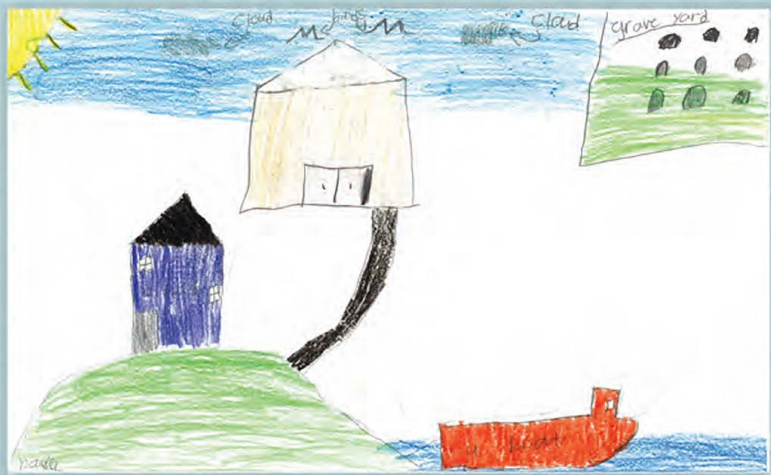


# Portrait of the English-speaking Community of the Magdalen Islands



March 2015

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# Community portrait

## MAGDALEN ISLANDS

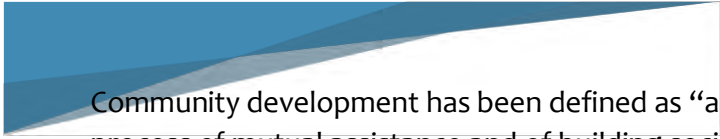
### INTRODUCTION

This portrait has been completed in collaboration with many local partners, through the initiative of the Council for Anglophone Magdalen Islanders (CAMI), with support from the Community Health and Social Services Network (CHSSN). Other groups involved in this process include the municipality of Grosse-Ile, the Grosse-Ile school, the Community Economic Development and Employability Corporation (CEDEC), the Community Learning Centre (CLC), Agglomération des Îles (social development committee/Les Îles en Forme).

The main objective of this portrait is to contribute to a more in-depth understanding of the English-speaking community of the Magdalen Islands in order to create a community development plan that addresses the issues it faces. To do so, different sources of information have been gathered together:

1. information from various reports, statistics and other information that has been produced in the past
2. some key statistics from the 2011 census data
3. community perspectives, as expressed during community conversations held on Grosse-Ile and on Entry Island in February-March 2015. In Grosse-Ile, whole group discussions were held on community assets and on a vision for the future and smaller, focus-group discussions were held on six topics described in the sections below on community perspectives. Students from Grosse-Ile provided their perspectives through drawings (elementary) and posters (high school). In Entry Island, one group discussion was held, discussing all of the themes as a whole group.
4. community priorities for residents of Grosse Ile and Entry Island, as expressed at follow-up community gatherings in April 2015.

## Community development



Community development has been defined as “a voluntary cooperative process of mutual assistance and of building social ties between local residents and institutions, with the goal being to improve physical, social, and economic living conditions.”

Institut national de santé publique du Québec (2002). *La santé des communautés : perspective pour la contribution de la santé publique au développement social et au développement des communautés*. Québec : INSPQ, 46 p. [www.inspq.qc.ca](http://www.inspq.qc.ca).

Community development aims to empower community members to take collective action and generate solutions to shared problems by planning the development of all aspects of community well-being. The goal is to improve people’s quality of life and to reduce social inequalities.

There are many different approaches to community development and many different groups that are engaged in it. In Quebec, community development has been identified as one of the main intervention strategies in public health. Many regional health boards and health centres are actively engaged in community development.

