

## ADDITIONAL INFORMATION ON CERTAIN QUESTIONS IN THE OFFICIAL LANGUAGES REVIEW 2025-26

This instruction sheet is intended to assist federal institutions in better responding to certain questions in the Official Languages Review 2025–26.

Throughout this document, we have included links to tools that may be useful to you in drafting your responses to the questions in your review.

Here are three links to add to your favourites:

- [Tools for official languages managers and officials](#)
- [Official Languages Community/Tools](#) – Tools
- [Community of Official Languages/Tools/Monitoring](#) – Reporting

The Official Languages Centre of Excellence (OLCE) at the Treasury Board of Canada Secretariat (TBS) is always ready to answer your questions. Feel free to send them to the generic email address of the team responsible for the Annual Monitoring Exercise on Official Languages: [OLReview-BilanLO@tbs-sct.gc.ca](mailto:OLReview-BilanLO@tbs-sct.gc.ca).

Review section	Review question	Additional information or relevant references	Examples of documents and information to be submitted
Governance	Annual performance reviews and appraisal ratings reflected compliance with the Treasury Board’s policy instruments on official languages. id# 1	<p>This question applies only to federal institutions for which Treasury Board is the employer. See section 6.1.4 of the <a href="#">Policy on Official Languages</a> and section 6.1.5 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>Official languages objectives should be included in the performance agreements of:</p> <ul style="list-style-type: none"> <li>• official languages champions</li> <li>• persons responsible for official languages (PROL) and Part VII (PRP7)</li> <li>• senior management</li> <li>• managers</li> <li>• supervisors in regions designated bilingual</li> <li>• employees who offer services to the public or central services to other federal public servants</li> <li>• managers or analysts responsible for drafting Cabinet confidences and Treasury Board submissions or negotiating federal/provincial-territorial agreements</li> <li>• managers or analysts responsible for contracts or agreements with third parties that offer services on behalf of their institution</li> </ul>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide examples of all wording relating to official languages found in performance agreements in your federal institution.</p>

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	Obligations stemming from Parts IV, V, VI and VII of the <i>Official Languages Act</i> (OLA) were on the agenda of the institution’s senior management committee. id# 2	<p>As indicated in section 6.5.1 of the <a href="#">Policy on Official Languages</a>, the deputy head or their delegate is responsible for monitoring their institution’s compliance with the policy and its related instruments.</p> <p>Senior management should discuss the institution’s obligations under the various parts of the OLA and their implementation.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details or examples. For example:</p> <ul style="list-style-type: none"> <li>• date(s) of the meeting, hierarchal level of senior committee members and specific purpose of the discussion on official languages</li> <li>• a copy of the agenda that includes the topic of official languages</li> </ul>
Monitoring	Measures were taken regularly to ensure that employees were aware of the institution's obligations under the OLA, its Regulations and the Treasury Board’s official languages policy instruments. id# 4	<p>See section 6 of the <a href="#">Policy on Official Languages</a> for all obligations.</p> <p>This question applies to all federal institutions, including those that must submit an official languages report outlining progress made on the advancement of equality of status and use of English and French (Part VII) only.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details or examples of measures taken to inform employees of their obligations and rights, and the different parts of the <a href="#">Official Languages Act</a> that the federal institution is subject to. For example:</p> <ul style="list-style-type: none"> <li>• generic emails sent to employees</li> <li>• internal messages</li> <li>• invitations to information sessions, agendas, presentations or videos</li> </ul>
	In bilingual regions for language-of-work purposes (Part V of the OLA), internal monitoring activities were conducted periodically to verify that employees’ rights and the institution’s obligations regarding language of work were respected. id# 5	<p>See section 6.5.1 of the <a href="#">Policy on Official Languages</a>, sections 6.5.1 and 6.5.2 of the <a href="#">Directive on Official Languages for People Management</a> and section 6.7 of the <a href="#">Directive on Official Languages for Communications and Services</a>.</p> <p><b>If your institution has no positions in bilingual regions for language-of-work purposes, select N/A.</b></p> <p>Identification of employee’s preferred official language: this refers to the visual representation of the employee’s preferred official language for <b>persons who provide personal and central services to other employees with a position in a bilingual region for language-of-work purposes</b>. Thus, the institution can ensure that personal and central services can be provided in the chosen official language of the employee</p>	<p>Select all responses that apply.</p> <p><b>If you select “Other,”</b> provide details.</p> <p><b>For all other responses,</b> no details are required.</p>

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		<p>receiving the service. See Appendix 1: Definitions of the <a href="#">Policy on Official Languages</a> regarding personal and central services.</p> <p>Employee survey: This could be the Public Service Employee Survey (PSES) if your institution participates, or an internal survey with questions on the institution’s official languages obligations.</p> <p>Monitoring: This could be an internal audit, an internal procedure, a form used to measure the institution’s compliance with official languages obligations, or an internal language of work complaint process available to employees.</p> <p>Informal audit: This could be an informal internal language of work review or audit.</p> <p>Spot check by supervisors: This could be a procedure used by supervisors to conduct language of work spot checks.</p>	
	<p>The institution took measures to ensure that the principle of substantive equality was respected, pursuant to the OLA. id# 6</p>	<p>The principle of substantive equality applies to all language rights in accordance with the following parts of the <a href="#">Official Languages Act</a>:</p> <ul style="list-style-type: none"> <li>• Part I: Proceedings of Parliament</li> <li>• Part II: Legislative and other instruments</li> <li>• Part III: Administration of justice</li> <li>• <b>Part IV: Communications with and services to the public</b></li> <li>• <b>Part V: Language of work</b></li> </ul> <p>Regarding Part IV, the Supreme Court of Canada concluded that, based on the nature of the service offered and its objectives, it may happen that the development and implementation of identical services for each official language community does not achieve substantive equality. In that case, an institution could then be required to adapt its services to the specific needs of each community.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p><b>If you select “Yes,”</b> specify that your federal institution applied the Analytical grid (substantive equality) or similar internal tool.</p> <p><b>If you select “No,”</b> specify that your federal institution did not use the grid or a similar internal tool to analyze its services and programs.</p> <p><b>If you select “N/A,”</b> specify that no service or program was developed in the fiscal year.</p>

