 censuses.

The sense of identification with the two official languages is often more complicated and less well defined among newcomers. Integrating immigrants is a familiar issue for English- and French-language minority communities. Young people want to involve newcomers in Canada's linguistic endeavour, while promoting respect for diversity. Once in Canada, newcomers need to receive language training and have their labour market integration needs met.<sup>5</sup>

### Community vitality: a priority

Young people from minority communities expect the Act to ensure the vitality of anglophone and francophone minority communities. They also want their views to be taken into account when designing measures to enhance this vitality.

#### The philosophy of *by and for*

One of the key messages that French-speaking youth in minority communities outside Quebec want to convey is this: **youth organizations need more support to develop capacity, as they are best able to develop initiatives *by and for* young people**. These young people were critical of the fact that funding for their associations has stagnated. They are calling on the federal government to strengthen the capacity of these associations, since they play a key role in ensuring youth reach their full potential. The associations organize events that are important to young people, and that bring them together and encourage them to pursue their commitment to promoting French in Canada.<sup>6</sup>

*"The FJCF believes that the vitality of minority francophone communities is dependent on the commitment of its youth, which must be equipped and able to bring about change throughout the country. Our francophone communities have a role to play to further the advancement of Canadian society in general. My wish and that of my colleagues is that we may contribute to that society, to that future."*

Justin Johnson, FJCF, Round Table,  
8 September 2017.

Young people are motivated primarily by a desire to take charge of their own future and that of their community. In other words, they want initiatives to be developed *by* them and *for* them. They proposed **introducing a budgetary envelope for the creation of permanent jobs within youth associations** in order to help young people stay in their communities.<sup>7</sup>

### Promoting both official languages: an advantage

Young people are great optimists and visionaries. Those from both minority and majority communities seem to have a strong desire to promote Canada's two official languages; however, they want linguistic duality and bilingualism to be promoted more actively. Many young people firmly believe that English and French – Canada's two official languages – are of equal value and must be treated accordingly. Further, the messages conveyed about the official languages need to be positive and inspiring. This idea is strongly supported by both young English speakers in Quebec and French speakers outside Quebec.

*"It's important that they're both nurtured, taught and brought up so they have equal value. We're in such a unique position to be fully bilingual. It makes us ahead of the game, not just in ... Montreal, Quebec and Canada but in the global market."*

Alexander Gordon (Quebec), Quebec Community Groups Network (QCGN), *Evidence*, 8 May 2017.

*"Young people believe that the Government of Canada should actively promote this duality as a cultural and economic benefit."*

FJCF, *Brief*, 1 May 2017.

French-speaking youth in minority communities suggested promoting the official languages through both social media and traditional media, such as Radio-Canada.<sup>8</sup> They want content that is in their language of choice, and that reflects them and their own culture. They want to be able to see and hear themselves, and to relate

to the content.<sup>9</sup> Access to more online content in French is a major issue for them. However, their representative organization believes that they lack the resources to participate in content creation; this important message was reiterated frequently during public hearings.

*They suggest young people be allowed to create virtual, streaming content on social networks so that they may hear, see and understand themselves among francophones. However, they have neither the resources nor the context to do so currently.*

**Josée Vaillancourt, FJCF, *Evidence*, 1 May 2017.**

At its round table, the Senate Committee was told that these tools are one way to encourage bilingualism and connect people with each other, but they are untapped.<sup>10</sup>

*"[W]hy is it not mandatory to have French subtitles for all films that come into the country? ... [I]t's a matter of making it accessible."*

**Julien Gaudet (Saskatchewan),  
Association jeunesse fransaskoise Round Table,  
8 September 2017.**

Young English speakers in Quebec also suggested that existing technological tools be put to use.

*"There are opportunities to show each other's culture through television, social media, and ... technology that could allow for simultaneous translation or subtitles or anything to encourage you to discover the other in a way that is comfortable and that promotes and celebrates differences but also highlights similarities."*

**Rachel Hunting (Quebec), QCGN, *Evidence*, 8 May 2017.**

As the Senate Committee has heard during previous studies, Canada's official languages and linguistic duality should be promoted through public awareness campaigns.<sup>11</sup> French-speaking youth from minority communities made a variety of suggestions, including the following:

- adopting an official bilingual version of the national anthem;<sup>12</sup> and
- launching a bilingual television station.<sup>13</sup>



**Fédération de la jeunesse canadienne-française member Martin Kreiner, speaks at a round table held in Ottawa on September 8, 2017.**

## Bilingualism and proficiency in both official languages: challenges and motivations

What are the benefits of being proficient in both official languages? Better employment opportunities is the first answer that springs to mind, but the young people who appeared before the Senate Committee had others as well, such as exploring the world around them by discovering other languages and cultures. Young people's identity is usually strongly associated with bilingualism and the social, economic and cultural advantages it offers. They grew up with this value, to various degrees, and want to preserve it. However, they encounter barriers that stop them from experiencing bilingualism to its fullest in their everyday lives. For example, they are not always able to learn both official languages at every stage of their education. In addition, they are also not always able to apply their language skills once they enter the workforce. Young people living in remote areas find these barriers even harder to overcome.

In Canada, there are two facets to **bilingualism**: **individual bilingualism**, which refers to the ability to express oneself and be proficient in English and French; and **institutional bilingualism**, which refers to the capacity of the Government of Canada and its institutions to communicate with the public in both official languages.

### The essentials: fully experiencing language and culture

By and large, young people believe that language and culture are inseparable. But they said that it is sometimes difficult to fully live in both English and French, depending on where they live in Canada and their environment while growing up. That is why they want better access to both

official languages and both cultures, which could be achieved in one of the following ways:

- having access to a better selection of cultural activities;
- having better access to community spaces where they can express themselves;
- participating in exchange programs with other young Canadians; and
- taking part in authentic experiences that let them use and perfect the official languages outside school.

### Participate in cultural events

It goes without saying that people need better access to cultural activities if they are to live their language and culture to the fullest. French-speaking youth in minority communities outside Quebec were critical of the lack of cultural and social activities available in French in their communities.<sup>14</sup>



For their part, young francophiles outside Quebec want more opportunities to participate in such activities.

*"I was that much more motivated to go and learn the French because it wasn't just a stuffy language that I was learning in the classroom. It actually applied outside, it applied to movies, it applied to theatre, it applied to a book. It applies to everything else. I actually had tangible access."*

**Nicolette Belliveau (New Brunswick),  
French for the Future, *Evidence*, 5 June 2017.**

The young people who spoke to the Senate Committee felt that **culture should also be part of language learning**,<sup>15</sup> as it fosters a sense of attachment to the language.<sup>16</sup> French-speaking youth from minority communities and young francophiles made a variety of suggestions, including the following:

- 🗨️ creating a pass to attend French-language cultural events at a reduced price.<sup>17</sup> This is currently being done at the University of Moncton;<sup>18</sup> and
- 🗨️ making French-language cultural events available everywhere, not just in francophone schools, thereby raising the profile of the French language.

### **Build community spaces to celebrate attachment to both official languages**

Young French speakers in minority communities want a space where they can live in their language through extracurricular activities and community, sports and cultural events. Family, school and community, in that order, are the key factors that foster an appreciation of bilingualism<sup>19</sup> and help to form young people's identity. Unfortunately, youth across the country do not have equal access to opportunities to live in their language outside school.

*"A major challenge ... is to find opportunities to fully live in French outside school."*

**Justin Johnson, FJCF, *Evidence*, 1 May 2017.**

French-speaking youth in minority communities suggested offering francophone immigrants a social, educational and community framework in which they can use French and are encouraged to do so.<sup>20</sup> This means acknowledging the role that community organizations, daycare centres and schools can play in providing immigrants with French-language support.<sup>21</sup> It must also be recognized that settlement services involve more work and are more costly to maintain in minority communities.<sup>22</sup>

English-speaking youth in Quebec would like spaces to be created to celebrate the heritage, history and contribution of English-speaking communities.<sup>23</sup> Facilities such as Quebec's community learning centres – or the school-community centres outside Quebec – enhance language vitality and should be encouraged.<sup>24</sup>

### **Increase the number of exchange programs**

The value of exchange programs has long been recognized. The Senate Committee heard this message loud and clear once again from a francophile organization.

*"Probably the biggest thing for us with our youth is the part around how we increase interaction opportunities to enhance and sustain bilingualism in Canadian society. That's one of our biggest challenges."*

**Nicole Thibault, CPF, *Evidence*, 12 June 2017.**

Exchange programs are the perfect opportunity to learn more about the culture of the other official language group and, above all, to experience that culture. Programs such as [Explore](#), [Experiences Canada](#) and [Katimavik](#) help bring together young people from different linguistic backgrounds.<sup>25</sup>

*"[T]he week I was in Quebec definitely improved my French probably the most in my life because you are hearing it everywhere, with the people you are staying with and the partners that you're with and everyone that you are with. Having that, yes, gave me motivation to learn more and gave me a higher passion."*

**Courtney Peters (Manitoba),  
Experiences Canada, *Evidence*, 5 June 2017.**

Young people suggested considering other types of exchange programs, for example:

- offering virtual exchange programs for young francophiles who want to improve their French proficiency but do not have the resources to change locations;<sup>26</sup> and
- increasing opportunities for French-speaking youth in minority communities outside Quebec to interact with each other.<sup>27</sup>

### **Have authentic experiences**

The importance of encouraging authentic experiences emerged as a theme, which is consistent with the findings of the Senate Committee's two most recent reports. Some provinces, such as P.E.I., lack these opportunities.<sup>28</sup> Young people who have participated as ambassadors in forums organized by French for the Future or in speaking contests held by Canadian Parents for French (CPF) spoke glowingly of their experiences. These initiatives were a way to be exposed to another language and culture, to develop self-confidence and to participate in enriching experiences. Activities such as these need greater support, as a young francophile from P.E.I. said so well.

*It is these opportunities, provided and sustained by the federal government, that motivate young Canadians to pursue bilingualism and mutually express their cultural identities to others. With these experiences, Canadian youth are exposed to the French language in a different intensity to perhaps that which they have previously encountered. By returning to their communities with newfound skills and aroused interest, participants of these public speaking competitions, student exchanges, francophone games and youth assemblies can further embrace the culture of their region and help promote the growth of the French language in their communities.*

**Thomas Haslam (P.E.I.), CPF, *Evidence*,  
22 September 2017.**

A principal from an English-language school in Quebec emphasized how important it is for young people to have authentic experiences throughout their education.

*"We have to get language instruction out of just the classroom. We have to provide opportunities for youth to apply what they're learning in a meaningful context. That takes investment at the federal and provincial levels."*

**Warren Thomson, Quebec High School (QHS),  
*Evidence*, 29 May 2017.**



## A key principle: access to a true French education continuum

Young people reported that there are not enough opportunities or incentives to support learning French throughout the education continuum. Learning opportunities are usually offered at the primary or secondary levels, but it is harder to find them before children start school or when they move from secondary to post-secondary education.

### Receive an education in the language of their choice from an early age

A number of young people called for the opportunity to learn both official languages from an early age.<sup>29</sup> Unfortunately, there are many barriers to this access in some parts of the country, as the Senate Committee explained in its report *Horizon 2018*,<sup>30</sup> which focused on British Columbia.