### Community development strategies

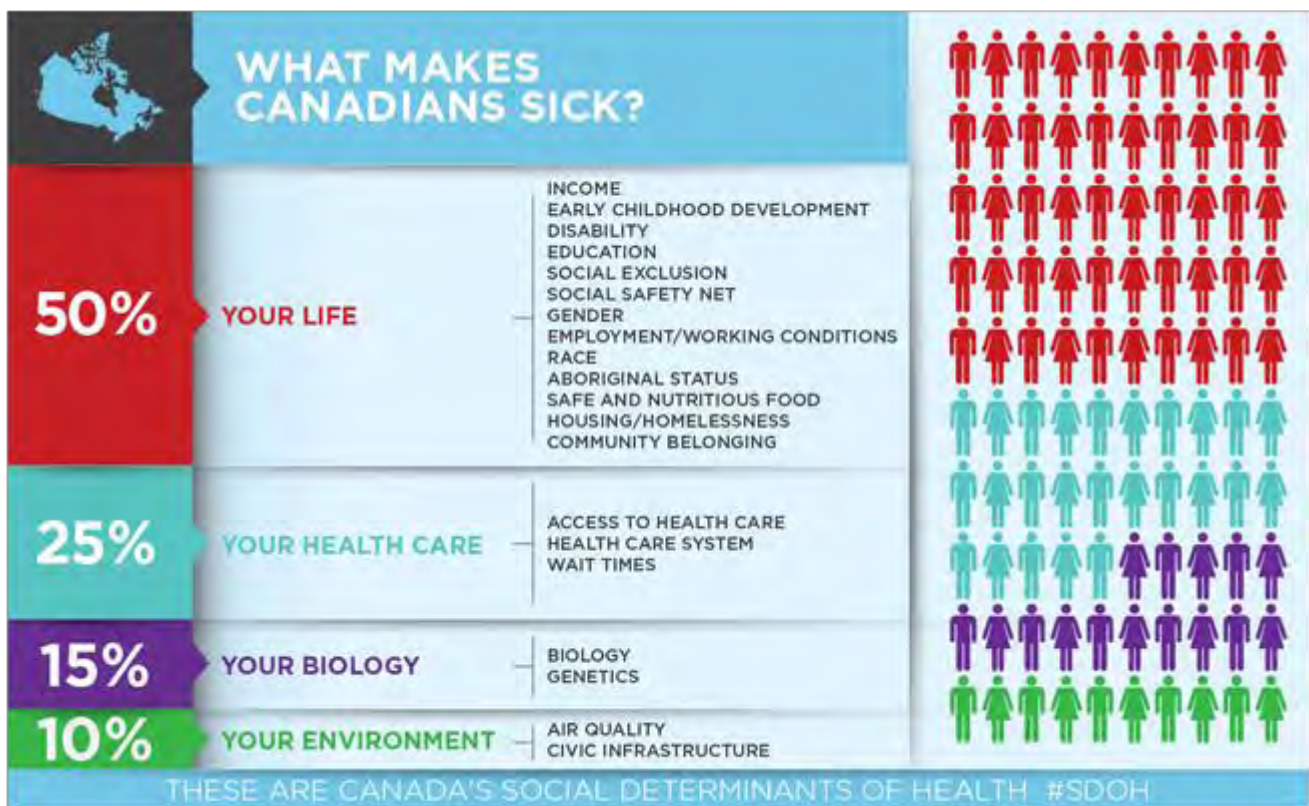
- ❖ Community engagement
- ❖ Empowerment (of individuals and communities)
- ❖ Inter-sector collaboration and partnership
- ❖ Political commitment leading to healthy public policy
- ❖ Reducing social and health inequalities

The underlying principle is that individuals and communities need to be empowered to take greater control over their health and future, with a view to reducing inequality among community members.

Building healthy communities

In keeping with CAMI’s and the CHSSN’s commitment to a population health approach that takes into account the range of health determinants, this project adopts a holistic view of health. This means examining ways to improve people’s health, and the health of the community more broadly, through a socio-environmental approach, which considers health as a product of social and environmental determinants that interact to influence our health status.

The many different factors that contribute to health are referred to as health determinants. Health determinants are defined as the individual, social, economic and environmental factors that can be associated with specific health problems or with overall health status. Although there are many health determinants—income and social status, social support networks, education, employment and working conditions, physical environments, biology and genetics, health services, and more—research shows that socio-economic environments (“your life”) are the main determinants of health: factors such as your income, education, social safety net, employment and housing.



Even within the same region, there are major differences between communities in terms of health, well-being, and quality of life, and some of these differences are related to varying social and economic conditions. This means that communities can have an impact on the health and well-being of their residents by working to reduce inequalities among people, and by creating a “healthy community.”

A significant number of health determinants are beyond individual control and only the community can have an impact on them. Therefore, just as individual empowerment is important for health and well-being, so too is community empowerment. This means building the community capacity to structure itself in ways that help to improve the quality of life of its members. Beyond such traditional indicators as the economy and demographics, we must take into account factors such as democratic life, community dynamics and social capital, all of which testify to the health of a community as a living entity.

#### Community mobilization in English-speaking communities in Quebec

A network of English-speaking communities in Quebec is working towards this goal of community empowerment and improved health and well-being. The provincial network is composed of nineteen community health and social services networks, which act as drivers of change in mobilizing English-speaking communities. These community health and social services networks implement three key action strategies: improving access to health and social services, increasing the availability of health promotion and disease prevention programs, and fostering social innovation. They engage a broad range of local partners in an intersectoral networking and partnership approach to take action on priority health determinants, focusing on specific populations. This work is rooted in a number of principles and values that guide the development of the networks, with the ultimate aim of improving the health and well-being of English-speaking communities in Quebec and enhancing community vitality (see model in appendix). This approach to community mobilization and intersectoral partnership has fostered hundreds of partnerships including health and social service centres delivering primary level care, other public institutions in Quebec, as well as a wide variety of community organizations. A partnership between the CHSSN and the Institut national de santé publique du Québec (INSPQ) has supported these networks in gaining knowledge and experience in community development. This community portrait is part of that support.



## MAGDALEN ISLANDS

The Magdalen Islands archipelago, with its characteristic fishhook-shape, is located right in the middle of the Gulf of St. Lawrence, 215 km from the Gaspé Coast and 105 km north of Prince Edward Island. The archipelago consists of about a dozen islands, six of which are connected by long, thin sand dunes.



Source: [http://commons.wikimedia.org/wiki/File:Magdalen\\_Islands.png](http://commons.wikimedia.org/wiki/File:Magdalen_Islands.png)

The archipelago's geographical location affords it a unique character, both in terms of physical isolation and vitality, culture and heritage. Despite a relatively small landmass comprised of a dozen islands and islets, of which seven are inhabited and six are linked to each other by road, the population is scattered in small communities all across the Magdalen Islands' landscape.

Two linguistic communities have shared the archipelago right from its early settlement: the French- and English-speaking communities. The Magdalen Islands' English-speaking community is composed of all English-speaking individuals living on the Islands, which includes Anglophones residing in predominantly French-speaking communities. In this report, when speaking of the English-speaking communities (plural), we will be referring to the two communities where English is

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the main language spoken, that is Grosse-Île and Île d'Entrée (Entry Island) (Arseneau-Bussières & Chevrier 2007).