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		<p><b>Note that the definition of formal equality and substantive equality are different</b> (see section 2 of the Analytical grid (substantive equality)). This grid helps federal institutions apply the principle of substantive equality to their programs and services. This analytical grid will assist federal institutions in determining whether their programs or services need to be adapted in order to provide services of equal quality to the official language minority community. Since the determination of whether services are of equal quality requires a comparison between the services offered to the majority and those provided to the minority, the analytical grid is intended to be used where a program or service is offered to both official language communities as opposed to a program or service that is targeted to only one official language community (see the examples in the analytical grid).</p>	
	<p>The institution had an internal mechanism in place to collect data on language training offered to its employees. id# 7</p>	<p>See sections 6.3.3 and 6.5.1 of the <a href="#">Policy on Official Languages</a> and sections 6.1.8, 6.3.3.1, 6.3.3.2 and 6.5.1 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>Language training offered to employees could take different forms, including:</p> <ul style="list-style-type: none"> <li>• access to different resources for practicing and developing second official language skills</li> <li>• access to self-learning platforms</li> <li>• encouragement to take free online courses, such as those offered by the Canada School of Public Service</li> <li>• encouragement to use the resources of the <a href="#">Language Portal of Canada</a></li> <li>• organization of conversation workshops or any other initiative to use the second official language in a judgment-free zone</li> <li>• access to technological and translation tools such as Antidote, DeepL or Termium Plus to encourage employees to improve reading skills, and other resources to improve second language comprehension skills, such as Mauril for learning French</li> </ul>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details and/or evidence of the data collected. For example:</p> <ul style="list-style-type: none"> <li>• number of persons who took French language training in 2025–26</li> <li>• number of persons who took English language training in 2025–26</li> <li>• individual or group training</li> <li>• online or in person training</li> <li>• level of bilingualism to achieve</li> <li>• accommodation measures required for language training</li> <li>• institutional priorities that justify offering language training (for example: non-imperative staffing, CBC initiative for supervisory positions, increase of a position’s language requirements, professional development, talent management)</li> </ul>

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			<ul style="list-style-type: none"> <li>representation of employees belonging to employment equity groups</li> <li>total funds spent on language training</li> <li>data collection on language training integrated in the human resources system</li> <li>data collection on language training integrated in a financial system</li> <li>copy of an internal document used to collect data on language training</li> </ul>
	The institution had an internal monitoring mechanism in place to ensure that employees occupying positions in a bilingual region for language-of-work purposes, regardless of the linguistic identification of their position, were supervised in the official language of their choice. id# 8	<p>See section 6.5.1 of the <a href="#">Policy on Official Languages</a> and section 6.1.2 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>As outlined in subparagraph 36(1)(c)(ii) of the <a href="#">Official Languages Act</a>, federal institutions in the National Capital Region and in regions, sectors or locations designated under paragraph 35(1)(a) must ensure that the institution’s work environments are conducive to the effective use of both official languages and that employees are supervised by their manager and supervisor in the official language of their choice, regardless of the linguistic identification of their position.</p> <p>See <a href="#">FAQs Supervision rights of employees in bilingual regions</a> of the <a href="#">Official Languages Act</a>.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details and/or evidence showing that such a mechanism was put in place. For example:</p> <ul style="list-style-type: none"> <li>internal policy, directives or administrative procedures showing internal monitoring</li> <li>internal communications</li> <li>internal monitoring activities</li> <li>tables and statistics</li> <li>complaint follow-up procedures</li> <li>internal forms or tools for employees</li> <li>internal survey</li> </ul>
	The institution put mechanisms in place to ensure that it meets its official language obligations for communications and services when employees used artificial intelligence tools. id# 11	<p>See section 6.5.1 of the <a href="#">Policy on Official Languages</a> and section 6.2 of the <a href="#">Directive on Official Languages for Communications and Services</a>; all requirements also apply when artificial intelligence (AI) tools are used.</p> <p>Note that businesses that develop AI tools are not subject to the <a href="#">Official Languages Act</a>. However, federal institution obligations vary based on how the tools are used. For example, an AI tool can be used as a regularly and widely used work instrument to draft documents; as a translation tool to produce content in both official languages; or for other means, such as generating reports or customer service assistance.</p>	No details or evidence are required for fiscal year 2025–26.