### Early childhood in French

Research shows that **supporting early childhood education in minority communities helps young people to continue their education in their language.**<sup>31</sup> For example:

- when Nova Scotia introduced free, full-time junior kindergarten in French for four-year-olds in several regions to support child development in French, the participation rate in French schools increased;<sup>32</sup>
- P.E.I.'s French-language support program for students from kindergarten to Grade 2 is helping to successfully integrate them into French schools;<sup>33</sup>
- in Alberta, French-speaking children from minority communities who are entering junior kindergarten need so much French-language support that it is difficult to ensure they will retain their language and culture;<sup>34</sup> and
- there are not enough French-language daycare centres in many parts of the country.<sup>35</sup>



Progress continues to be piecemeal, given the lack of a consistent national approach.

### Early French immersion

If you come from an environment where French is not in everyday use, there are few opportunities to be exposed to it before starting school. Young francophiles want to increase access to early immersion programs. Learning the two official languages as early as possible needs to become standard practice.

*"It's so important to start learning both languages at a young age. It gives a sense of identity and patriotism, and normalizes it. If you are taught to speak both languages from an early age, it will be normalized that way."*

**Cristina Andronic (Ontario), CPF, *Evidence*, 12 June 2017.**

## Provide education in both official languages to as many Canadians as possible

### Learning the official languages at primary and secondary schools

The young people who spoke to the Senate Committee came from a wide range of backgrounds, but they all want to **learn Canada's two official languages at school. Everyone** should have this opportunity, **no matter where they live.** Young francophiles outside Quebec were particularly insistent on this point. Some, such as the following young francophile from New Brunswick, even spoke of the right to learn both French and English, since they are Canada's two official languages.

*[L]earning French and English as a second language should be considered a right as Canadians in a country that is supposed to be bilingual. ... Canadians cannot be passionate about both official languages if they do not have the opportunity to learn them. And they cannot have the opportunity to learn them without the support of the federal government and its partnership with each and every province. ... The solution is to allow everyone to learn French and English as second languages and to in fact become what is actually a bilingual country.*

Austin Henderson (New Brunswick), CPF, *Evidence*, 12 June 2017.

Representatives of a francophile organization supported this viewpoint at the public hearings.

*"It's about having a right as francophiles to your second official language. In Canada, if we're really a bilingual country, each of our communities should have a right to their second official language. That's not taking away from the importance of the right for minorities, but it's a complementary right. All of the services would get used more and the minority would feel themselves much more supported."*

Nicole Thibault, CPF, *Evidence*, 12 June 2017.

*"As a perspective on the advancement of both official languages, we would say that learning French should be the right of all anglophones or allophones in Canada."*

Gail Lecky, CPF PEI, *Evidence*, 22 September 2017.

### French-language schools

The FJCF believes in the benefits of providing French-language education across the country.<sup>36</sup> In French-language minority communities, however, it is important to emphasize the dual mission of a French-language school: academic success and identity building. As people say, "French must be learned, but English is infectious."<sup>37</sup> The problems raised by French-speaking youth from minority communities are similar to those described in *Horizon 2018*.<sup>38</sup> For example:

- limited access to French programs in high school is a challenge in many regions;<sup>39</sup>
- retaining students is just as difficult;<sup>40</sup>
- there is no guarantee of equal access to education across the country.<sup>41</sup> The school infrastructure is often lacking or in poor condition. The supply doesn't meet the demand. Young people who want to be educated in French should be allowed to enroll,<sup>42</sup> and the opportunity should also be extended to immigrants;<sup>43</sup>
- it is important to offer high-quality programs that enable students to develop their sense of belonging and language skills;<sup>44</sup> and
- schools need additional resources.<sup>45</sup>



Student Madeleine Léger speaks at a public hearing held on Prince Edward Island on September 22, 2017.

P.E.I. offers an interesting example of how targeted efforts are being made to increase access to the province's French-language schools.

In **Prince Edward Island**, the admission policy [AVAILABLE IN FRENCH ONLY] of the *Commission scolaire de langue française de l'Île-du-Prince-Édouard* attracts rights holders through a grandfather clause and allows children who demonstrate the ability to understand, speak, read and write French to be enrolled.

French-speaking youth in minority communities are passionate about learning about their own culture.

*"I hated French; I will not deny it; that is the truth. Until grade 6, I thought it was really stupid to have to speak French in my French classes. ... Then I participated in the 35<sup>th</sup> Jeux de l'Acadie, in Bathurst. There I found a community that was not only from my school, but also from the Acadian Maritimes and that was alive. That is where I found inspiration in those French roots."*

**Seth Fraser (Nova Scotia), FJCF, Round Table, 8 September 2017.**

*"[N]o one falls in love with the rules of grammar, after all. We learn to love a language by speaking it and learning it in its cultural context."*

**Madeleine Léger (New Brunswick), Student, *Evidence*, 22 September 2017.**



### **French immersion and core French programs**

Young francophiles believe a school board that offers immersion programs should make them available to all students throughout their education.<sup>46</sup> In P.E.I., it was recommended that the requirement to learn French be extended throughout primary and secondary school; it currently applies only to grades 4 to 9.<sup>47</sup>

In **Prince Edward Island**, more than half of the English schools offer French immersion programs. Learning French as a second official language is mandatory from grades 4 to 9 and is carried out through core French programs.

Young francophiles want a practical knowledge of French. Learning a language should be fun and not just focused on theory.<sup>48</sup> They are anxious to learn about French culture. Committee members heard similar testimony during their visit to an English-language school in P.E.I. Unfortunately, many of the students enrolled in the core French program see French as just one more subject that they have to take and they do not plan to continue after Grade 9.<sup>49</sup> French classes do not include enough spoken French, practical knowledge and francophone culture. Changes have just been made to P.E.I.'s core French programs to place greater emphasis on authentic oral competency.<sup>50</sup>

Witnesses reiterated a number of issues that have been raised before. For example:

- to acquire the skills they need, some P.E.I. students leave their region and enroll in a school with a French immersion program;<sup>51</sup>
- immersion students would like intensive French instruction to continue after Grade 10 so that they do not lose their proficiency;<sup>52</sup> and
- young francophiles want schools to receive the necessary resources to make French courses useful and interesting by focusing on practical skills and integrating activities and content that reflect francophone culture.<sup>53</sup>

### Expand post-secondary learning opportunities in French

#### Post-secondary French programs

Young French speakers in minority communities outside Quebec want opportunities to study in their language after secondary school.<sup>54</sup> Similarly, young francophiles outside Quebec want to continue to live fully in their second official language at the post-secondary level. A number of suggestions were made to encourage students to pursue post-secondary education in French:

- offer scholarships;
- encourage participation in inter-university exchange programs; and
- increase the number of programs in their fields of interest.<sup>55</sup>

However, not all French-speaking youth in minority communities or francophiles said they wanted to study in French at the post-secondary level. Their reasons include:

- a lack of confidence in their language skills;
- a lack of knowledge of the programs available in French; and
- the very limited availability of French-language programs at colleges and universities.

*"It is troubling to find that almost one in three has either to pursue post-secondary education in a language not of their choosing, either because of linguistic insecurity or because programs in French are not available, or to leave their own areas to find their preferred course of study in French."*

**Justin Johnson, FJCF, *Evidence*, 1 May 2017.**

Students from P.E.I.'s *Collège de l'Île* who attended the round-table meeting emphasized the importance of providing college programs in French, as they attract:

- students from French-language schools;
- French immersion graduates; and
- francophone immigrants.<sup>56</sup>

The students from this college understand the importance of studying French in their region, especially since they are practically guaranteed a job once they finish school.<sup>57</sup>

## Language skills

Witnesses told the Senate Committee that young people must be encouraged to use both official languages even if they are not perfectly fluent. A number of young francophiles outside Quebec feel that they do not have the language skills they need to live in French.

*“Even though I was enrolled in an immersion program, I only had five French classes during my last two years of school. Two of these classes I had to take online given the limited options offered at my rural school. After completing my first year of university, I have yet to be able to take a class in my second language. My bilingual abilities, like many French immersion students across the country, are in jeopardy due to the fact that we are not provided with enough opportunities, especially after graduating, to enhance our French and English second-language skills. Even in the only bilingual province, we face adversity when getting access to the required tools.”*

**Austin Henderson (New Brunswick),  
CPF, Evidence, 12 June 2017.**

*“I just finished my bachelor’s degree, and everyone that I graduated with who went through French immersion, I would say three quarters can barely speak French anymore. And they were bilingual when they finished high school, but they didn’t use their French. They didn’t have any attachment to the language.”*

**Nicolette Belliveau (New Brunswick),  
French for the Future, Evidence, 5 June 2017.**

*“Sadly, once you graduate from high school, you’re not at that level of complete mastery of both languages. Students tend to feel embarrassed to speak French in public because their accent is not perfect or they don’t have as much of a vocabulary as they would like.”*

**Julia Albert (British Columbia),  
French for the Future, Evidence, 5 June 2017.**

*“I also find that a lot of us are afraid to express ourselves in French, especially around francophones, because we find ourselves afraid that we are going to make a mistake or we are going to be outed that we are actually anglophone and don’t speak French all the time. It is important to gain the confidence to speak French early on.”*

**Lucy Asante (Manitoba),  
CPF, Evidence, 12 June 2017.**

French immersion students in P.E.I. expressed the same thoughts during round-table discussions at their school.<sup>58</sup> They said that culture must be integrated into French immersion and core French programs, which would help them to see the value of learning French as they continue their education. This message was echoed by one young francophile who appeared before the Senate Committee.

*“[W]e really need, moving forward, to help kids identify with this culture because we are going to have more kids continuing with their French after high school if they understand the culture better and feel like they are part of it.”*

**Katie Toole (P.E.I.),  
French for the Future, Evidence,  
22 September 2017.**

Teachers play a major role in helping students form an attachment to both official languages. They require proper training to develop the appropriate skills and learn how to teach the other language and its culture, as the Senate Committee noted in *Horizon 2018*.<sup>59</sup> For example:

- it is important to promote teacher exchange programs and teacher mobility across Canada;<sup>60</sup> and
- it is important to provide bursaries to support teacher training.<sup>61</sup>



*Katie Toole, of French for the Future, speaks at a public hearing held on Prince Edward Island on September 22, 2017.*

The accreditation and evaluation of language skills poses a further challenge. Young people do not have equal opportunities across Canada to have their skills accredited, which they find discouraging.<sup>62</sup> Official language proficiency must be recognized as an essential skill and must be evaluated based on common standards. A community representative from P.E.I. summed up this message succinctly.

***Knowledge of the official languages is an essential skill in the 21<sup>st</sup> century. [Translation]***

Aubrey Cormier,  
Société Saint-Thomas-d'Aquin,  
Informal meeting, 21 September 2017.

In addition, some witnesses believe that the required level of language skills should be raised so that the next stage can be reached: a bilingual workforce for Canada.<sup>63</sup>

### **The next stage: using language skills in the workplace**

Ultimately, young people who are learning both official languages want to apply their knowledge once they enter the labour market. Both French-speaking youth in minority communities and young francophiles recognize that employers consider bilingualism to be “a value added.”