Grosse-Île is separated from the most populated islands to the south-west by a long, narrow spit of land, which takes about 45 minutes by car to travel. Entry Island can be reached by boat or by helicopter.

## Historical context

A 2007 report to Industry Canada by Stéphanie Arseneau and Hélène Chevrier provides a good overview of the history of the Magdalen Islands, and specifically the English-speaking community. This section outlines some of the main events, without the references, which can be found in that report.

The Magdalen Islands archipelago was known to the First Nations of the eastern part of the continent. They called it Mewquit, Menquit or Menagoesenog, or "The Island Swept by Waves". Jacques Cartier, the European explorer and discoverer of Canada, was the first European to speak of the Magdalen Islands, in his 1534 reports. However, Basque, Breton and Norman fishermen had already made contact there with the Mi'kmaq, who used the area for fishing and hunting during the summer.

In 1629, Samuel de Champlain sailed to the islands as well, but it was not until 1755 that some of the Acadians displaced by the mass deportation known as the Great Disturbance, disembarked. True colonization began almost three decades later when families from St-Pierre-et-Miquelon settled on the islands at the time of the French Revolution.

An English-speaking population began to arrive on the islands during the 19th century. They were mainly of Scottish origin, though some families were of Irish and English descent. The colonists were said to have been attracted by the seal hunt and the fisheries, while others arrived in the wake of shipwrecks or immigrated from Great Britain.

Grosse-Île was inhabited as early as 1765 by Acadian families in the employ of Gridley. They subsequently sold their properties to English-speaking families (the Goodwins, Rankins and Clarks) who arrived in 1828 from Nova Scotia. That year also marked the official founding of the Grosse-Île village, with the Municipality of Grosse-Île being incorporated in 1892.

In 1822, the first group of Anglophones arrived at l'Île d'Entrée. The first settlers were the Dicksons and McLeans from Liverpool (NS). Later on, families coming mostly from Nova Scotia and New Brunswick, but also from the Scottish Highlands and Cape Breton, settled on this island located at the entrance of the archipelago. In 1831, five families called it their home.

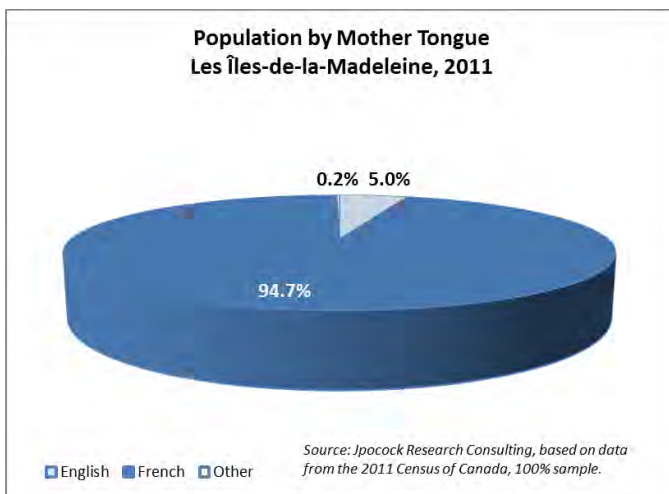
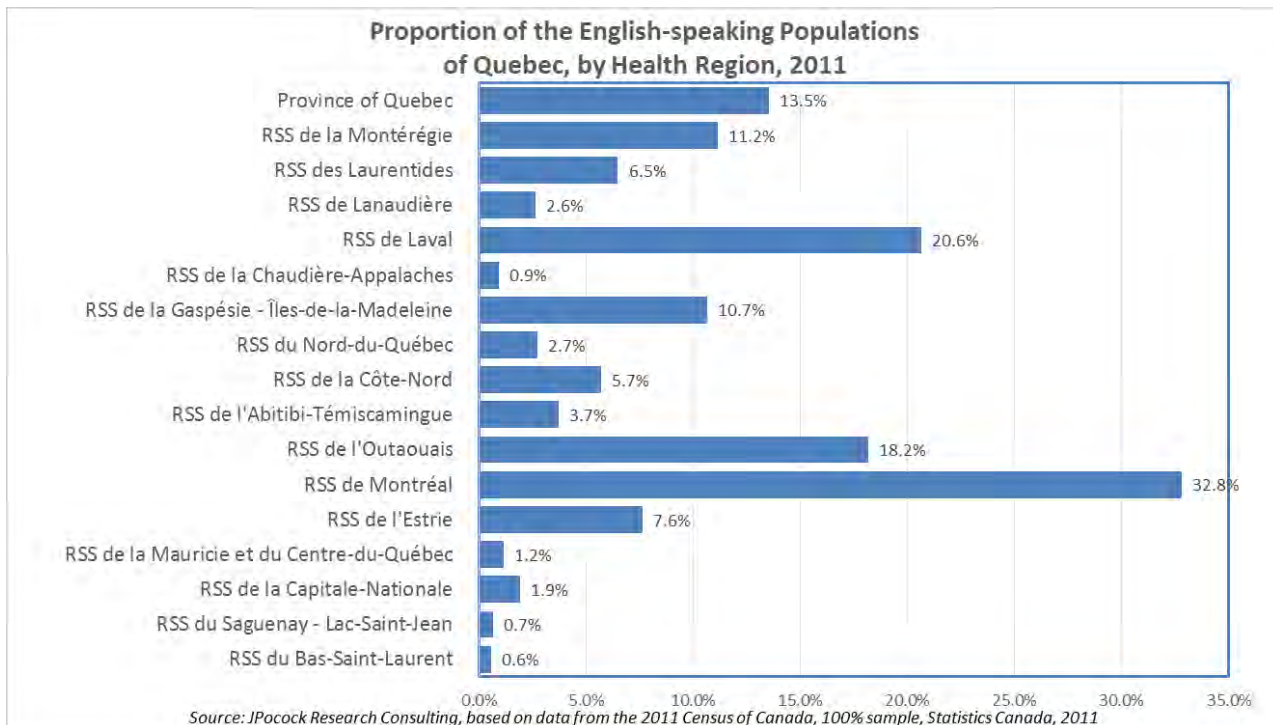
Over the years, and as a result of the numerous shipwrecks, the population increased on both sides of the linguistic and religious barrier, but the proportion of English speakers never exceeded 12%. The harsh living conditions, famine years, and poverty, all linked to an extreme dependence on the merchants, forced many families to leave the Islands around the end of the nineteenth century. In 1881, the English-speaking population had reached its peak, accounting for 12.5% of the total population. This is also the period when the lobster canning plants started to appear, as the harvest of this shellfish officially began in 1875, giving rise to an economic boom in the region. In the early 1900s, there were no less than four lobster canneries in the eastern part of the archipelago, including William Leslie & Cie. These processing plants not only made it possible for women to start doing paid work, but also attracted Acadian and Maritime families in the eastern part of the archipelago.