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		<p>In this context, it's important to ask whether these tools are regularly and widely used work instruments in the institution, whether they are used to communicate or translate content for the public or only for employees, and how the principles of simultaneous services and substantive equality between both official languages are being met when they're used.</p> <p>The following is a non-exhaustive list of potential issues when using AI:</p> <ul style="list-style-type: none"> <li>• quality and accuracy of the translation</li> <li>• accessibility and linguistic equity</li> <li>• internal use</li> <li>• public use</li> <li>• compliance with the principle of simultaneous and equal quality services offered in both official languages</li> <li>• confidentiality</li> </ul>	
	<p>During budget reduction exercises, the institution took measures to ensure that all its official languages obligations were taken into account and respected. id# 12</p>	<p>When implementing the decisions in Budget 2025, federal institutions must ensure that the development and implementation of policies, programs and services comply with the obligations in the OLA, updated in 2023. This includes:</p> <ul style="list-style-type: none"> <li>• communications with and services to the public (Part IV)</li> <li>• language of work (Part V)</li> <li>• advancement of equality of status and use of English and French (Part VII)</li> </ul> <p>See sections 6.1.2 and 6.2.2 and Appendix 1 of the <a href="#">Directive on Official Languages for People Management</a>. The linguistic requirements of positions must be reviewed during a workforce adjustment.</p> <p>Part VII, paragraph 41(7)(b) of the Act states that, in carrying out its mandate, every federal institution must, based on analysis, consider the possibilities for avoiding, or at least mitigating, the direct negative impacts</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details and/or evidence showing that such measures were put in place. For example:</p> <ul style="list-style-type: none"> <li>• application of the <a href="#">Analytical grid (substantive equality)</a></li> <li>• internal policy, directives or administrative procedures</li> <li>• internal communications</li> <li>• internal monitoring activities</li> <li>• training programs for managers and supervisors</li> <li>• information sessions</li> <li>• guides or FAQs</li> </ul>

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		<p>that its structuring decisions may have on the commitments under subsections 41(1) to (3).</p> <p>For an explanation of what is considered to be a structuring decision, review the <a href="#">Guide to Sections 41 and 41.1 of the Official Languages Act</a>. “Structuring decisions are those that have broad, complex, or multiple effects on the programs, policies, or initiatives of a federal institution. They differ from routine or operational decisions, which are part of day-to-day management.”</p> <p>Depending on the circumstances, structuring decisions affecting a program, policy, or initiative may include:</p> <ul style="list-style-type: none"> <li>• design and development</li> <li>• substantial modification or restructuring</li> <li>• substantial updating or renewal</li> <li>• abolition or termination</li> <li>• transfer of responsibilities, even in part</li> </ul>	
Leadership – Language of Work	Senior management communicated in both official languages with employees with positions in a bilingual region for language-of-work purposes. id# 15	<p>See sections 6.3.1, 6.3.2 and 6.5.1 of the <a href="#">Policy on Official Languages</a>; sections 6.1.2, 6.1.3 and 6.1.6 of the <a href="#">Directive on Official Languages for People Management</a>; the requirements under section 6.3 of the <a href="#">Directive on Official Languages for Communications and Services</a>; and subsection 36(1) of the <a href="#">Official Languages Act</a>.</p> <p>Senior management positions vary based on the size of the institution and their organizational chart. These could be executive positions (EX or DM) or an equivalent level.</p> <p>Communications include interactions with employees, orally or in writing. They do not necessarily include internal ministerial communications, but rather daily interactions in bilingual regions.</p>	No details or evidence are required for fiscal year 2025–26.

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		If the institution has no position in a bilingual region for language-of-work purposes, select N/A.	
	Senior management has informed all employees with positions in a bilingual region for language-of-work purposes of their right to be supervised in the official language of their choice, regardless of the language designation of their position. id# 19	<p>See section 6.5.1 of the <a href="#">Policy on Official Languages</a> and sections 6.1.2 and 6.5.1 of the <a href="#">Directive on Official Languages for People Management</a>. As outlined in subparagraph 36(1)(c)(ii) of the <a href="#">Official Languages Act</a>, every federal institution has the duty, in the National Capital Region and in any part or region of Canada, or in any place outside Canada, that is prescribed for the purpose of paragraph 35(1)(a), to ensure that, if it is appropriate in order to create a work environment that is conducive to the effective use of both official languages, employees are supervised by their managers and supervisors in the official language of their choice, regardless of the linguistic identification of their position.</p> <p>See <a href="#">FAQs Supervision rights of employees in bilingual regions</a> of the <a href="#">Official Languages Act</a>.</p> <p>If the institution has no positions in a bilingual region for language-of-work purposes, select N/A.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details and/or evidence showing that employees were informed. For example:</p> <ul style="list-style-type: none"> <li>• internal policy, directives or administrative procedures</li> <li>• internal communications</li> <li>• meeting minutes</li> <li>• information sessions</li> <li>• guides or FAQs</li> </ul>
Language of Work	Employees with positions in bilingual regions for language-of-work purposes were supervised in the official language of their choice, regardless of the linguistic designation of their position. id# 20	See section 6.5.1 of the <a href="#">Policy on Official Languages</a> and sections 6.1.2 and 6.5.1 of the <a href="#">Directive on Official Languages for People Management</a> . As outlined in subparagraph 36(1)(c)(ii) of the <a href="#">Official Languages Act</a> , every federal institution has the duty, in the National Capital Region and in any part or region of Canada, or in any place outside Canada, that is prescribed for the purpose of paragraph 35(1)(a), to ensure that, if it is appropriate in order to create a work environment that is conducive to the effective use of both official languages, employees are supervised by their	No details or evidence are required for fiscal year 2025–26.