*“When surveyed by the FJCF, young francophones ... unanimously recognize the importance of a command of both official languages for their future job prospects.”*

**FJCF, *Brief*, 1 May 2017.**

*“As a Canadian I would love to be able to communicate with more people and I love the job opportunities that it opens.”*

**Courtney Peters (Manitoba),  
Experiences Canada, *Evidence*, 5 June 2017.**

## Economic development and entrepreneurship

Although initiatives to stimulate economic development and entrepreneurship have been launched across the country, more needs to be done to facilitate the school-to-work transition and help young people remain in their communities.<sup>64</sup> The lack of jobs in French in the regions further weakens communities and forces young people to leave the area.<sup>65</sup>

*"[I]t would be helpful if investments were made to allow young graduates to have work experiences in their language, in their field of study and in their community. It would also be helpful for the communities, and for the businesses and enterprises in those communities."*

**Josée Vaillancourt, FJCF, *Evidence*, 1 May 2017.**

*"Encouraging young people to remain in their communities is a huge challenge; at the same time, however, there is no denying that young people are often searching for experiences that go beyond what their communities can offer. We want to seduce young people and entice them back, and one way of doing that is to support their efforts to start small businesses."*

**Jean-Guy Bigeau, Réseau de développement économique et d'employabilité (RDÉE), *Evidence*, 1 May 2017.**

If young people do not foresee the opportunity to use the languages they have learned once in the labour market, they will not be motivated to keep up their language skills. There are several ways to strengthen support:

- providing further support for the *Young Canada Works in Both Official Languages* program, which is currently funded by Heritage Canada;<sup>66</sup>
- improving funding to help the next generation of entrepreneurs and small business start-ups;<sup>67</sup> and
- supporting local P.E.I. programs, such as *Young Millionaires* and *Percé*, that encourage French-speaking youth from minority communities to return to their communities to work after graduation.<sup>68</sup>

More needs to be done, as stated by this francophone entrepreneur who was critical of the lack of French-language mentoring.



*Senator Raymonde Gagné meets with Collège de l'Île students during the Senate Committee's visit to Prince Edward Island on September 21, 2017.*





**Mathieu Gallant, entrepreneur and owner of the Fromagerie artisanale de l'Isle, speaks with Senate Committee members at an informal meeting.**

*“There are several small assistance programs for P.E.I. entrepreneurs, but it is hard to find personalized mentoring in French.”*  
[TRANSLATION]

**Mathieu Gallant (P.E.I.), Fromagerie artisanale de l'Isle, Informal meeting, 21 September 2017.**

Young people want access to jobs where their bilingualism will be valued. In general, they feel they have an advantage where the local economy is based heavily on tourism and the service sector. For example:

- 🗨️ young anglophones in P.E.I. can use their French during their summer jobs.<sup>69</sup>

Francophone entrepreneurs in the province consider proficiency in both official languages to be a competitive advantage.<sup>70</sup> A young P.E.I. entrepreneur called for support to provide bilingual services, such as assistance with translation, and acknowledged that knowledge of French is a major economic asset, as the following quotation shows.

*“When I was working as a waiter, francophone customers, from Quebec, New Brunswick or France, would often come back to my restaurant because I spoke French. ... Wherever I have worked, I have always noticed that service in French is much appreciated in the tourism sector. ... It gave me the opportunity to make a lot of money as a waiter. It translated directly into dollars.”*

**Jérémié Arsenault (P.E.I.), Simple Feast Catering, Evidence, 22 September 2017.**

Young people are often not very aware of the bilingual jobs available. The challenge is even greater in minority communities. Bilingual jobs need to be advertised more effectively, but anglophone and francophone minority communities encounter different obstacles. For example:

- 🗨️ in P.E.I., small businesses have difficulty finding bilingual employees, because they choose better paying jobs elsewhere.<sup>71</sup> This true for French-language daycare centres, where educators’ salaries are not competitive;<sup>72</sup> and
- 🗨️ in Quebec, proficiency in French is essential for young English-speaking job seekers, but some worry that they lack the language skills to apply.<sup>73</sup> This is even more prevalent in rural areas.<sup>74</sup>



Société Nationale de l'Acadie Executive Director Véronique Mallet and Acting President Xavier Lord-Giroux speak at a public hearing in Charlottetown, P.E.I. on September 22, 2017.

### The federal public service

Young people who choose the federal public service do so because they want to work in their language of choice. That is an additional incentive, as this Acadian representative explained so well.

*"In the context of the [A]ct, it is still very important for us to be able to work in French in the National Capitol Region [sic] because it attracts our young people who move to and pursue careers there. The opportunity to work in their mother tongue is very important and has a direct impact on the preservation of their mother tongue and culture, which they will subsequently choose to pass on to their children."*

**Véronique Mallet, Société Nationale de l'Acadie (SNA), Evidence, 22 September 2017.**

Proficiency in English and French should be a requirement for high-level positions such as ambassador or Supreme Court justice.

*"We acknowledge that some excellent initiatives are in place to promote bilingual candidates to certain positions, but they are not enough. Proficiency in both official languages must be much more than an asset for a candidate. It must be a requirement."*

**Xavier Lord-Giroux, SNA, Evidence, 22 September 2017.**

Some people believe that efforts could be made to encourage bilingualism among private-sector employers.<sup>75</sup>

## The ideal: the use of both official languages is the norm

What do young Canadians want the future of Canada's two official languages to look like? Above all, they want the use of the two official languages to be the norm in every area of their lives. Their number one wish is to reduce the linguistic insecurity they face every day. To achieve this goal, they have proposed measures to solidify their sense of identity. They want a country where the active use of both official languages is the norm.

### The wish: to reduce linguistic insecurity

Many French-speaking young people in minority communities outside Quebec do not feel comfortable expressing themselves in French, so they use English in their conversations with other people or in public spaces. Building awareness and appreciation of different accents is a major challenge for them, as demonstrated by the comments below.

*"[D]ifferences in expression should not be an obstacle to the affirmation of the French language and ... the francophonie should be celebrated in all its forms."*

**Justin Johnson, FJCF, Evidence, 1 May 2017.**

*"Linguistic insecurity is a big problem here on Prince Edward Island, often felt by immersion students, but also by the French-language school students. ... We feel embarrassed to speak with our accent, our French. In Charlottetown, it is often difficult to find services in French. Young workers who know how to speak French do not even say a simple, 'Hello. Bonjour!'"*

**Jérémie Buote (P.E.I.), Jeunesse Acadienne et Francophone de l'Île-du-Prince-Édouard (JAFLIPE), Evidence, 22 September 2017.**

Acknowledging that this is a real issue, a professor from the University of Moncton emphasized the importance of promoting the acquisition of common language skills.

*"[T]hose whose bilingualism consists of standardized forms of languages will probably be more mobile and have access to more prestigious spaces. It is my conviction that, for the Canadian francophonie to be the real driver of linguistic duality in Canada, all young people, regardless of socioeconomic situation, must be able to acquire the legitimate linguistic skills and resources of French .... This therefore calls for measures that develop the language itself, normalization and standardization tools that reflect French usages within the communities and that address neglected aspects of the present [A]ct."*

**Isabelle Violette, University of Moncton, Evidence, 22 September 2017.**



*Jérémie Buote, from Jeunesse Acadienne et Francophone de l'Île-du-Prince-Édouard, speaks at a public hearing held in Charlottetown, P.E.I. on September 22, 2017.*

## The goal: to gain a stronger sense of identity

Building a sense of identity is at the core of linguistic duality and community vitality. Young French speakers in minority communities believe that a sense of identity is built on openness and diversity.<sup>76</sup> They are looking for a stronger sense of identity that will counteract the negative effects of linguistic insecurity. Adequately promoted, the range of accents found across the country could be seen as an asset and a source of pride rather than shame.<sup>77</sup> French-language schools have a major role to play in building a sense of linguistic and cultural identity and we should make the most of them.<sup>78</sup> The diversity of expression in Canada's francophonie is an advantage that must be recognized and taken into consideration, as these two young Acadians explained.

*"It is not just a question of having legislation that allows us to speak French. We need a place for that. [P]eople ... do not have to be ashamed of speaking a language that is a bit weird."*

**Seth Fraser (Nova Scotia), FJCF, Round Table, 8 September 2017.**

*"I firmly believe that preserving French in Acadia requires preserving Acadian French."*

**Madeleine Léger (New Brunswick), Student, Evidence, 22 September 2017.**

French-speaking young people from minority communities outside Quebec dream of an environment where they feel comfortable talking or interacting in the language of their choice, as one young person from New Brunswick said so eloquently.

***For a young person, identity security could be defined as an environment that includes access to quality education, community involvement, and that allows for cultural expression, in one's preferred language, be that English or French.***

Sue Duguay (New Brunswick), *Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB), Evidence, 22 September 2017.*

**An active offer of service in both English and French appears to be a key factor** in helping young people develop that sense of security. They should never have to ask to be served in their language – the choice should be offered to them from the start.

## The dream for Canada: active use of the official languages is a daily reality

The objective of advancing "the equality of status or use of English and French" enshrined in the *Canadian Charter of Rights and Freedoms* is far from being met.<sup>79</sup> French-speaking youth in minority communities believe it is achievable, as long as certain measures are introduced to reduce the barriers that have built up over the years. They want to live in a Canada where it is normal to live in French wherever you are. Canadian bilingualism should not be solely a matter of principle – it should be a daily reality.

Young people want access to a variety of services and infrastructure – at the educational, cultural, community and government levels – that will allow them to fully live this dream. Value the official languages is their watchword,<sup>80</sup>



Senator Claudette Tardif gives an interview at Collège de l'Île in Wellington.

and this must be done in a visible and tangible way.<sup>81</sup> If young French speakers in minority communities are to develop in their own language,<sup>82</sup> they need access to a range of community development services and to know that the federal government is taking their needs and interests into account.<sup>83</sup> They firmly believe that the federal government should take a leadership role and set an example. If the federal government takes action, it could have a snowball effect and encourage other levels of government – and even the private sector – to treat the two official languages equally.<sup>84</sup>

*"Part of our reality is the co-existence of French and English. We cannot get away from it."*

**Justin Johnson, FJCF, *Evidence*, 1 May 2017.**

*"We also encourage the government to recognize that its population is increasingly mobile and that the provision of bilingual services in its institutions should be made standard across the country."*

**Xavier Lord-Giroux, SNA, *Evidence*, 22 September 2017.**

A young woman from Saskatchewan who participated in the round table in Ottawa made some particularly insightful comments.

*We need federal help to promote linguistic duality. I can no longer face a provincial official or manager and be ridiculed because I dared to ask him if there are driving courses in French. I no longer want to enter an airport and feel like a burden because I answered them in French when they greeted me with "Hello, bonjour". I no longer want to be intimidated in a public place because I choose to speak French with my friends. I no longer want to hear students in French immersion programs say they no longer speak French because of their linguistic insecurity.*

Gabriela Quintanilla (Saskatchewan), FJCF,  
Round Table, 8 September 2017.

Young English speakers from Quebec and young francophiles shared this same vision of Canada, where using both official languages is the norm.