The impossibility for residents of the Magdalen Islands to own their land and the obligation to pay rent soon became a source of exasperation. In 1889, the Magdalen Islands territory still belonged to the Coffins. When Van Bareveld, their agent of Dutch extraction, tried to evict the people living on Île d'Entrée and Brion Island, a rallying of support materialized across all the islands despite linguistic and religious differences, and a petition was signed and forwarded to Ottawa. In 1895, all the residents of the old Coffin estate were allowed to buy their lands. These efforts to relocate residents took on a new form in the 1960s when the Eastern Quebec Development Bureau (BAEQ) defined a land-use management plan, which included a section that dealt with the Grosse-Île community. The most controversial of the recommendations was the one concerning the reorganization and centralization of services and populations; it was suggested that the whole eastern part of the archipelago be closed, including the Grosse-Île area, accompanied by the relocation of its people in the western part of the Cap-aux-Meules Island. The indignation and anger this generated ensured that the project did not go any further, but a second management plan encompassing the whole of the Magdalen Islands, this one drafted in 1972 by the Gaston St-Pierre firm, was to take up some of the BAEQ's recommendations. Under this plan, the Grosse-Île residents were to be relocated in Grande-Entrée and their houses, left empty, would be used as tourist accommodations. This second threat in less than six years had the effect of rallying the archipelago's entire population to their cause.



## The English-speaking population

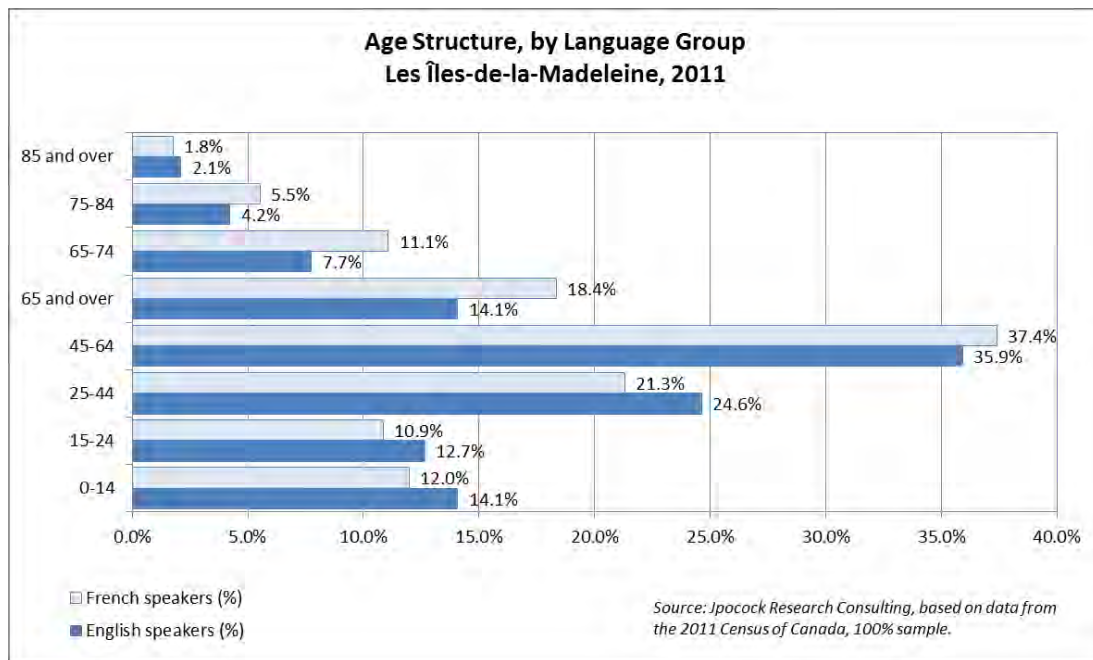
There are about one million (1,058,248) individuals living in Quebec whose first official language is English. Quebec’s English-speaking communities comprise 13.5% of the Quebec population. In the Gaspésie - Îles-de-la-Madeleine region, the English-speaking community is comprised of 9,945 individuals and makes up 10.7% of the regional population.