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		<p>managers and supervisors in the official language of their choice, regardless of the linguistic identification of their position.</p> <p>See <a href="#">FAQs Supervision rights of employees in bilingual regions</a> of the <a href="#">Official Languages Act</a>. Certain federal institutions may have taken measures to ensure that the preferred language for supervision is respected. For example:</p> <ul style="list-style-type: none"> <li>• a written reminder to managers and supervisors of the importance of considering and expanding these rights to all employees with a position in a bilingual region for language-of-work purposes, regardless of the linguistic designation of their position</li> <li>• confirmation of the language preference of employees with a position in a bilingual region, regardless of the linguistic designation of their position, in their file or the institution's telephone directory</li> </ul>	
	<p>Employees with positions in bilingual regions for language-of-work purposes had access to personal and central services in the official language of their choice. id# 21</p>	<p>See section 6.3.3 of the <a href="#">Policy on Official Languages</a>, section 6.1.7 of the <a href="#">Directive on Official Languages for People Management</a>, section 6.3.1 of the <a href="#">Directive on Official Languages for Communications and Services</a>, and paragraph 36(1)(a) of the <a href="#">Official Languages Act</a>.</p> <p>In bilingual regions, personal and central services are offered to all employees in the official language of their choice. These services include those that affect employees personally (health, well-being, personal development, career) or that are essential to perform their duties.</p> <p>Examples of personal services:</p> <ul style="list-style-type: none"> <li>• pay</li> <li>• benefits</li> </ul> <p>Examples of central services:</p> <ul style="list-style-type: none"> <li>• IT services</li> <li>• legal services</li> </ul>	<p>No details or evidence are required for fiscal year 2025–26.</p>

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	During meetings, all necessary measures were taken to enable employees with positions in bilingual regions for language-of-work purposes to use the official language of their choice. id# 24	See section 6.3.1 of the <a href="#">Policy on Official Languages</a> , sections 6.1.3 and 6.1.6 of the <a href="#">Directive on Official Languages for People Management</a> , and paragraph 35(1)(a) and subsection 36(2) of the <a href="#">Official Languages Act</a> .	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details and/or evidence showing that such measures were taken. For example:</p> <ul style="list-style-type: none"> <li>• adoption of effective practices for chairing meetings in both official languages</li> <li>• agendas and documentation provided in both official languages in meetings</li> <li>• education of managers and supervisors that they must act as role models by communicating in both official languages</li> <li>• adoption of measures allowing both bilingual and unilingual employees to feel comfortable expressing themselves in the language of their choice</li> </ul>
	In bilingual regions for language-of-work purposes, employees with bilingual positions had the option of writing documents in their official language of choice, except for situations where the language of service prevailed. id# 26	<p>See section 6.3.1 of the <a href="#">Policy on Official Languages</a>, section 6.1.6 of the <a href="#">Directive on Official Languages for People Management</a>, and subsection 34(1) and paragraph 35(1)(a) of the <a href="#">Official Languages Act</a>.</p> <p>This question addresses the possibility for employees with a position in a bilingual region for language-of-work purposes to use the official language of their choice to draft documents.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details and/or evidence that the employee's language of choice was respected. For example:</p> <ul style="list-style-type: none"> <li>• measures taken following the results of the Public Service Employee Survey (PSES)</li> <li>• identification of barriers that could restrict an employee's ability to freely choose to write in the language of their choice</li> <li>• implementation of appropriate corrective measures</li> <li>• random spot checks among employees</li> <li>• internal survey</li> <li>• information sessions</li> <li>• awareness emails and internal reminders</li> </ul>
	The institution took all possible measures to create and maintain a work environment that allows employees with a position in a	See section 6.1.6 of the <a href="#">Directive on Official Languages for People Management</a> and subsection 36(2) of the <a href="#">Official Languages Act</a> .	Details or evidence are required, regardless of the response selected.

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	bilingual region for language-of-work purposes to use the official language of their choice in both oral and written communications. id# 27	This question addresses the actions taken by the federal institution to create and maintain a bilingual work environment.	<p>Provide details and/or evidence that measures were taken to ensure that the exercise of this right was respected. For example:</p> <ul style="list-style-type: none"> <li>• held information sessions on official languages for employees</li> <li>• internal intervention mechanisms to overcome any potential gaps and barriers observed</li> <li>• occasional reminders from managers and supervisors</li> <li>• monitoring activities</li> <li>• internal policy, directives or administrative procedures</li> <li>• development of an action plan based on the results of the PSES or internal survey</li> </ul>
Human Resources Management	Overall, the institution had the necessary resources to fulfill its linguistic obligations related to services to the public (Part IV of the OLA). id# 29	<p>For federal institutions that participated in the <a href="#">Official Languages Regulations Reapplication Exercise</a> (OLRRE), this question includes the newly designated bilingual offices that resulted from that exercise.</p> <p>See the requirements outlined in section 6.2 of the <a href="#">Directive on Official Languages for People Management</a> and section 6.2 of the <a href="#">Directive on Official Languages for Communications and Services</a>.</p>	<p>For federal institutions that participated in the OLRRE and <b>had an office change linguistic designation from “unilingual” to “bilingual,” details are required, regardless of the response selected.</b> For example:</p> <ul style="list-style-type: none"> <li>• for the automatic rules, the implementation of new linguistic obligations in the targeted offices was completed by October 11, 2025</li> <li>• for the general rules, the implementation of new linguistic obligations in the offices targeted is ongoing until September 30, 2026</li> </ul> <p>For all federal institutions, <b>when you select “Reassessment of needs and linguistic profiles,” “Other” or “N/A,”</b> provide details. If you select “Reassessment of needs and linguistic profiles,” here are a few examples of details and/or evidence:</p> <ul style="list-style-type: none"> <li>• following a staffing activity</li> <li>• following the conclusions of an audit report</li> <li>• following the results of internal monitoring activities related to Part IV</li> </ul>