*"Both languages should be available as part of everyday life, and opportunities to learn them should be provided to everyone."*

**Rachel Hunting (Quebec), QCGN,  
*Evidence*, 8 May 2017.**

*"Just set the example. I know all federal institutions are bilingual, but really set that example and show that it's possible to be bilingual and to offer services the same way in both languages."*

**Nicolette Belliveau (New Brunswick),  
French for the Future, *Evidence*, 5 June 2017.**

*"[I]n normalizing the provision of all services in both official languages, I believe that more young people will embrace our linguistic duality. ... We have to continue to provide extra services for those who can speak both languages, because it is a motivation to do that. ... This standardizes both languages, gives consumers a choice, and it also allows anglophones who are learning French and francophones who are learning English to have an opportunity to practice. I think that it is important to offer all services."*

**Austin Henderson (New Brunswick), CPF,  
*Evidence*, 12 June 2017.**

*"These policies from Ottawa should extend [sic] to areas of public interaction such as parks, beaches, recreation and community centers ... where French can be equally implemented and made prevalent in whatever forms of usage."*

**Murtaza Ebrahim, *Brief*, 13 October 2017.**

*"[I]f we can find ways to promote French in a way that everyone likes and in which everyone is interested, adding French to their lives becomes simpler; it is like a domino effect. I think modernizing the Official Languages Act is the first step that can create a domino effect that will begin in communities and spread like a good virus in every province and across Canada."*

**Victoria Gibbs (P.E.I.), French for the Future,  
*Evidence*, 22 September 2017.**



Members of the Fédération de la jeunesse canadienne-française speak at a round table held in Ottawa on September 8, 2017.

## Canada's linguistic communities: building bridges

What level of effort are young people willing to invest to achieve their ideal, where both of our country's official languages are the norm? Their proposed solutions include building bridges between language communities in Canada. In general, they expressed keen interest in initiatives that encourage youth exchange programs and opportunities to interact. Their sense of identity is enhanced by being open to new ideas and people.

### Relationships between the minorities and the majority

To achieve equality between the two official languages, the first objective is to maintain positive and enriching relationships between the majority community and minority communities. If the former does not understand the needs of

the latter, it becomes difficult to progress toward the goal of equal status of English and French. Young people in minority communities are well aware of this dynamic. In other words, they want their community to be seen as an asset.

Young French speakers in minority communities want other Canadians to speak their language, celebrate their culture and know their history.<sup>85</sup> They want to connect with the francophone majority in Quebec and learn from them.<sup>86</sup>

English-speaking youth from Quebec have a good understanding of the need to connect with the francophone majority. The desire to break down stereotypes was one of the key points to emerge from the study *The Vitality of Quebec's English-speaking Communities: From Myth to Reality*.<sup>87</sup> Their comments focused on the

equality of Canada's two official languages and the desire to learn from others. They believe that building bridges between people should happen as early as possible in life.

*"[A] spirit of optimism has begun to prevail among English-speaking youth as they want to break down old stereotypes, identify common ground, and create stronger links with the French community. There is a desire or a need to be able to participate in both official languages where one language does not impede on the other."*

**Mario Clarke (Quebec), Youth Employment Services (YES), Evidence, 8 May 2017.**

*"Socialization and actually being out there and learning from anglophones or francophones, whatever the case may be, is the best way to learn. It is the best way to integrate and feel included in where you live and to build your identity."*

**Sarah Lukassen (Quebec), YES, Evidence, 8 May 2017.**

*"The more activities like those that we can support and provide to kids at a young age, the more success we'll have at building bridges between those communities, developing understanding, and supporting interest in those communities."*

**Rachel Hunting (Quebec), QCGN, Evidence, 8 May 2017.**

Initiatives that bring both language communities together should be encouraged.<sup>88</sup> Of course, this should happen only if young people from the minority community have developed a strong enough sense of identity to open a dialogue.<sup>89</sup> Access to courses to learn more about the history and culture of Canada's two main language communities appears to be important.<sup>90</sup> Minorities would manage to increase understanding of their issues.

## Celebrating Canada's francophonie

For the use of both official languages to become the norm, the advancement of French is going to need greater support. French-speaking youth in minority communities want **French to be more than just a language seen only in translation.**<sup>91</sup> **Strong leadership** is needed for this change to occur. **An active offer of service** and a **wider availability of cultural products in French** will help to **normalize the status of the language.**<sup>92</sup>

Another objective that young people mentioned frequently was to improve relationships between francophones and francophiles in Canada. There is a huge disconnect between francophone schools and French immersion programs in many regions.<sup>93</sup> In P.E.I., young francophiles outside Quebec said that they knew very little about the culture of their Acadian neighbours and that they had little interaction with them.<sup>94</sup> Their relationship involves a commitment to speak French in their province, but not necessarily direct interaction.<sup>95</sup> There is a lack of resources to organize these kinds of get-togethers, according to the teachers the Senate Committee met during its school visits.<sup>96</sup>

Some young people would like nothing better than to get out of the classroom and participate in events that bring people together where they can live and celebrate in French. Ways need to be identified to get people excited about the francophonie. However, there are a number of barriers: distance, a lack of resources, linguistic insecurity, the fear of having their identity diluted, inflexible structures, and the risk of increasing the flight of rights-holders from francophone schools to English-language schools.<sup>97</sup> These barriers must come down, and dialogue and connections must be nurtured.





Senators Lucie Moncion and René Cormier teamed up with the Fédération de la jeunesse canadienne-française for a round-table discussion in Ottawa about how to update the Official Languages Act to meet the realities of the 21<sup>st</sup> century.

*"[I]n our activities, we see that youngsters don't see the difference between francophones and francophiles. All of those who participate in the activities speak French and get along well together, wherever they come from."*

**Louis Roux (British Columbia), FJCF, Round Table, 8 September 2017.**

*"I host a radio program in English at Mount Allison, but I only play music in French, and I explain the context of the songs and their content. This is my way of bringing some of my francophone culture to an anglophone majority environment. To me, that is what building bridges means."*

**Madeleine Léger (New Brunswick), Student, Evidence, 22 September 2017.**

Some youth organizations have adopted broader definitions of francophone for their membership.<sup>98</sup> Their goal is to include in their

organization's activities more Canadians who speak French, but not as their first language. Recruiting members is difficult, especially when the existing structures make a distinction between francophones and francophiles.<sup>99</sup>

*"We often tried to engage young people and get them to join our youth activities in French, but they felt excluded for the simple reason that they did not feel Acadian. We did not like that. We wanted all of the young people who are able to communicate in French or identify with Acadia to feel welcome in our activities. And so in 2016, we added "et Francophones de l'Île-du-Prince-Édouard" to communicate that wherever you come from, whatever your accent, there is room for you at JAFLIPE. With that change, we want to allow all citizens from 12 to 25 who speak French to live, flourish, and get involved in French."*

**Jérémie Buote (P.E.I.), JAFLIPE, Evidence, 22 September 2017.**



**Senator Rose-May Poirier congratulates young people at École Évangéline for their perseverance in learning French. She encouraged them to be proud of their Acadian and Francophone roots.**

A definition of francophone that is too narrow could have unintended consequences for youth organizations, such as the chronic lack of funding to address legitimate needs.

*"In Newfoundland in particular, there are 10 times more francophiles in St. John's than there are francophones and people who are officially bilingual. The events we organize, in our youth centres and elsewhere, attract a great many people, and we don't have the means to accommodate them all. When we find a way to do so, it is without resources, so the definition of a francophone that is used to determine what resources to allocate will certainly have to be reviewed."*

**Gaël Corbineau (Newfoundland and Labrador), Franco-Jeunes de Terre-Neuve-et-Labrador, Evidence, 22 September 2017.**

That is what young people mean when they say they want to have a new definition of a francophone:<sup>100</sup> one that would strengthen bilingualism in Canada.

*"[Young people] want to share their experiences. They are well aware that when people make a connection between the language and the culture behind it, they develop more than just language skills. They develop a genuine love of bilingualism and an understanding of its importance."*

**Alexis Couture, FJCF, Evidence, 22 September 2017.**

Some young people from minority communities also emphasized the importance of increasing dialogue with newcomers. For example, they suggested providing newcomers with language training or better integrating them into community and cultural events.<sup>101</sup> They proposed doing away with the idea of being more francophone or less francophone and enshrining such a perspective when drafting legislation.

*"It is as though there is a hierarchy in the francophonie among those who are more francophone or less francophone. In that hierarchy, we would each be at a different level, along with those who are newcomers, who are learning core French or French, and those who want to learn French. This hierarchy is completely artificial to us and serves only to exclude people. One way of preserving the French language in French-language minority communities is to dismantle this artificial hierarchy. Government laws, structures and policies should encourage and mandate that."*

**Derrek Bentley (Manitoba), FJCF, Round Table, 8 September 2017.**

# Chapter 2

## Proposals for Modernizing the Act

*While visiting Colonel Gray High School, members of the Senate Committee heard from students about the benefits of being bilingual and why they chose to continue their high school education in French immersion.*



The Senate Committee received a number of proposals to ensure that the Act reflects the realities of the 21<sup>st</sup> century. These proposals are outlined in this chapter. In general, young people want to strengthen linguistic duality in Canada and promote bilingualism. They proposed that the federal government make a greater effort to achieve these objectives. How can the federal government help young people reach their full potential in both languages? It can do so by:

- reviewing the issue of services to the public;
- strengthening its support for official language minority communities;
- actively promoting both official languages;
- strengthening the mechanisms for implementing the Act; and
- harnessing the potential of digital content.

The issues raised in this chapter will help to shape the Senate Committee's final report.



## Review the provision of services to the public

The ideal vision young Canadians have for their country is one where federal services are available in both official languages, regardless of what type of service is requested or where it is being requested. The federal government has committed to reviewing the supporting regulations for Part IV of the Act concerning communications with and services to the public. Many witnesses emphasized a point that has been made many times before: the way in which services are provided to the public in English and French needs to be reviewed. They emphasized

the importance of ensuring that services are of equal quality and that a more inclusive definition of a francophone be adopted.