On the Magdalen Islands there are 710 English speakers, 490 of whom live on Grosse-Ile (in 2011). English speakers represent 5.6% of the local population.

The age structure is somewhat different among French speakers as it is among English speakers. In the Gaspésie - Îles-de-la-Madeleine region, children (0-14) form a much larger proportion of the English-speaking community than in the French-speaking community. Seniors (65+) form a similar proportion of both English and French speaking groups (about 20%).

In the CSSS Les-Îles-de-la-Madeleine territory, there is a much smaller proportion of seniors (65+) in the English-speaking population (14%) compared to the French-speaking population (18%). Children, however, represent 14% of the English-speaking population and only 12% of Francophones. There is also a greater proportion of young people age 15-24 and of young adults ages 25-44 among English speakers than among French speakers.



Source: [www.tourismeilesdelamadeleine.com](http://www.tourismeilesdelamadeleine.com)

## COMMUNITY PERSPECTIVES FROM GROSSE-ILE

In the sections below, we will discuss community perspectives on six themes: social and community life, education and literacy, the economy and employment, health and well-being, language and culture, and the environment. In each case, we will highlight the community's strengths and challenges, and some perspectives for the future. This overview can be used to inform decision-making and to stimulate community engagement.



What are community members proud of? What do we value in our community?

When asked these questions, several themes come to the fore.

Culture

We value our unique culture and heritage, our rich history and our traditional skills.

Nature

We value the natural beauty that surrounds us, the trails and beaches and the exceptional scenery we have.



School

We have a nice school with great education. We are proud of how we support the young in sports.

Leadership

We have dedicated community leaders, hard-working volunteers, lots of local talent and opportunities to have fun.

Community cohesion

We are proud of how our community pulls together when needed. People help and support each other. There are strong family networks. Everybody knows each other and you feel safe.

## Social and community life

### Social activities

We have...



However...



What if we...



**Organizations** with human resources to plan social activities and events

**Seasonal community events** (Christmas social, fall festival, summer festival, Valentines, Halloween, etc.)

**Lots of talented people**

*MORE THAN HALF OF THE ENGLISH-SPEAKING POPULATION OF GIM HAVE A VERY HIGH LEVEL OF SOCIAL SUPPORT AND NEARLY 90% HAVE A STRONG SENSE OF BELONGING TO THEIR COMMUNITY. (THIS IS SIMILAR AMONG FRANCOPHONES).*

- *L'ÉTAT DE SANTÉ ET DE BIEN-ÊTRE DE LA POPULATION DE LA GASPÉSIE-ÎLES-DE-LA-MADELEINE, DIRECTION DE SANTÉ PUBLIQUE, 2011*

- Participation rates are often low
- People now have lots of entertainment at home
- There are not many activities for some age groups: 0-5 and teenagers
- Many activities for 50+ cost money
- Many activities depend on the same volunteers and new ones are hard to recruit
- A small community means that there are not large numbers in any one age group so it is hard to organize activities
- Many young people leave the community
- People do not all know what is going on, especially if they are not involved

**Share activities with Grande Entrée**

- Students could organize activities together
- Maison des jeunes could alternate between the 2 communities
- We could alternate activities such as skating

**Organize more activities**

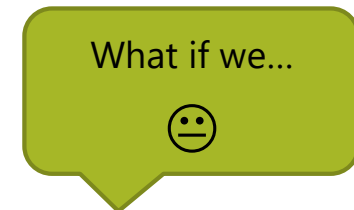
- Low-cost or free activities for seniors
- Punctual events targeted to all community members which allow residents and non-residents to come together
- Create a bowling league
- Rent a bus and have an outing to Grindstone to go bowling or play pool
- Movie night: have 2 showings, one for kids and one for adults. Teens could sell popcorn and soft drinks to make money

**Communicate more effectively**

- Make sure people are well-informed

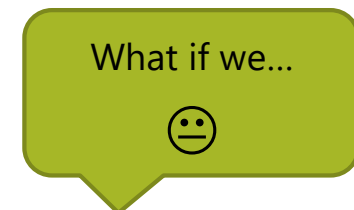


Infrastructure



<p><b>Outdoor and indoor sites</b></p> <ul style="list-style-type: none"> <li>• Gymnasium</li> <li>• Recreation site</li> <li>• Old Harry Beach</li> <li>• Rink</li> <li>• Baseball field</li> <li>• Park</li> <li>• CAMI site (Museums &amp; café)</li> </ul>	<ul style="list-style-type: none"> <li>• There are not many outdoor community sites</li> <li>• There are not many indoor spaces either</li> <li>• Social hubs are limited</li> <li>• There is no communication service (radio/ newspaper/ web/ newsletter)</li> <li>• There is no marina</li> </ul>	<p><b>Create a social hub</b></p> <ul style="list-style-type: none"> <li>• Hold activities in smaller, cozier spaces, such as rink building or CAMI café where you can have tea and coffee (instead of gym)</li> <li>• Equip the building with internet or satellite, so people could get together to watch movies and hockey games</li> <li>• People could go play cards, scrabble or board games with certain times for a game</li> <li>• Better communication. People do not all know what is going on, especially if they are not involved</li> </ul>
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Community cohesion



<p><b>Close-knit community</b></p> <ul style="list-style-type: none"> <li>• People are friendly and everyone is invited to events</li> <li>• GI is known in the French community as a place where people help each other out</li> </ul>	<ul style="list-style-type: none"> <li>• People are less inclined to help each other out than they were in past decades</li> <li>• People do not go out to visit neighbours as much anymore</li> </ul>	<p><b>Socialize more</b></p> <ul style="list-style-type: none"> <li>• Make the effort to get out and talk or get together for a coffee</li> </ul>
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## Language and culture

### Traditional skills and knowledge

We have...