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			<ul style="list-style-type: none"> <li>as part of the OLRRE</li> <li>as part of a budget reduction exercise</li> </ul>
	Overall, the institution had the necessary resources to fulfill its linguistic obligations related to language of work (Part V of the OLA). id# 30	<p>See the requirements under section 6.3 of the <a href="#">Policy on Official Languages</a> and section 6.1 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>If the institution has no position in a bilingual region for language-of-work purposes, select N/A.</p>	<p><b>If you select “Reassessment of needs and linguistic profiles,” “Other” or “N/A,”</b> provide details. See the previous question for examples.</p> <p>For all other responses, no details are required.</p>
	The institution determined the linguistic identification of positions by ensuring that the identification reflects the functions and duties related to that position. id# 31	<p>See section 91 of the <a href="#">Official Languages Act</a> and section 6.2.1 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>Also see the <a href="#">Determining the Linguistic Profile of Bilingual Positions</a> tool, the <a href="#">glossary on section 91</a> of the OLA and the <a href="#">Qualification Standards in Relation to Official Languages</a>.</p>	No details or evidence are required for fiscal year 2025–26.
	The institution objectively reviewed the linguistic identification of each position in any activity that affected human resources. id# 32	<p>See section 6.2.2 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>Also see the <a href="#">Determining the Linguistic Profile of Bilingual Positions</a> tool, the <a href="#">glossary on section 91</a> of the OLA and the <a href="#">Qualification Standards in Relation to Official Languages</a>.</p>	<p><b>If you select “Other” or “N/A,”</b> provide details.</p> <p>For all other responses, no details are required.</p>
	As of June 20, 2025, the linguistic profiles of bilingual positions that include the supervision of employees who occupy a position in a bilingual region for language-of-work purposes were identified at a superior level (minimum CBC for institutions applying the Qualification Standards in Relation	<p>In reference to subparagraph 36(1)(c)(ii) of the <a href="#">Official Languages Act</a>, see Appendix 1: Linguistic identification of position of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>Also see the <a href="#">Guidance Document for Implementation of Linguistic Requirements for Bilingual Supervisory Positions in Bilingual Regions</a> and the <a href="#">Frequently Asked Questions and Answers</a>.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details or evidence that the linguistic profiles of these positions increased (minimum CBC) once the position became vacant or was filled through a new appointment. For example:</p> <ul style="list-style-type: none"> <li>an internal process showing that the linguistic profile of a supervisory position must be revised by the</li> </ul>

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	to Official Languages) when the position became vacant or was filled by a new appointment. id# 33	<b>If no appointment to a supervisory position was made or no supervisory position became vacant since June 20, 2025, select N/A.</b>	<p>human resources sector or official languages sector once the position becomes vacant or before a new appointment</p> <ul style="list-style-type: none"> <li>• the number of supervisory positions whose linguistic profile increased in the fiscal year</li> <li>• examples of job posters for supervisory positions requiring a higher level of bilingualism</li> </ul>
	Bilingual positions were always staffed with individuals who, upon appointment, had the official language skills required. id# 34	Certain exceptions to this rule are possible, however. See sections 6.3.2 and 6.3.3 of the <a href="#">Directive on Official Languages for People Management</a> .	No details or evidence are required for fiscal year 2025–26.
	Administrative measures were in place to fulfill the bilingual tasks and functions of the position for as long as substantive incumbents were unable to meet the language requirements of their position. id# 35	See section 6.3.3.3 of the <a href="#">Directive on Official Languages for People Management</a> .	<p>Details or evidence are required, regardless of the response selected.</p> <p>Provide details or evidence of the administrative measures in place. For example:</p> <ul style="list-style-type: none"> <li>• informal collaboration between work colleagues (request from a colleague, as needed)</li> <li>• formal work reorganization (sharing duties)</li> </ul>
	When language training was provided, the institution implemented accommodation measures for individuals with a disability or a learning disorder that could hinder learning the other official language. id# 37	<p>See section 6.3.3.2 of the <a href="#">Directive on Official Languages for People Management</a>.</p> <p>Here are some examples of accommodation measures to meet the needs of individuals with a handicap or a learning disorder that could hinder learning the other official language:</p> <ul style="list-style-type: none"> <li>• planning language training accommodation measures that may be necessary for some people</li> <li>• adapting specific learning solutions, as needed</li> <li>• educating managers on the importance of discussing language training needs at the start of the performance management process</li> </ul>	No details or evidence are required for fiscal year 2025–26.

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		<ul style="list-style-type: none"> <li>encouraging managers to begin the duty to accommodate process if the institution is unable to do so through existing services</li> </ul>	
	The institution offered language training to employees who wanted to develop their second-language skills in order to advance in their career and possibly hold bilingual positions in the future. id# 38	See section 6.3.1 of the <a href="#">Policy on Official Languages</a> and section 6.1.8 of the <a href="#">Directive on Official Languages for People Management</a> .	No details or evidence are required for fiscal year 2025–26.
Advancement of equality of status and use of English and French (Part VII)	<p>In carrying out its mandate, the institution considered, based on analyses, its potential to take positive measures to: id# 40 <a href="#">Select all responses that apply.</a></p> <ul style="list-style-type: none"> <li>support the development of official language minority communities (OLMCs)</li> <li>promote the full recognition and use of French and English in Canadian society</li> <li>protect and promote French in every province and territory of Canada</li> <li>strengthen opportunities for quality learning in their own language for Francophone and Anglophone minorities</li> <li>no, the potential was not considered</li> </ul>	<p>This question relates to subsection 41(7) of the <a href="#">Official Languages Act</a>.</p> <p>Federal institutions must use analyses to consider their potential to take positive measures.</p> <p>For more information on taking positive measures and the analyses that federal institutions must use, see the <a href="#">Guide to Sections 41 and 41.1 of the Official Languages Act: Advancement toward Equality of Status and Use of English and French</a> and the <a href="#">Guide for the analysis of the potential to take positive measures and impacts of structuring decisions</a>.</p>	<p>Details or evidence are required for each response selected.</p> <p><b>If several positive measures related to the same federal government activity were considered,</b> group these measures together to give only one response per checked box.</p> <p><b>If you select “Support the development of OLMCs,”</b> indicate whether it was a Francophone minority, Anglophone minority, or both.</p> <p><b>For each response selected,</b> briefly describe:</p> <ul style="list-style-type: none"> <li>the type of analysis conducted</li> <li>the conclusions of the analyses regarding the identified potential</li> </ul> <p><b>If you select “No, the potential was not considered,”</b> indicate why.</p>
	The institution has identified stakeholders that are of interest in	This question relates to subsections 41(8) and 41(9) of the <a href="#">Official Languages Act</a> .	Details or evidence are required for each response selected.