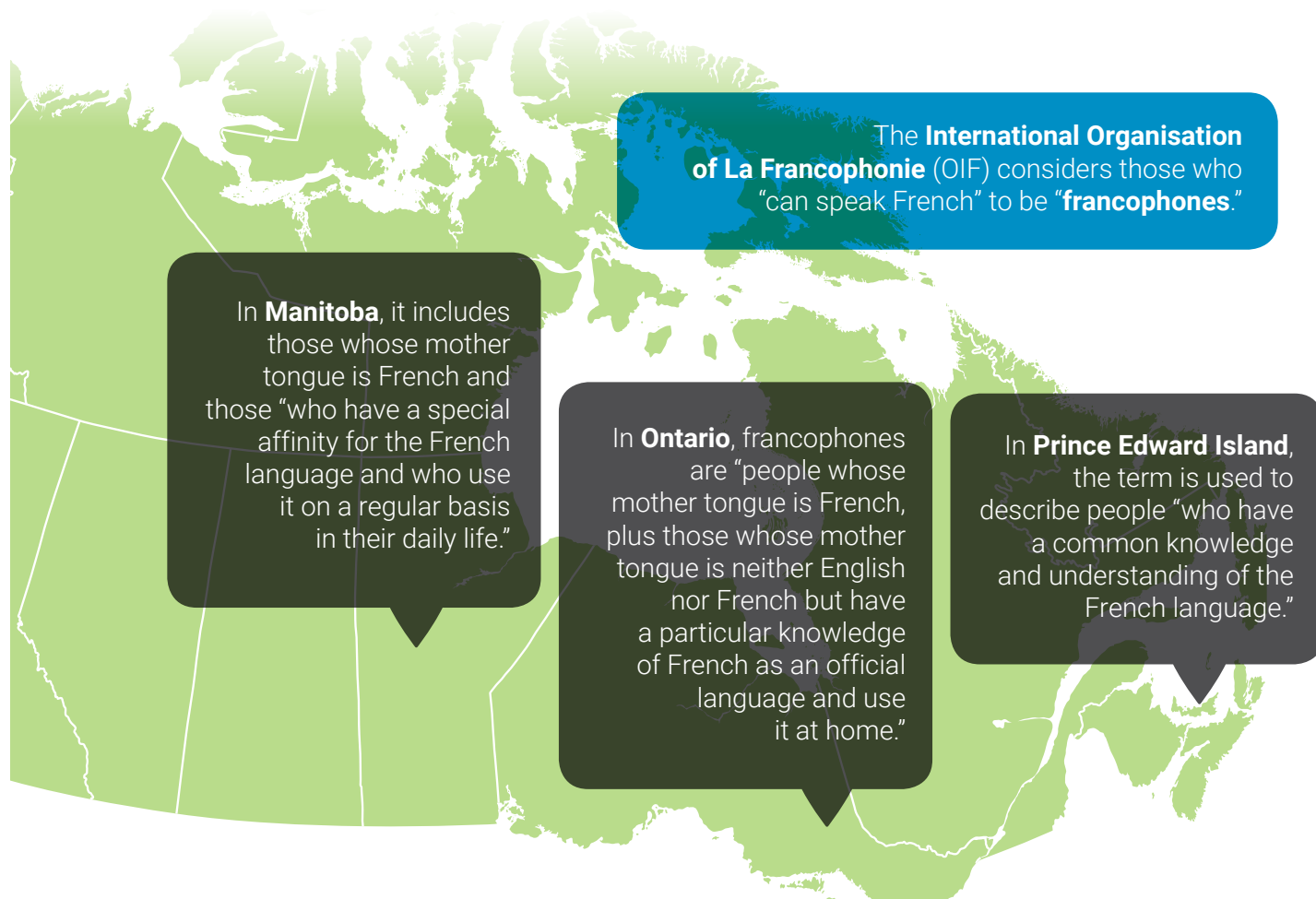
### Services of equal quality: anytime, anywhere

Young people want better access to government services. They do not necessarily distinguish between the services offered by the federal, provincial and municipal levels of government. They simply want access to the services they need in the language of their choice, and they

feel that several key principles should apply. These services must be actively offered in both languages. Services must be of equal quality in English and French. They should not be limited to certain sectors or regions. It is best if they are available anytime, anywhere. Young people want the Act to be amended to address these imperatives.

## An inclusive definition of a francophone

French-speaking youth in minority communities are proud supporters of a more inclusive definition of a francophone. They are calling on the federal government to follow the example set by other jurisdictions and implement new criteria.



Currently, the supporting regulations for Part IV of the Act use a more restrictive definition of a francophone and rely solely on quantitative criteria to determine whether there is significant demand. This approach does not take into account changes in social, demographic or legal status. It overlooks the diversity that is present in so many francophone communities, where immigration and exogamous families are playing more prominent roles. The current method of determining the potential demand for service in French excludes French immersion graduates and the children of exogamous couples, where only one parent is a francophone. Young people are asking the federal government to be more inclusive and take into consideration present-day realities.



## Strengthening support for official language minority communities

The young Canadians the Senate Committee met, and those from official language minority communities in particular, believe in the importance of strengthening support for anglophone and francophone minorities in Canada. These communities are an integral part of the social contract that Canada endorsed when it passed the Act in 1969.

### Priority areas for development

Currently, the Act does not contain provisions specific to young people. The measures outlined in Part VII are very general, and deal with advancing English and French and enhancing official language minority communities. Young people are calling for stronger support in areas of development that affect them directly, such as education, economic development, arts and culture, increasing the capacities of youth organizations, immigration, and identity building. They want the federal government to consult them when measures are being implemented in these areas.

### Education: from early childhood to post-secondary

Instruction in French should be an option from a very young age, and it should be available right through to post-secondary education. The concept of ensuring a French education continuum is not new, and it becomes clear why it is important when young people talk about the barriers they face. The Act contains provisions about primary and secondary schools, but it says nothing about measures for early childhood education or post-secondary education, even though they are recognized as key indicators of vitality, serving to introduce people to the language and to develop their proficiency. The Act must recognize the federal government's role as a custodian of the principles of substantive equality and the remedial nature of language rights in education. Clear references to early childhood and post-secondary education must be included in the Act, as they are essential parts of the education continuum.

### **Economic development and employability**

Bilingualism is often leveraged to support economic development and youth employability. The Act must be able to support young people as they develop their skills in both official languages and encourage them to help their communities prosper. Strong official language minority communities are those that are well represented in the local economy and contribute to regional prosperity. The Act must support positive measures to encourage young people to stay in – or return to – their region and participate in this development. This can only be accomplished through a clear affirmation of the roles that economic development and employability play in promoting linguistic duality in Canada.

### **The link between language and culture**

Young people want a greater investment in arts and culture. For them, promoting a language together with its culture is obvious, even essential. That is what allows official language minority communities to flourish. It also attracts the interest of other language communities in Canada. Young people have said they need access to cultural content that they can identify with, that brings them together and that represents them. The current iteration of the Act does not recognize sufficiently this relationship between language and culture. According to a number of people, this shortcoming must be addressed. It can be done through education, where learning a language involves learning about the culture as well. This is also a way to recognize the value that bilingualism adds to Canadian society and to reaffirm linguistic duality as a fundamental value. Young people who experience the culture associated with a language will have stronger ties to that language.

### **Capacity building and the philosophy of *by* and *for* young people**

The work of the Senate Committee shows that young people are motivated to talk about the issues of importance to them and are ready to get involved in their community. They want to be equipped to participate in the decision-making process so they can ensure that their circumstances and their needs are taken into account. Therefore, it is important that parliamentary and government institutions subject to the Act listen to their views and take them into account when making decisions so that the Act better reflects their needs.

Involvement in youth organizations appears to be a key factor in identity building, and that is why French-speaking youth in minority communities want more help to develop the capacities of these organizations. The philosophy of *by* and *for* young people is a way for them to put their organizations at the centre of government action. The Senate Committee met with the *Société Nationale de l'Acadie*, whose governance model – an inspiring one – allocates 50% of decision-making power to its member youth organizations. To achieve the implied objectives of the Act, the concepts of “development,” “vitality” and “positive measures” should be defined more clearly in Part VII. The idea of *by* and *for* communities could also be outlined in the Act.

### **Integrating newcomers into communities**

As Canada becomes more and more diverse, both in terms of language and culture, young people in minority communities must demonstrate openness to newcomers. They have the potential to breathe new life into aging minority communities. Young people clearly expressed their desire to connect with other language communities in the country. A more inclusive definition of a francophone could have an effect not only on the provision of services, but also on the development and vitality of their communities.

As it stands, the Act does not address the role of immigration in the context of implementing Part VII. Perhaps it should be reviewed to clearly state Canada's objectives in this area, or it could provide for incentives to encourage newcomers to integrate into official language minority communities. Why not take this opportunity to proclaim loud and clear the role of official languages as a mechanism for integration into Canadian society? The Act could include measures to help immigrants learn the official languages, as well as measures on cultural diversity.

### Community spaces

Does the Act do enough to emphasize the importance of supporting community spaces that contribute to the development and vitality of official language minority communities? Young people who come from these communities say this support needs to be strengthened, which would make it easier for them to achieve their objective of building bridges with each other and with other language communities.



## Actively promote the two official languages

In general, young Canadians agree that the federal government should think big regarding its objectives to promote the two official languages. While the Act has an entire section – Part VII – dedicated to the advancement of English and French, witness testimony revealed a need to go further. Witnesses suggested that additional measures be taken to ensure that both languages are

actively promoted in Canadian society, whether in terms of language instruction, promotion or the establishment of linguistic standards across Canada.

### Learning both official languages: everywhere and for everyone

All Canadians should have the option of being educated in either official language. Young



people asked: Why should learning opportunities be limited to certain categories of citizens or to certain regions of Canada, when the advantages of bilingualism are well known? Why do some citizens have this opportunity, but not others? The Act outlines measures to encourage people to learn English and French and to urge provincial and territorial governments to provide programs. Could the Act make these programs mandatory across Canada? Young people believe the federal government has a leadership role to play regarding education in both official languages, while still respecting provincial jurisdiction. These programs could include learning experiences outside the classroom. According to young people, being in a real-life setting helps improve their fluency. The Act in its current form does not address this matter.

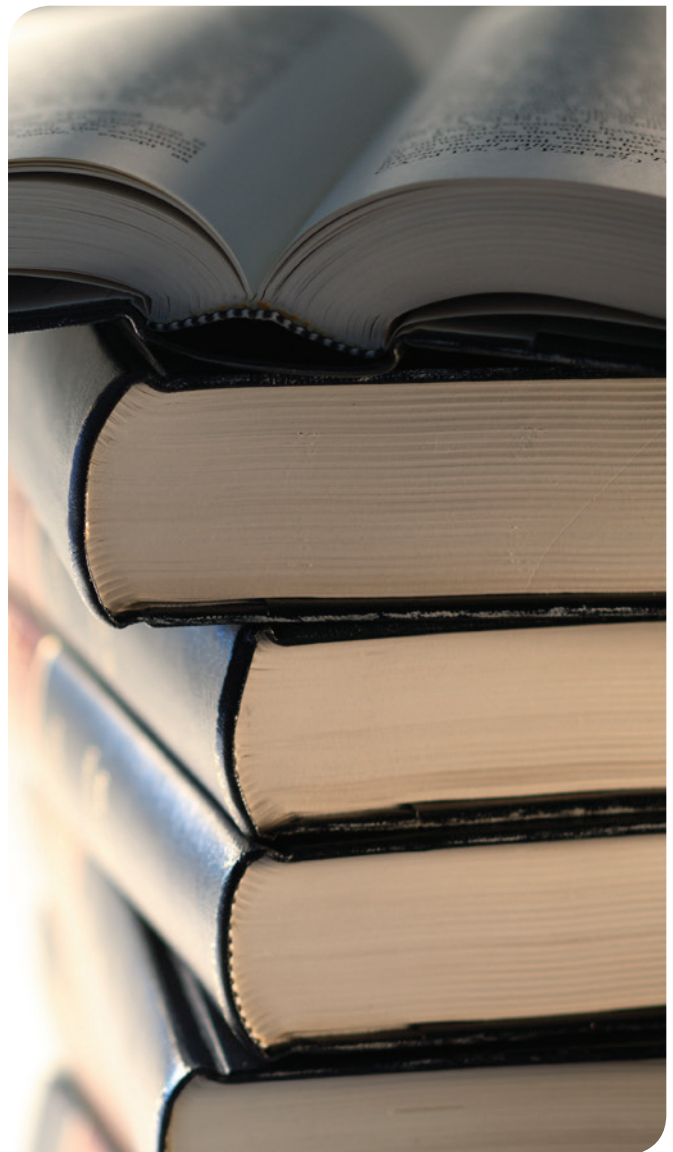
### **Promote linguistic pride and diversity of expression**

According to young French speakers from minority communities, the Act must be able to provide solutions to the challenges caused by linguistic insecurity. They want a federal government that acknowledges young people and their reality. They want to live in a Canada where linguistic duality and both official languages are celebrated, and where various accents and regional differences are respected. Their bilingual identity and the many forms it takes should be seen as an advantage in Canada's linguistic and cultural endeavour.