However...



What if we...



#### **A unique culture**

- Our culture is well-embedded in our maritime history and places: shipwrecks, walrus hunt, Brion Island, Bird Rock and more
- We have so much talent: singing, story-telling, songwriting
- Some people still do things the old-fashioned way and have the know-how
- Two museums

- People are dying, and their skills and knowledge are not documented
- Traditional skills are not being transmitted to next generations
- We do not have something to show off our pride visually; this could bring the community together and attract visitors

#### **Preserve our culture**

- Know our history better, and take pride in it
- Start a mentoring program to pass on traditional skills such as trap-making, knitting, making homemade butter, and more

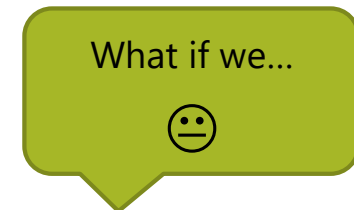
#### **Create mentoring or grandparent program**

- to pass on traditional skills and give kids a person to create a special relationship with



Source: [www.tourismeilesdelamadeleine.com](http://www.tourismeilesdelamadeleine.com)

Demographics

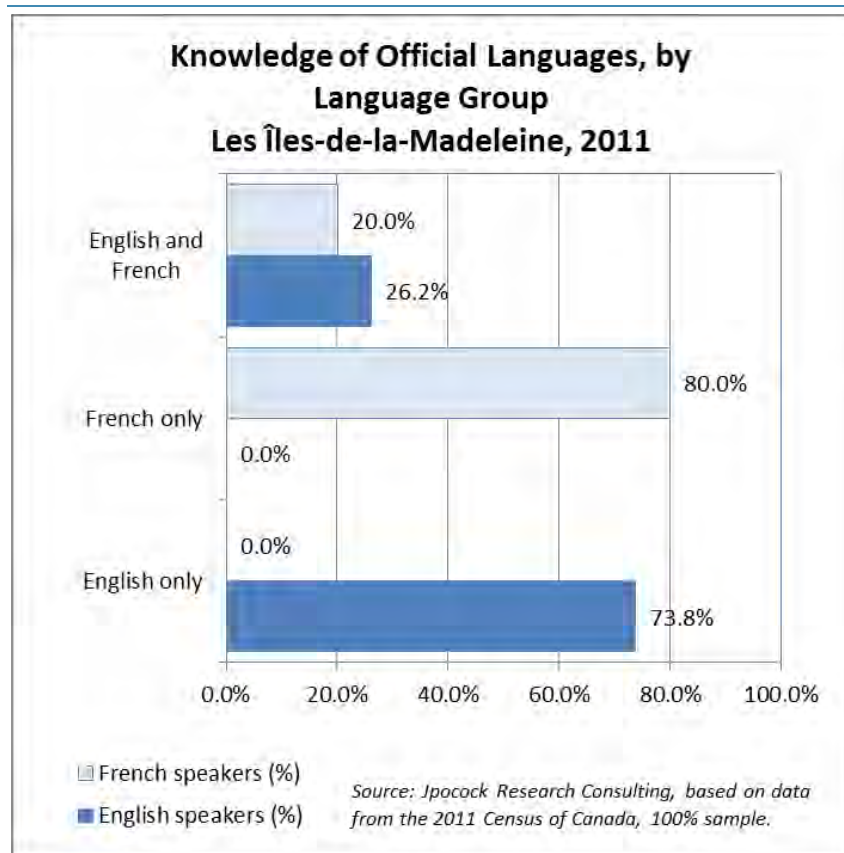


<p><b>A small close-knit community</b></p>	<ul style="list-style-type: none"> <li>• There is a decline in population, especially among youth</li> <li>• The number of children has decreased... so there are not many to take part in activities</li> </ul>	<p><b>Attract young people back</b></p> <ul style="list-style-type: none"> <li>• Youth go away to school, get a great education and come back and have lots of children!</li> </ul>
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Being a minority English-speaking community



<p><b>A strong English community</b></p> <ul style="list-style-type: none"> <li>• English language is a strong foundation in our community</li> <li>• We are not losing our language, as happens in some other places.</li> <li>• English is an asset for tourism</li> <li>• Increasing numbers of people are bilingual, especially youth</li> <li>• We have a close-knit community. "We may complain but we will help each other out."</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of bilingualism are not high enough to foster business development</li> <li>• We need more help in the schools for our kids to learn French</li> <li>• Being a minority community means we have limited access to programs and services</li> <li>• Bill 101 does not allow French children to attend English school, which limits our ability to attract more students</li> <li>• It also prevents the hospital (and other institutions) from putting up signs in English</li> <li>• Only some services are guaranteed in English</li> <li>• Historically the French and English did not cooperate much, even fighting</li> </ul>	<p><b>Show community pride</b></p> <ul style="list-style-type: none"> <li>• Show off our culture, not only during the time of a festival but year-round</li> </ul> <p><b>Become a more bilingual community</b></p> <ul style="list-style-type: none"> <li>• Willing and able to communicate in both languages</li> </ul>
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Among English speakers in the Magdalen Islands, almost three-quarters (73.8%) speak only English, while about one-quarter speak both French and English.