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	<p>the context of its mandate or the implementation of its programs among the following groups: id# 41 <a href="#">Select all responses that apply.</a></p> <ul style="list-style-type: none"> <li>• organizations working to protect and promote the French language</li> <li>• stakeholders from OLMCs</li> <li>• organizations that promote the learning of French and English in Canada</li> <li>• other stakeholders (specify which ones)</li> <li>• no stakeholder identified</li> </ul>	<p>Federal institutions must use analyses that are based, as much as possible, on the results of dialogue and consultation activities, research and evidence-based findings.</p> <p>For more information on OLMCs and stakeholders working to promote French and English in Canada, see <a href="#">Organizations representing Official Language Minority Communities (OLMCs) and key stakeholders working to enhance English and French in Canadian society.</a></p> <p>For more information on dialogue and consultation activities, see <a href="#">Guidelines for dialogue and consultation activities with official language minority communities (OLMCs) and other stakeholders in Official Languages.</a></p>	<p><b>For each group selected,</b> attach the list of stakeholders identified by your institution and their mandate or key activities.</p> <p><b>If you select “No stakeholder identified,”</b> indicate why.</p>
	<p>Measures were taken to ensure that the institution systematically stays informed about the priorities of: id# 42 <a href="#">Select all responses that apply.</a></p> <ul style="list-style-type: none"> <li>• OLMCs</li> <li>• organizations working to protect and promote the French language</li> <li>• organizations that promote official languages</li> <li>• other stakeholders (specify which ones)</li> <li>• no measure taken</li> </ul>	<p>This question relates to subsection 41(9) of the <a href="#">Official Languages Act</a>.</p> <p>The objective of dialogue and consultation activities led by federal institutions is to stay informed of the priorities of OLMCs and other stakeholders.</p> <p>For more information on dialogue and consultation activities, see <a href="#">Guidelines for dialogue and consultation activities with official language minority communities (OLMCs) and other stakeholders in Official Languages.</a></p> <p>For more information on OLMCs and stakeholders working to promote French and English in Canada, see <a href="#">Organizations representing Official Language Minority Communities (OLMCs) and key stakeholders working to enhance English and French in Canadian society.</a></p>	<p>Details or evidence are required for each response selected.</p> <p><b>For each group selected,</b> briefly describe the methods your institution took to stay informed about the priorities of:</p> <ul style="list-style-type: none"> <li>• OLMCs (Francophone and Anglophone)</li> <li>• organizations that protect and promote the French language</li> <li>• organizations that promote the official languages</li> </ul> <p><b>If you select “Other stakeholders,”</b> describe which stakeholders and the methods your institution took to stay informed of their priorities.</p> <p><b>If you select “No methods taken,”</b> indicate why.</p>
	<p>The institution conducted research and/or gathered evidence to inform</p>	<p>This question relates to subsection 41(8) of the <a href="#">Official Languages Act</a>.</p>	<p>Details or evidence are required for each response selected.</p>

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	<p>its decision-making process related to: id# 43</p> <p>Select all responses that apply.</p> <ul style="list-style-type: none"> <li>• taking positive measures</li> <li>• including provisions related to official languages in agreements with provincial and territorial governments</li> <li>• the possibility of avoiding or mitigating the direct negative impacts that its structural decisions could have on the government’s commitments</li> <li>• none of the above</li> </ul>	<p>Federal institutions must use analyses to consider taking positive measures, support the inclusion of official languages provisions in agreements with provincial and territorial governments and consider the possibility of avoiding or mitigating the direct negative impacts of their structural decisions. These analyses must be based, as much as possible, on the results of dialogue and consultation activities, research and evidence-based findings.</p> <p>For more information on the obligations under section 41 and the analyses that federal institutions must use, see the <a href="#">Guide to Sections 41 and 41.1 of the Official Languages Act: Advancement toward Equality of Status and Use of English and French</a> and the <a href="#">Guide for the analysis of the potential to take positive measures and impacts of structuring decisions</a>.</p>	<p><b>If your federal institution conducted research or gathered evidence, briefly describe:</b></p> <ul style="list-style-type: none"> <li>• the nature of the research conducted and/or evidence gathered</li> <li>• how the research and/or evidence informed your institution in its decision-making process to: <ul style="list-style-type: none"> <li>○ consider taking positive measures</li> <li>○ take the necessary measures to support the inclusion of official languages provisions in agreements with provincial and territorial governments</li> <li>○ consider the possibility of avoiding or mitigating the direct negative impacts that their structural decisions could have on the government’s activities</li> </ul> </li> </ul> <p><b>If you select “None of the above,” indicate why.</b></p>
	<p>The institution held dialogues and/or consultation activities to identify and take into account the priorities of Francophone and Anglophone minorities and other relevant stakeholders. id# 44</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p>This question relates to subsection 41(9) of the <a href="#">Official Languages Act</a>.</p> <p>The act states that the purpose of dialogue and consultation activities is to take into account the priorities of Francophone and Anglophone minorities and other stakeholders.</p> <p>For more information on OLMCs and stakeholders working to promote French and English in Canada, see <a href="#">Organizations representing Official Language Minority Communities (OLMCs) and key stakeholders working to enhance English and French in Canadian society</a>.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p><b>If you select “Yes,” briefly describe:</b></p> <ul style="list-style-type: none"> <li>• whether they were dialogue or consultation activities</li> <li>• what activities were held and when</li> </ul> <p><b>and provide:</b></p> <ul style="list-style-type: none"> <li>• an example of a conclusion draw from these activities relating to the priorities identified</li> </ul> <p><b>If you select “No,” briefly describe:</b></p> <ul style="list-style-type: none"> <li>• why the activities were not held</li> <li>• if such activities are planned for the coming year and the objectives of the planned activities, as applicable</li> </ul>