### **Define common language skills**

Too many young people who learn English or French at school do not have opportunities to use their second language after they graduate from high school. Young people who believe in Canadian bilingualism think that common linguistic competencies must be defined. The Act talks about learning languages in an educational context, but says nothing about maintaining the skills acquired. In the workplace, public and private sector employers are increasingly interested in young bilingual

professionals. Moreover, is it not high time for bilingualism to be seen as an essential competency in the 21<sup>st</sup> century? Young people believe that the Act should require candidates for high-level positions – Supreme Court of Canada judges being but one example – to be fluent in both languages.



## Strengthen the mechanisms for implementing the Act

In general, young Canadians seem more drawn to positive measures that advance, value and promote the two official languages than to punitive measures. However, noting the inaction of some institutions, a number of young people suggested adopting stronger measures for implementing the Act. They emphasized the importance of including the provinces and territories in efforts to achieve the Act's objectives, and they proposed increased oversight of its implementation. Some young people suggested considering a periodic review of the Act to ensure that it remains relevant over the long term.

### Greater cooperation between the federal and provincial governments

The provinces and territories have considerable influence over whether the objectives of the Act are achieved. Many of the areas it addresses are under shared jurisdiction. Therefore, young people believe it is important to strengthen cooperation between levels of government. Governments need to better coordinate their efforts and show leadership in implementing the Act and ensuring that it meets its objectives.

### More robust oversight and accountability mechanisms

The Act is often not respected. It falls to citizens to ensure that the Act is enforced by filing complaints. Young people believe that more robust accountability mechanisms are needed. The example of a province like P.E.I., where the premier is responsible for the Francophone Affairs portfolio, is certainly inspiring. Why not move federal responsibility for official languages to a higher position? This is a valid question in the context of a review of the Act, considering that there are gaps in its implementation and its division of responsibilities has never been re-examined. Designating a central agency responsible for coordinating, implementing and enforcing the Act was one of the suggestions

brought forward. Young people felt that the Privy Council Office is well positioned to take on this responsibility.

Including stronger mechanisms in the Act for oversight, fines or penalties is another one of the solutions proposed. Ensuring compliance with the Act is essential if the federal government wants to contribute to the substantive equality of the two official languages. Ensuring that this principle is clearly communicated would help to ease the linguistic tensions that occasionally arise in some regions of the country. Rather than being perceived as a simple tool of moral persuasion, the Act would be seen as it should be: a fundamental piece of legislation with quasi-constitutional status. Perhaps some of the wording of the Act should be reviewed to make it more restrictive.

When the federal government transfers funds to the provinces, it should also fulfill its responsibilities by ensuring that the funds are used for the right purposes. Thus, accountability measures could be included in the Act, making it mandatory for intergovernmental agreements to include language clauses and consultation mechanisms with the official language minority communities concerned.

### Periodic review of the Act

During the current discussions on modernizing the Act, it was suggested that provisions be introduced to ensure it is reviewed periodically so that its relevance over the long term can be assured. New Brunswick is one example of a province whose language laws are reviewed in that manner. Federal legislation must align with other legislative measures elsewhere in the country and it must be able to evolve at the same pace.



## Harness the potential of digital content

One point that stands out from the Senate Committee's work over the last few months is with regard to the current Act's inability to adapt to today's technologies. Young Canadians are eager to embrace new technologies. They use technology in their day-to-day lives and want to be able to leverage it to promote the two official languages. They want digital content created *by* them and *for* them. They want to be able to take advantage of new media to communicate in both official languages. Messages about accepting and valuing both official languages must be heard by all Canadians from all backgrounds and in all regions.

### Content *by* and *for* young people

Young people do not have the tools or the help they need to make an impact in the digital world, and they have even fewer options to do so in French. They want to be involved in creating French-language digital content. They want access to content that they can relate to and to take part in events and interact in spaces that promote it. In their opinion, new technologies would also help advance the official languages more directly and encourage young people to participate. The Act could promote the advancement and the creation of online content

in French through social media and online platforms, which are now essential components of federal communications with the public.

### Broaden the scope of the message to all Canadians

The more visible official language minority communities become, the better the chances of linguistic duality in Canada being recognized. The advancement of both official languages and bilingualism is important to all Canadians. Modern technology, especially social media tools, makes it easier to broaden the scope of the message and bring various communities in the country together. They must be included in the discussion, and the message must be communicated simply, be accessible to everyone, and emphasize the positive aspects of linguistic duality and bilingualism as well as the equality of both official languages. Younger generations will be more aware and feel more involved as a result.



# Summary

## of Young People's Proposals to Modernize the Act

### REVIEW PART IV: COMMUNICATIONS WITH AND SERVICES TO THE PUBLIC

In addition to reviewing the supporting regulations for Part IV of the Act, provisions must be included the Act to:

- ensure that communications with and services to the public are of **equal quality**;
- include an **inclusive definition of a francophone**;
- review the criteria for **significant demand** in relation to the criteria for the **vitality** of official language minority communities;
- review the prior **consultation** mechanisms with communities;
- standardize the provision of services in English and French** across the country;
- guarantee an **active offer** of services; and
- make use of **social media** by encouraging federal institutions and their employees to consider these tools in their interactions with the public.

### REVIEW PART VII: ADVANCEMENT OF ENGLISH AND FRENCH

In addition to the measures already outlined in Part VII, the Act must:

- guarantee a true **continuum of education** by including specific commitments for **early childhood** and **post-secondary education**;
- make it mandatory for all provinces and territories to offer **English and French programs** at the primary and secondary levels;
- support **exchange programs** and **authentic experiences** as ways to encourage language learning outside the classroom;
- support **economic development, employability** and **entrepreneurship**;
- establish a clear link between a **language** and its **culture**;
- include specific objectives to support **arts and culture**;
- support **capacity development** for **youth** organizations;
- support **immigration** within official language minority communities through **recruitment, promotion** and **integration** measures;
- recognize the official languages as a **mechanism for integration** into Canadian society;
- ensure the development of **community and cultural spaces** that promote **identity building**;
- clearly state the objectives for the **revitalization** of official language minority communities and for the **substantive equality** of both official languages;
- make a **strong sense of identity** an objective to attain;
- clearly identify the obligation to **consult** with communities; and
- outline positive measures for **French-language support** initiatives.

## DEFINE THE PRINCIPLES OF PART VII

Some concepts must be better defined in the Act:

“development” and “vitality” of communities;

“positive measures”; and

“by and for” communities.

## BROADEN THE SCOPE OF THE ACT

A distinct legislative framework must be considered to establish objectives for the development of minority communities.

The preamble to the Act must:

broaden the scope of the message about accepting and valuing the two official languages in order to reach Canadians from all backgrounds and regions; and

draw on the concepts of linguistic and cultural diversity that mark Canadian society today.

## ENSURE THE IMPLEMENTATION OF THE ACT

To ensure the implementation of objectives that are the responsibility of various levels of government, the Act must:

provide stronger mechanisms to guarantee improved intergovernmental cooperation; and

develop language clauses to include in intergovernmental agreements.

In addition to the powers already granted to the Commissioner of Official Languages in Part IX of the Act, more powers must be conferred on the position in order to:

penalize federal institutions that do not comply with the Act; and

establish a list of offences that will result in fines.

A central agency must be designated at the highest level of the federal government to coordinate, implement and enforce the Act.

The Act must include periodic review measures.

## AIM HIGHER

The Act must:

compel federal institutions to actively promote both official languages;

identify the official languages as core competencies;

require candidates for high-level positions to be bilingual;

make it easier to create digital content by and for young people; and

establish positive measures for creating digital content in French.

## Conclusion

The members of the Senate Committee are proud of the willingness of young Canadians to support and uphold the values associated with bilingualism and linguistic duality. From the very beginning of the study, they believed it was important to give young people the first opportunity to speak, because young people are not only the future of our country; they are also the present.

During the meetings held over the last few months, young Canadians between the ages of 14 and 25 energized the debate on modernizing the Act, bringing new and innovative ideas to the table shaped by both realism and idealism. Young Canadians are proud of their two official languages. For the most part, they are motivated to become more fluent. However, they face barriers that prevent them from achieving their dream: a world where English and French are the norm throughout Canadian society. They are ready to do what it takes to achieve this dream, including building bridges between the country's various language communities.

The young people the Senate Committee met with provided concrete solutions for the federal government to consider as it reviews the 50-year-old Act. They believe the federal government has a key leadership role to play in advancing the two official languages. They want the bar to be raised for Canada's linguistic duality. They envision a country where living in English or in French is the norm, no matter where you live or what types of services you need. They want to see changes that will have a real, positive impact in their day-to-day lives.

Their ideal Canada is one where valuing both official languages is a part of everyday life. Their vision goes beyond the linguistic framework that was established 50 years ago. They want to broaden the conversation to reflect today's reality of a more diverse population and more pronounced regional characteristics.

*"Young Canadians dream of living, and want to live, in a Canada that respects linguistic duality, that celebrates linguistic duality, that values our regional francophone accents and that brings the language communities of the country together."*

**Justin Johnson, FJCF, *Evidence*, 1 May 2017.**

*"I dream that Canada will one day become a country where citizens speak two, three or four languages fluently; believe in official bilingualism; and keep their culture of origin, for example, in the case of newcomers."*

**Nicolette Belliveau, French for the Future, *Evidence*, 5 June 2017.**

The Senate Committee will use the views it has heard in recent months to guide its next steps. It is proud to have given young people the first opportunity to speak as part of this effort to modernize the Act. Young Canadians are equally proud to promote and value the two official languages, both now and into the future.



*Senator Lucie Moncion takes a selfie with students at École Évangéline during the Senate Committee's visit to Prince Edward Island.*





# Appendix A

## Witnesses

Name of the organization	Representative(s)
<b>Public Hearings in Ottawa - 01.05.2017</b>	
<b>Fédération de la jeunesse canadienne-française</b>	Justin Johnson, President Josée Vaillancourt, Executive Director
<b>Réseau de développement économique et d'employabilité</b>	Jean-Guy Bigeau, Chief Executive Officer Simon Méthot, Youth Project Officer Sébastien Benedict, Manager, Government and Community Relations
<b>Public Hearings in Ottawa - 08.05.2017</b>	
<b>Quebec Community Groups Network</b>	Rachel Hunting, Member Alexander Gordon, Member
<b>Youth Employment Services Foundation</b>	Mario Clarke, Director, Entrepreneurship Program Sarah Lukassen, Youth Coordinator
<b>Public Hearings in Ottawa - 29.05.2017</b>	
<b>Quebec High School</b>	Warren Thomson, Principal
<b>Public Hearings in Ottawa - 05.06.2017</b>	
<b>Experiences Canada</b>	Deborah Morrison, President and Chief Executive Officer Courtney Peters, Program Participant Khaleela Skinner, Program Participant
<b>Public Hearings in Ottawa - 12.06.2017</b>	
<b>Canadian Parents for French</b>	Nicole Thibault, National Executive Director Austin Henderson, Representative Cristina Andronic, Representative Lucy Asante, Representative
<b>Public Hearings in Prince Edward Island - 22.09.2017</b>	
<b>Société Nationale de l'Acadie</b>	Xavier Lord-Giroux, Acting President Véronique Mallet, Executive Director