Among French speakers the situation is comparable: 80% speak French only and 20% speak both languages.

This is important because it means that communication with individuals from the other language group can be difficult, and one cannot rely on people's knowledge of the other official language. This has implications for service provision, employment, education, and more.

*"ENGLISH-SPEAKING YOUTH FROM THE MAGDALEN ISLANDS HAVE BEEN FINDING MORE OPPORTUNITY IN THE MARITIME PROVINCES AND IN THE OIL DEVELOPMENT OF WESTERN CANADA. OF THE YOUTH THAT HAVE RETURNED OR REMAINED IN THE REGION, AND WHO ARE NOT PART OF THE FISHING INDUSTRY, ALMOST 100% ARE BILINGUAL, CLEARLY DEMONSTRATING THE LINK BETWEEN BILINGUALISM AND LOCAL EMPLOYMENT."*

- CLC REPORT, 2014

## Health and well-being

### Health services

We have...



However...



What if we...



#### Local services

- CLSC located in the community, with a community worker
- The CLSC helps with appointments at the hospital or health centre
- CAMI helps people find services they need
- CAMI does a lot of translation + info in English
- CAMI represents the English-speaking community and its needs at the regional level, at the board level

- The doctors at the CLSC aren't taking any new patients

#### Set up a walk-in clinic

- for people who don't have a family doctor

### Special needs and handicapped people

We have...



However...



What if we...



#### Support

- There is a lot going on for children with disabilities, through the school and the hospital and the other parts of the island
- The person who coordinates this is great

- People with limited mobility or disabilities are not well-integrated

#### Better integrate people with limited mobility or disabilities

Seniors

We have...



However...



What if we...



**Activities and programs**

- The municipality is developing more activities and programs for seniors

*PROJECTIONS SHOW THAT THE SENIOR POPULATION WILL NEARLY DOUBLE WITHIN THE NEXT 10-15 YEARS, DEMONSTRATING AN INCREASING NEED FOR THE DEVELOPMENT AND SUSTAINABILITY OF PROGRAMS AND SERVICES. THIS PARTICULARLY LARGE SEGMENT OF OUR POPULATION IS FACED WITH ISSUES SUCH AS POVERTY, LACK OF BILINGUALISM AND ISOLATION.*

- MINA STRATEGIC PLAN 2014-2018

- Language is a barrier especially for seniors
- Activities for seniors are more limited, most aren't comfortable going to the fitness center and not all are mobile enough or comfortable walking outside in the winter when it is icy. Some seniors stay indoors all winter.
- Many seniors think that doing exercise is not necessary because they work physically
- There is not much support for looking after old people, and homecare is limited to 2 hours a day.
- Some people do not want their children looking after them (don't want to be a burden) and currently the only alternative is the Centre d'hébergement Eudore-LaBrie
- Many younger people work and cannot take care of ageing parents
- Because families are smaller, there are few siblings to share in the care of an ageing parent

**Have more activities for seniors**

- Get out and socialize!
- Exercise program (Stand Up)

**Develop a seniors' home**

- A place for seniors to go when they need more care

Healthy lifestyles

We have...



However...



What if we...



<p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>• The rink is open 5 nights a week and there are other activities to keep people physically active</li> <li>• The rink is good for mobilizing men</li> <li>• There are lots of trails for snow-shoeing and skiing</li> <li>• The beach and the bay are great for summer activities</li> <li>• The fitness centre</li> <li>• There are many programs in place (health and nutrition workshops, meals on wheels)</li> <li>• 5 / 30 challenge, a community effort</li> <li>• Young children, 0-5, seem quite active</li> <li>• A lot of activities at school are funded by Quebec en Forme: hockey lunches, outdoor play, karate, volleyball, circus school, etc</li> </ul> <p><b>Social support networks</b></p> <ul style="list-style-type: none"> <li>• Close-knit community, solid social support networks</li> </ul>	<p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>• Participation rates are low... perhaps because people spend a lot of time in front of screens</li> <li>• Participation quickly dwindles</li> <li>• There are not enough activities targeted to the 0-5 age group</li> <li>• Small children need a parent or family member to bring them to activities</li> <li>• There are not so many activities for men and men believe that physical work is enough</li> <li>• The activities for women do not appeal to everyone</li> <li>• The wind can make it hard to do outdoor activities</li> <li>• The fitness centre schedule is not suited for all</li> <li>• There are no formal trails</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• There is lots of junk food at the convenience store across from the school</li> <li>• Fresh food is hard to access locally. You have to drive west</li> <li>• It is harder for people with lower incomes to access healthy food</li> <li>• Some people end up grocery stopping at the local store</li> <li>• There are no healthy alternatives for eating out</li> </ul>	<p><b>Participate</b></p> <ul style="list-style-type: none"> <li>• Participate in activities that are organized</li> <li>• Limit the amount of time spent in front of a screen (FB, X-box, internet...)</li> <li>• Parents take kids outside to play</li> </ul> <p><b>Extend hours at the fitness centre</b></p> <ul style="list-style-type: none"> <li>• For example, throughout the morning, even early before work</li> </ul> <p><b>Develop what we already have</b></p> <ul style="list-style-type: none"> <li>• Create a designated, groomed trail</li> <li>• Create places for people to walk around (outdoors and indoors)</li> <li>• Create walking group</li> </ul> <p><b>Organize activities for men</b></p> <ul style="list-style-type: none"> <li>• Contact sports, team sports</li> </ul> <p><b>Raise awareness about healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>• To help people realize the importance of being active</li> <li>• The kids who learn the importance of this also inform and educate the parents</li> </ul> <p><b>Organize more activities for pre-schoolers and young elementary</b></p> <p><b>Create a community garden</b></p>
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Drugs and alcohol

We have...