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	<p>The institution took positive measures to advance the equality of status and use of French and English. id# 45</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No (specify)</li> </ul>	<p>This question relates to subsection 41(5) of the <a href="#">Official Languages Act</a>.</p> <p>Subsection 41(6) of the act lists certain characteristics that positive measures must have. Only the measures that have these characteristics can be considered as positive measures.</p> <p>For more information on positive measures, see the <a href="#">Guide to Sections 41 and 41.1 of the Official Languages Act: Advancement toward Equality of Status and Use of English and French</a> and the <a href="#">Guide for the analysis of the potential to take positive measures and impacts of structuring decisions</a>.</p>	<p>Details are required if the response is “No.”</p> <p><b>If you select “No,”</b> indicate:</p> <ul style="list-style-type: none"> <li>• why no measure was taken</li> <li>• if your institution plans to take such measures in the coming year (if yes, provide details and/or a concrete example)</li> </ul>
	<p>The positive measures taken by the institution were intended to support one or more of the following government commitments: id# 46 Select all responses that apply.</p> <ul style="list-style-type: none"> <li>• support the development of OLMCs</li> <li>• promote the full recognition and use of French and English in Canadian society</li> <li>• protect and promote French in every province and territory of Canada</li> <li>• strengthen opportunities for quality learning in their own language for Francophone and Anglophone minorities</li> </ul>	<p>This question relates to subsection 41(5) of the <a href="#">Official Languages Act</a>.</p> <p>For more information on positive measures, see the <a href="#">Guide to Sections 41 and 41.1 of the Official Languages Act: Advancement toward Equality of Status and Use of English and French</a> and the <a href="#">Guide for the analysis of the potential to take positive measures and impacts of structuring decisions</a>.</p>	<p>No details or evidence are required for fiscal year 2025–26.</p>
	<p>The positive measures taken by the institution were specifically intended to: id# 47 <a href="#">Select all responses that apply.</a></p>	<p>This question relates to subsections 41(5) and 41 (6) of the <a href="#">Official Languages Act</a>.</p> <p>For more information on positive measures, see the <a href="#">Guide to Sections 41 and 41.1 of the Official Languages Act: Advancement toward Equality of</a></p>	<p>Details or evidence are required for each response selected.</p> <p>A positive measure can have many intended effects. Where necessary, select all cases that apply.</p>

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	<ul style="list-style-type: none"> <li>• promote and support the learning of French and English in Canada</li> <li>• foster public acceptance and appreciation of French and English</li> <li>• encourage and assist organizations, associations, and other entities to reflect and promote Canada’s bilingual character</li> <li>• ensure the restoration and increase of the demographic weight of Francophone minorities</li> <li>• support the creation and dissemination of information in French that contributes to the advancement of scientific knowledge in any discipline</li> <li>• support sectors essential to the vitality of OLMCs</li> <li>• protect and promote the presence of strong institutions serving OLMCs</li> <li>• other</li> </ul>	<a href="#">Status and Use of English and French</a> and the <a href="#">Guide for the analysis of the potential to take positive measures and impacts of structuring decisions</a> .	<p><b>For each response selected:</b></p> <ul style="list-style-type: none"> <li>• provide an example of a measure taken</li> </ul> <p><b>If you select “Other”:</b></p> <ul style="list-style-type: none"> <li>• provide an example of a measure taken</li> <li>• indicate the intended objective</li> </ul>
	<p>The institution took the necessary measures to promote the inclusion of provisions related to official languages during the negotiation of agreements (funding or other), where applicable, with provincial and territorial governments in</p>	<p>This question relates to paragraph 41(7)(a.1) of the <a href="#">Official Languages Act</a>.</p>	<p>Details are required, unless no agreement contributing to the Government of Canada’s activities under subsections 41(1) to (3) was negotiated. In that case, select “No agreement was negotiated.”</p> <p><b>If you select “Yes”:</b></p>