## Public Hearings in Prince Edward Island - 22.09.2017 (continued)

<b>As individuals</b>	<p>Marianne Cormier, Dean, Faculty of Education, University of Moncton</p> <p>Éric Forgues, Executive Director, Canadian Institute for Research on Linguistic Minorities, University of Moncton</p> <p>Isabelle Violette, Assistant Professor, Department of French Studies, University of Moncton</p> <p>Mathieu Wade, Postdoctoral Fellow, Institute of Acadian Studies, University of Moncton</p> <p>Madeleine Léger, Student, Mount Allison University</p>
<b>Commission scolaire de langue française de l'Île-du-Prince-Édouard</b>	Paul Cyr, Director of Instruction
<b>Prince Edward Island Department of Education, Early Learning and Culture</b>	René Hurtubise, Director of Innovation and French Programs and Services
<b>Fédération des parents de l'Île-du-Prince-Édouard</b>	Anastasia Desroches, Executive Director
<b>Canadian Parents for French Prince Edward Island</b>	Gail Lecky, Executive Director
<b>Réseau de développement économique et d'employabilité</b>	Stéphane Blanchard, Youth Development Officer, Prince Edward Island
<b>La Coopérative d'intégration francophone de l'Î.-P.-É.</b>	Jacinthe Lemire, Director
<b>Simple Feast Catering</b>	Jérémie Arsenault, Owner
<b>Canadian Parents for French</b>	Thomas Haslam
<b>French for the Future</b>	Katie Toole Victoria Gibbs
<b>Fédération de la jeunesse canadienne-française</b>	Alexis Couture, Past President
<b>Jeunesse Acadienne et Francophone de l'Île-du-Prince-Édouard</b>	Jérémie Buote, Deputy Chair
<b>Fédération des jeunes francophones du Nouveau-Brunswick</b>	Sue Duguay, President
<b>Franco-Jeunes de Terre-Neuve et du Labrador</b>	Mary-Jane Barter, President Gaël Corbineau, Executive Director

# Appendix B

## Visits and informal meetings

Name of the organization	Representative(s)
<b>Visits and informal meetings in Prince Edward Island - 21.09.2017</b>	
<b>Colonel Gray High School</b>	Dominique Lecours, Principal Deneen Gallant-Norrington, Vice-Principal Shruthi Bandi, Student Kristen Thompson, Student Kristi Stewart, Student Katia Hughes, Student Joe Thomson, Student Jack Ronahan, Student Mariah Doyle, Student
<b>Athena Consolidated School</b>	Jerry MacAuley, Principal Janice Doyle, Vice Principal Shelley Schurman, Teacher, Social Studies Charlene Campbell, Teacher, Core French Kirsten Smith, Student Memphis Aitken, Student Kaden MacInnis, Student Montana Young, Student Kate MacKenzie, Student Michael Friesen, Student Cole Durley, Student Emma Dyer, Student Emily Woodside, Student Mya MacFarlane, Student Carter Ripley, Student Ashlyn Pridham, Student Emma Campbell, Student Fin Clapham, Student
<b>Fromagerie artisanale de l'Isle</b>	Mathieu Gallant, Owner
<b>Société Saint-Thomas-d'Aquin</b>	Aubrey Cormier, Executive Director



## Visits and informal meetings in Prince Edward Island - 21.09.2017 (continued)

<p><b>École Évangéline</b></p>	<p>Paulette LeBlanc, Principal            Jon Zalewski, Teacher            Dawson Arsenault, Student            Patrick Bernard, Student            Britney Arsenault, Student            Frédérick Morency, Student            Tianna Gallant, Student            Sophie Gallant, Student            Nicolas Sillicker, Student            Taylor Arsenault, Student            Austin Arsenault, Student            Renée Gallant, Student</p> <p>Gilbert Arsenault, Student            Jillian Richard, Student            Michel Arsenault, Student            Miguel Arsenault, Student            Felicity Montgomery, Student            Thomas Arsenault, Student            Nicolas Savoie, Student            Emily Arsenault, Student            Chloé Arsenault, Student</p>
<p><b>Collège de l'Île</b></p>	<p>Donald DesRoches, President            Colette Aucoin, Vice President            Dominique Chouinard, Communications Director            Alice Bérubé, Teacher            Mélanie Gallant, Teacher            Tasha Gallant, Student            Sabrina Frew, Student            Emilie Le Guellec, Student            Nathan Arsenault, Student            Austen Stewart, Student            Roby Gallant, Student            Justin Boutilier, Student            Chelsey Wright, Student            Jaryd Burt, Student            Breanne Burgoyne, Student</p>

# Appendix C

## Round Table with the *Fédération de la jeunesse canadienne-française*

Name of the organization	Representative(s)
<b>Round Table in Ottawa - 08.09.2017</b>	
<b>Stakeholders from the <i>Fédération de la jeunesse canadienne-française</i></b>	Justin Johnson, President Sophie Brassard, Vice-President Gillian Theoret, Treasurer Martin Kreiner, Member (Alberta) Louis Roux, Member (British Columbia) Kyle Gill, Member (Prince Edward Island) Derrek Bentley, Member (Manitoba) Émile Couturier, Member (New Brunswick) Seth Fraser, Member (Nova Scotia) Pablo Mhanna-Sandoval, Member (Ontario) Gabriela Quintanilla, Member (Saskatchewan) Amélie Latour, Member (Yukon)
<b>Senate of Canada</b>	The Hon. René Cormier, Senator for New Brunswick The Hon. Lucie Moncion, Senator for Ontario
<b>Other participants</b>	Colin-Philip Belliveau-Simard, President, <i>Francophonie jeunesse</i> , Alberta Sue Duguay, President, <i>Fédération des jeunes francophones du Nouveau-Brunswick</i> Julien Gaudet, Director General, <i>Association jeunesse fransaskoise</i> Ariane Freynet Gagné, Counsellor for young workers, <i>Conseil jeunesse provincial</i> Adrien Buote, President, <i>Jeunesse Acadienne et Francophone de l'Île-du-Prince-Édouard</i>

# Appendix D

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## Briefs, presentations and other documents

Brynaert Brennan and Associates, *Young Canada Works in Both Official Languages: A rationale for renewing and reinvesting in the program presented by the six delivery organizations for the program*, produced by the *Fédération de la jeunesse canadienne-française* et al., 6 September 2016.

Canadian Parents for French Prince Edward Island, *Presentation to the Standing Senate Committee on Official Languages*, 22 September 2017.

*Fédération de la jeunesse canadienne-française*, “The Views of Young Canadians: The sociolinguistic background and the vitality of francophone minority communities – The challenges of second-language learning – Promoting both official languages – Bilingualism and prospects for employment,” *Brief presented to the Standing Senate Committee on Official Languages*, 1 May 2017.

*Fédération de la jeunesse canadienne-française*, *Summary of responses to surveys of Canadian francophone youth*, 1 May 2017.

Julia Albert, 2016 Ambassador, French for the Future, *Official Languages Act*, submitted to the Senate Committee on Official Languages, 5 June 2017.

Madeleine Léger, Student, Mount Allison University, *Brief*, submitted to the Standing Senate Committee on Official Languages, 22 September 2017.

Murtaza Ebrahim, Malvern Initiatives, *Brief*, submitted to the Standing Senate Committee on Official Languages, 13 October 2017.

Paul Cyr, Director of Instruction, *Presentation to the Standing Committee on Official Languages*, 22 September 2017.

Rachel Hunting, Member, Quebec Community Groups Network, *Follow-up*, submitted to the Standing Senate Committee on Official Languages, 21 June 2017.

*Réseau de développement économique et d'employabilité*, Prince Edward Island, *Présentation au Comité sénatorial permanent des langues officielles*, 22 September 2017 [AVAILABLE IN FRENCH ONLY].

Standing Senate Committee on Official Languages, Round Table with the *Fédération de la jeunesse canadienne-française*, Ottawa, 8 September 2017.

Youth Employment Services, *Presentation to the Standing Senate Committee on Official Languages*, 8 May 2017.

# Appendix E

## Notes

- 1 Visit to *École Évangéline*, 21 September 2017.
- 2 Standing Senate Committee on Official Languages [OLLO], *Evidence*, Ottawa, 1 May 2017 (Ms. Josée Vaillancourt, Executive Director, Fédération de la jeunesse canadienne-française [FJCF]).
- 3 Youth Employment Services [YES], *Presentation to the Standing Senate Committee on Official Languages*, 8 May 2017, p. 3; OLLO, *Evidence*, Ottawa, 8 May 2017 (Ms. Rachel Hunting, Member, Quebec Community Groups Network [QCGN]); OLLO, *Evidence*, Ottawa, 29 May 2017 (Mr. Warren Thomson, Principal, Quebec High School [QHS]).
- 4 OLLO, *Evidence*, Ottawa, 8 May 2017 (Mr. Alexander Gordon, Member, QCGN).
- 5 YES (8 May 2017), pp. 5–6; Murtaza Ebrahim, Malvern Initiatives, *Brief*, submitted to the Standing Senate Committee on Official Languages, 13 October 2017, pp. 2–3.
- 6 FJCF, “The Views of Young Canadians: The sociolinguistic background and the vitality of francophone minority communities – The challenges of second-language learning – Promoting both official languages – Bilingualism and prospects for employment,” *Brief presented to the Standing Senate Committee on Official Languages*, 1 May 2017, p. 4; FJCF, *Summary of responses to surveys of Canadian francophone youth*, 1 May 2017, p. 5.
- 7 OLLO, Round Table with the FJCF, 8 September 2017 (Mr. Kyle Gill, Member (P.E.I.), FJCF).
- 8 FJCF (1 May 2017), *Summary of responses to surveys*, pp. 2, 6–7.
- 9 FJCF (1 May 2017), *Summary of responses to surveys*, p. 2.
- 10 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Colin-Philip Belliveau-Simard, President, *Francophonie jeunesse*, Alberta).
- 11 OLLO, *Evidence*, Ottawa, 1 May 2017 (Mr. Justin Johnson, President, FJCF); FJCF (1 May 2017), *Brief*, p. 6; OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Ms. Gabriela Quintanilla, Member (Saskatchewan), FJCF).
- 12 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Julien Gaudet, Director General, *Association jeunesse fransaskoise*).
- 13 FJCF (1 May 2017), *Summary of responses to surveys*, p. 7.
- 14 FJCF (1 May 2017), *Summary of responses to surveys*, p. 2.
- 15 FJCF (1 May 2017), *Brief*, p. 5; OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Katie Toole, French for the Future).
- 16 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Courtney Peters, Program Participant, Experiences Canada).
- 17 FJCF (1 May 2017), *Summary of responses to surveys*, p. 6.
- 18 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Nicolette Belliveau, Ambassador 2012, French for the Future).
- 19 FJCF (1 May 2017), *Summary of responses to surveys*, p. 2.
- 20 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Xavier Lord-Giroux, Acting President, *Société Nationale de l’Acadie* [SNA]); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Jacinthe Lemire, Director, *La Coopérative d’intégration francophone de l’Î.-P.-É.*).
- 21 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Mathieu Wade, Postdoctoral Fellow, Institute of Acadian Studies, University of Moncton, As an Individual); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Jacinthe Lemire, Director, *La Coopérative d’intégration francophone de l’Î.-P.-É.*).
- 22 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Jacinthe Lemire, Director, *La Coopérative d’intégration francophone de l’Î.-P.-É.*).
- 23 OLLO, *Evidence*, Ottawa, 8 May 2017 (Ms. Rachel Hunting, Member, QCGN).
- 24 OLLO, *Evidence*, Ottawa, 29 May 2017 (Mr. Warren Thomson, Principal, QHS).
- 25 FJCF (1 May 2017), *Summary of responses to surveys*, p. 5; YES (8 May 2017), p. 6; OLLO, *Evidence*, Ottawa, 29 May 2017 (Mr. Warren Thomson, Principal, QHS); OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Courtney Peters and Ms. Khaleela Skinner, Program Participants, Experiences Canada); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Éric Forgues, Executive Director, Canadian Institute for Research on Linguistic Minorities [CIRLM], University of Moncton, As an Individual).
- 26 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Julia Albert, 2016 Ambassador, French for the Future; Ms. Deborah Morrison, President and CEO, Experiences Canada); OLLO, *Evidence*, Ottawa, 12 June 2017 (Nicole Thibault, Executive Director –

- National, Canadian Parents for French [CPF]); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. René Hurtubise, Director of Innovation and French Programs and Services, Prince Edward Island Department of Education, Early Learning and Culture).
- 27 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Ms. Amélie Latour, Member (Yukon), FJCF); Visit to École Évangéline, 21 September 2017.
- 28 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. René Hurtubise, Director of Innovation and French Programs and Services, Prince Edward Island Department of Education, Early Learning and Culture; Ms. Gail Lecky, Executive Director, CPF PEI).
- 29 FJCF (1 May 2017), *Brief*, p. 4; OLLO, *Evidence*, Ottawa, 8 May 2017 (Ms. Rachel Hunting, Member, QCGN).
- 30 OLLO, *Horizon 2018: Toward Stronger Support of French-Language Learning in British Columbia*, Fourth Report, 1<sup>st</sup> Session, 42<sup>nd</sup> Parliament, May 2017.
- 31 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Isabelle Violette, Assistant Professor, Department of French Studies, University of Moncton, As an Individual; Mr. Mathieu Wade, Postdoctoral Fellow, Institute of Acadian Studies, University of Moncton, As an Individual; Ms. Marianne Cormier, Dean, Faculty of Education, University of Moncton, As an Individual).
- 32 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Marianne Cormier, Dean, Faculty of Education, University of Moncton, As an Individual).
- 33 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Paul Cyr, Director of Instruction, *Commission scolaire de langue française de l'Î.-P.-É.*).
- 34 OLLO, Round Table with the FJCF, Ottawa, 14 September 2017 (Mr. Martin Kreiner, Member (Alberta), FJCF).
- 35 OLLO, *Evidence*, Ottawa, 1 May 2017 (Mr. Sébastien Benedict, Manager, Government and Community Relations, *Réseau de développement économique et d'employabilité* [RDÉE]); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Anastasia DesRoches, Executive Director, *Fédération des parents de l'Î.-P.-É.*); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Jérémie Arsenault, Owner, Simple Feast Catering).
- 36 FJCF (1 May 2017), *Brief*, p. 4.
- 37 FJCF (1 May 2017), *Summary of responses to surveys*, p. 4.
- 38 OLLO (May 2017).
- 39 FJCF (1 May 2017), *Summary of responses to surveys*, p. 2.
- 40 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Seth Fraser, Member (Nova Scotia), FJCF); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Éric Forgues, Executive Director, CIRLM, University of Moncton, As an Individual).
- 41 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Mary-Jane Barter, President, *Franco-Jeunes de Terre-Neuve-et-Labrador* (FJTNL)).
- 42 FJCF (1 May 2017), *Summary of responses to surveys*, p. 4.
- 43 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Marianne Cormier, Dean, Faculty of Education, University of Moncton, As an Individual).
- 44 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Marianne Cormier, Dean, Faculty of Education, University of Moncton, As an Individual).
- 45 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Louis Roux, Member (British Columbia), FJCF).
- 46 OLLO, *Evidence*, Ottawa, 12 June 2017 (Ms. Lucy Asante and Mr. Austin Henderson, Representatives, CPF); Ms. Julia Albert, 2016 Ambassador, French for the Future, *Official Languages Act*, presented to the Standing Senate Committee on Official Languages, 5 June 2017.
- 47 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Gail Lecky, Executive Director, CPF PEI).
- 48 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Julia Albert, 2016 Ambassador, French for the Future; Ms. Khaleela Skinner, Program Participant, Experiences Canada).
- 49 Visit to Athena Consolidated School, 21 September 2017.
- 50 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. René Hurtubise, Director of Innovation and French Programs and Services, Prince Edward Island Department of Education, Early Learning and Culture; Ms. Gail Lecky, Executive Director, CPF PEI).
- 51 Visit to Athena Consolidated School, 21 September 2017.
- 52 Visit to Colonel Gray High School, 21 September 2017.



53 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Khaleela Skinner, Program Participant, Experiences Canada).

54 FJCF (1 May 2017), *Summary of responses to surveys*, pp. 2, 4–6.

55 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Madeleine Léger, Student, Mount Allison University, As an Individual); Visit to *Collège de l'Île*, 21 September 2017.

56 Visit to *Collège de l'Île*, 21 September 2017.

57 Visit to *Collège de l'Île*, 21 September 2017

58 Visit to Colonel Gray High School, 21 September 2017.

59 OLLO (May 2017).

60 OLLO, *Evidence*, Ottawa, 29 May 2017 (Mr. Warren Thomson, Principal, QHS).

61 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Khaleela Skinner, Program Participant, Experiences Canada).

62 OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Julia Albert, 2016 Ambassador, French for the Future).

63 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Julien Gaudet, Director General, *Association jeunesse fransaskoise*; Mr. Pablo Mhanna-Sandoval, Member (Ontario), FJCF).

64 YES (8 May 2017), p. 5.

65 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Adrien Buote, President, *Jeunesse acadienne et francophone de l'Î.-P.-É.* [JAFLIPE]).

66 FJCF (1 May 2017), p. 7; Brynaert Brennan and Associates, *Young Canada Works in Both Official Languages: A rationale for renewing and reinvesting in the program presented by the six delivery organizations for the program*, produced for the FJCF et al., 6 September 2016.

67 OLLO, *Evidence*, Ottawa, 1 May 2017 (Mr. Simon Méthot, Youth Project Officer, RDÉE); Informal meeting with Mr. Mathieu Gallant, *Fromagerie artisanale de l'Isle*, 21 September 2017.

68 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Stéphane Blanchard, Youth Development Officer, PEI, RDÉE); RDÉE, PEI, *Présentation au Comité sénatorial permanent des langues officielles*, 22 September 2017 [AVAILABLE IN FRENCH ONLY].

69 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Katie Toole, French for the Future); Visit to Colonel Gray High School, 21 September 2017; Visit to Athena Consolidated School, 21 September 2017.

70 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Stéphane Blanchard, Youth Development Officer, PEI, RDÉE).

71 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Jérémie Arsenaault, Owner, Simple Feast Catering); Informal meeting with Mr. Mathieu Gallant, *Fromagerie artisanale de l'Isle*, 21 September 2017.

72 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Anastasia DesRoches, Executive Director, *Fédération des parents de l'Î.-P.-É.*; Mr. René Hurtubise, Director of Innovation and French Programs and Services, Prince Edward Island Department of Education, Early Learning and Culture); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Stéphane Blanchard, Youth Development Officer, Prince Edward Island, RDÉE).

73 YES (8 May 2017), p. 4; OLLO, *Evidence*, Ottawa, 8 May 2017 (Ms. Rachel Hunting, Member, QCGN).

74 OLLO, *Evidence*, Ottawa, 8 May 2017 (Ms. Rachel Hunting, Member, QCGN).

75 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Alexis Couture, Past President, FJCF).

76 FJCF (1 May 2017), *Brief*, p. 2.

77 FJCF (1 May 2017), *Brief*, p. 4.

78 FJCF (1 May 2017), *Summary of responses to surveys*, p. 6.

79 OLLO, Round table with the FJCF, Ottawa, 8 September 2017 (Mr. Martin Kreiner, Member (Alberta), FJCF).

80 FJCF (1 May 2017), *Brief*, pp. 1 and 4.

81 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. René Hurtubise, Director of Innovation and French Programs and Services, Prince Edward Island Department of Education, Early Learning and Culture); Visit to Colonel Gray High School, 21 September 2017.

82 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Sue Duguay, President, *Fédération des jeunes francophones du Nouveau-Brunswick* [FJFNB]).

83 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Alexis Couture, Past President, FJCF).

84 Mr. Murtaza Ebrahim (13 October 2017), pp. 1 and 2.

85 OLLO, *Evidence*, Ottawa, 1 May 2017 (Mr. Justin Johnson, President, FJCF).

- 86 FJCF (1 May 2017), *Summary of responses to surveys*, p. 5; OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Ms. Ariane Freynet-Gagné, Counsellor for young workers, *Conseil jeunesse provinciale*).
- 87 OLLO, *The Vitality of Quebec's English-speaking Communities: From Myth to Reality*, Second Report, 1<sup>st</sup> Session, 41<sup>st</sup> Parliament, October 2011.
- 88 OLLO, *Evidence*, Ottawa, 29 May 2017 (Mr. Warren Thomson, Principal, QHS).
- 89 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Émile Couturier, Member (New Brunswick) FJCF).
- 90 FJCF (1 May 2017), *Summary of responses to surveys*, pp. 2 and 4; OLLO, *Evidence*, Ottawa, 5 June 2017 (Ms. Nicolette Belliveau, 2012 Ambassador, French for the Future; Ms. Julia Albert, 2016 Ambassador, French for the Future).
- 91 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Véronique Mallet, Executive Director, SNA; Ms. Isabelle Violette, Assistant Professor, Department of French Studies, University of Moncton, As an Individual).
- 92 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Éric Forgues, Executive Director, CIRLM, University of Moncton, As an Individual); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Jacinthe Lemire, Director, *La Coopérative d'intégration francophone de l'Î.-P.-É.*).
- 93 OLLO, *Evidence*, Ottawa, 12 June 2017 (Ms. Lucy Asante, Representative, CPF).
- 94 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Ms. Katie Toole and Ms. Victoria Gibbs, French for the Future); Visit to Athena Consolidated School, 21 September 2017.
- 95 OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Thomas Haslam, CPF).
- 96 Visit to Athena Consolidated School, 21 September 2017.
- 97 OLLO, *Evidence*, Ottawa, 1 May 2017 (Ms. Josée Vaillancourt, Executive Director, FJCF); OLLO, *Evidence*, Ottawa, 12 June 2017 (Mr. Austin Henderson, Representative, CPF); OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Louis Roux, Member (British Columbia), FJCF); OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Xavier Lord-Giroux, Acting President, SNA; Mr. René Hurtubise, Director of Innovation and French Programs and Services, Prince Edward Island Department of Education, Early Learning and Culture).
- 98 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Kyle Gill, Member (Prince Edward Island), FJCF).
- 99 OLLO, Round Table with the FJCF, Ottawa, 8 September 2017 (Mr. Louis Roux, Member (British Columbia), FJCF).
- 100 FJCF (1 May 2017), *Brief*, p. 2; OLLO, *Evidence*, Charlottetown, 22 September 2017 (Mr. Jérémie Buote, Vice-President, JAFLIPE).
- 101 FJCF (1 May 2017), *Summary of responses to surveys*, p. 5.







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