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	<p>areas of activity that may contribute to the vitality of official language minority communities, the full recognition and use of French and English in Canadian society, the protection and promotion of French, or opportunities for learning in the minority language. id# 48 DETAILS REQUIRED</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• No agreement was negotiated</li> <li>• N/A</li> </ul>		<ul style="list-style-type: none"> <li>• indicate how the agreement could contribute to activities</li> <li>• give a brief description of the measures taken</li> </ul> <p><b>If you select “No,”</b> indicate why measures were not taken.</p> <p><b>If you select “N/A,”</b> justify your response.</p>
	<p>Official language provisions were included. id# 49</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	This question relates to paragraph 41(7)(a.1) of the <a href="#">Official Languages Act</a> .	No details or evidence are required for fiscal year 2025–26.
	<p>If provisions were included, the institution published the agreement online or by another means it deemed appropriate. id# 50</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No, optional publication</li> <li>• No, publication not permitted</li> </ul>	<p>For more information on the following topics, see the <a href="#">Official Languages Act</a>:</p> <ul style="list-style-type: none"> <li>• Publication: subsection 41(10.1)</li> <li>• Publication not required: subsection 41(10.2)</li> <li>• Publication not permitted: subsection 41(10.3)</li> </ul>	No details or evidence are required for fiscal year 2025–26.
	<p>The institution has established evaluation and monitoring mechanisms related to all the positive measures it has taken. id# 51</p>	See subsection 41(10) of the <a href="#">Official Languages Act</a> .	<p>Details or evidence are required, regardless of the response selected.</p> <p><b>If you select “Yes,”</b> briefly describe what mechanisms were established and/or provide a copy of these mechanisms.</p>

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	<p>DETAILS REQUIRED</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>		<p><b>If you select “No,”</b> briefly describe why these mechanisms were not established and indicate whether your institution plans to establish these mechanisms in the coming year.</p>
	<p>These mechanisms enabled the institution to document its progress, confirm the relevance or effectiveness of the positive measures it had taken, adjust or improve them, or mitigate any potentially negative impacts. id# 52</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>		<p>Details or evidence are required, regardless of the response selected.</p> <p><b>If you select “Yes,”</b> briefly describe what these mechanisms enabled your institution to do and provide a concrete example.</p> <p><b>If you select “No,”</b> briefly describe why and indicate whether changes to the established mechanisms are planned in the coming year.</p>
	<p>The institution has established evaluation and monitoring mechanisms related to the obligation to take measures to promote the inclusion of official language provisions during the negotiation of agreements with provincial and territorial governments. id# 53</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• No agreement was negotiated</li> <li>• N/A</li> </ul>	<p>See subsection 41(10) of the <a href="#">Official Languages Act</a>.</p>	<p>Details or evidence are required, unless you select “No agreement was negotiated.”</p> <p><b>If you select “Yes,”</b> indicate the nature of the mechanisms and provide a copy of the mechanism.</p> <p><b>If you select “No”:</b></p> <ul style="list-style-type: none"> <li>• briefly indicate why</li> <li>• indicate if your institution plans to establish such mechanisms in the coming year</li> </ul> <p><b>If you select “N/A,”</b> justify your response.</p>
	<p>In developing a disposal strategy for a surplus federal real property or a federal immovable, the institution consulted the official language minority communities</p>	<p>See paragraph 41.1(1) of the <a href="#">Official Languages Act</a>. For the definition of surplus real property, see Appendix C of the <a href="#">Policy on the Planning and Management of Investments</a>.</p>	<p>Details or evidence are required, regardless of the response selected.</p> <p><b>If you select “N/A,”</b> indicate whether it’s because your institution did not have to develop a disposal strategy or</p>

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	<p>and other stakeholders to take into account the needs and priorities of the English or French linguistic minority communities of the province or territory where the federal real property or federal building in question is located. id# 54</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• N/A</li> </ul>	<p>The modernized <a href="#">Official Languages Act</a> created a new legislative obligation for federal departments and institutions that support them to consider the needs and priorities of the official language minority communities when developing a disposal strategy for a surplus federal immovable (outside of Quebec) or a federal real property (in Quebec). To do this, federal departments and institutions that support them must consult Francophone and Anglophone linguistic minorities and other stakeholders, such as provincial or territorial school boards.</p> <p>Note that the consultation is not limited to just school boards, even though there is an explicit reference to school boards in subsection 41.1(2). The needs and priorities related to early education, the cultural and artistic communities, health care and others are also important in this consultation.</p>	<p>because your institution is not subject to that obligation. Justify your position.</p> <p><b>If you select “No,”</b> explain why.</p> <p>If you select “Yes,” and there has been a disposal of a surplus federal real property or a federal immovable since the adoption of the modernized <a href="#">Official Languages Act</a>, provide details on the consultations conducted and results obtained, specifying the measures adopted by your institution, such as:</p> <ul style="list-style-type: none"> <li>• the determination and consideration of the needs and priorities of OLMCs (for example, in terms of infrastructure for a school, daycare, cultural centre or community health centre)</li> <li>• the stakeholders consulted and how the priorities and needs of OLMCs were taken into consideration</li> <li>• as applicable, whether there was a mechanism in place to consider this obligation in a potential disposal of a surplus federal real property or a federal immovable</li> </ul>
	<p>Please provide one or two examples of best practices your institution has implemented as part of its commitments to advancing equality of the status and use of English and French (Part VII of the OLA).</p>	<p>In answering this question, it’s important to distinguish best practices from positive measures.</p> <p>This question relates to best practices, which means the effective approaches, initiatives or methods to achieve the objectives of Part VII. They can also include methods taken by the institution to define or take positive measures.</p> <p>Positive measures are concrete actions taken intentionally to implement one or more commitments outlined in section 41 of the act.</p>	<p>For more information on what a best practice is, see:</p> <ul style="list-style-type: none"> <li>• <a href="#">Best Practices Digest: Enhancing the Vitality of Official Language Minority Communities and Supporting Their Development</a></li> <li>• <a href="#">Best Practices Digest: Fostering the Full Recognition and Use of both English and French in Canadian Society</a></li> </ul> <p>Provide examples of measures adopted by your institution that include <b>not only initiatives, but also impacts, success factors and results.</b></p>

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		A positive measure could be a best practice, but a best practice is not necessarily a positive measure. For example, establishing a consultation committee is a best practice, but is not a positive measure.	