However...



What if we...



**Access to support**

- Hugh Fraser recovery program

*THE CLC IS HAVING A POSITIVE IMPACT ON PHYSICAL ACTIVITY. COOKING CLASSES AND OTHER FOOD-RELATED ACTIVITIES HAVE ALSO BEEN OFFERED, BUT EATING HABITS TAKE LONGER TO CHANGE AND THE AVAILABILITY OF HEALTHY FOODS IS LIMITED.*

- *Pocock, Joanne, 2012. Profiles of the English-Language Communities and Schools of Quebec's Community Learning Centres (CLCs)*

**Drug and alcohol use**

- Drug and alcohol abuse is becoming a bigger issue, yet it is more socially acceptable
- "It is scary to think about our little kids growing up in this community"
- Drugs and alcohol are too accessible for young people
- Young people drop out of school, start working and have money to spend on drugs and alcohol
- These youth may have a negative influence on younger children

**Work towards a community free of drugs, alcohol and violence**

- Community and parents have to work together to be proactive about this
- We need more awareness raising
- Change the social acceptability so that 14-year-olds can get together and have a party without getting drunk or stoned

*"MADLINOTS" IN GENERAL DO NOT USE ACTIVE TRANSPORTATION AND SPEND A LOT OF TIME IN FRONT OF SCREENS, AND ARE THEREFORE NOT VERY PHYSICALLY ACTIVE.*

*JUNK FOOD AND ENERGY DRINKS ARE EASILY ACCESSIBLE TO YOUTH.*

*ALCOHOL AND DRUG USE AMONG YOUTH IS HIGHER THAN THE RATES IN THE PROVINCE AS A WHOLE:*

- *¼ OF HIGH SCHOOL STUDENTS DRINKS AT LEAST ONCE A WEEK*
- *EXCESS DRINKING IS HIGHER AMONG STUDENTS IN THE MAGDALEN ISLANDS*
- *MORE THAN ¼ OF STUDENTS OVER AGE 13 HAD THEIR FIRST DRINK BEFORE AGE 13*
- *12% OF YOUNG PEOPLE TAKE DRUGS REGULARLY*

- *LES ÎLES EN FORME, MISE EN CONTEXTE.*



## Education

School and daycare

We have...



However...



What if we...



### **A great school**

- Students are very well prepared for post-secondary education
- There are small classrooms, individual attention, help for students with learning difficulties, a lot of 1-on-1 support from the school network
- Dedicated teachers who are working really hard with what they have
- There is a homework program and there are tutors

### **A great daycare**

- The educational program at the day care coop is really good
- Kids learn French from pre-k whereas French communities do not have this.

### **A CLC**

- Many after-school activities
- The moving book bag program

*WHEN THE CLC WAS INITIATED, THE SCHOOL HAD A POPULATION OF 76 STUDENTS, WHICH HAS SINCE DECLINED TO 67 AND IS PROJECTED TO CONTINUE TO DROP DRASTICALLY IN UPCOMING YEARS*

- CLC REPORT, 2014

### **Resources are limited**

- There are few course options, both for the less academic students (ex. wood-working) and for strong students (high-level math and sciences)
- It is hard to organize after school activities because classes are small so there are not enough kids to participate
- Students who struggle need to be "coded" (IEP) to get the extra help, otherwise they just get discouraged
- There is no alternative for students who cannot do the academic program (mostly boys)

### **French is required for graduation**

- Some drop out because they cannot pass French

### **Some lack motivation to finish school**

- The fishing culture makes it hard to motivate kids to finish high school because they think they do not need a good education to fish
- Some students think you graduate in grade 9

### **People are dependent on electronics and technology**

### **Adopt special measure to support school perseverance**

- Develop a school perseverance program for boys
- Prevent them from being able to access employment insurance at a young age
- Greater focus on global education

### **Facilitate learning French... perhaps by...**

### **Merge French and English primary schools**

- The student numbers at Grande Entrée are very low too
- This would facilitate learning the second language
- The schools could remain separate but share resources and space
- Kids would play together at recess and sports

### **Better participation 0-5**

- Travelling book bag
- Re-launch moms & tots

### **Pass on the old ways**

- This would help decrease the reliance on technology, which can break down

### **Limit screen time**

- For example, a maximum of 2 hours a day
- This would increase social interaction

Post-secondary  
and adult education

We have...



However...



What if we...



<p><b>Cegep on the islands</b></p>	<p><b>Limited options</b></p> <ul style="list-style-type: none"> <li>• There are no classes for adults, such as computer courses</li> <li>• Cegep is all in French</li> <li>• The vocational training requires bilingualism</li> <li>• Students heading towards trades may have trouble working here if they are not bilingual</li> <li>• When courses are offered, we need enough people to sign-up and commit</li> </ul>	<p><b>Offer more vocational training and adult ed</b></p> <ul style="list-style-type: none"> <li>• Offer more vocational training, with more course variety</li> <li>• Since this community is part of ESSB, we could link up with the Anchor in New Carlisle via video conference</li> </ul> <p><b>Offer Cegep courses in English</b></p>
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Education levels

We have...



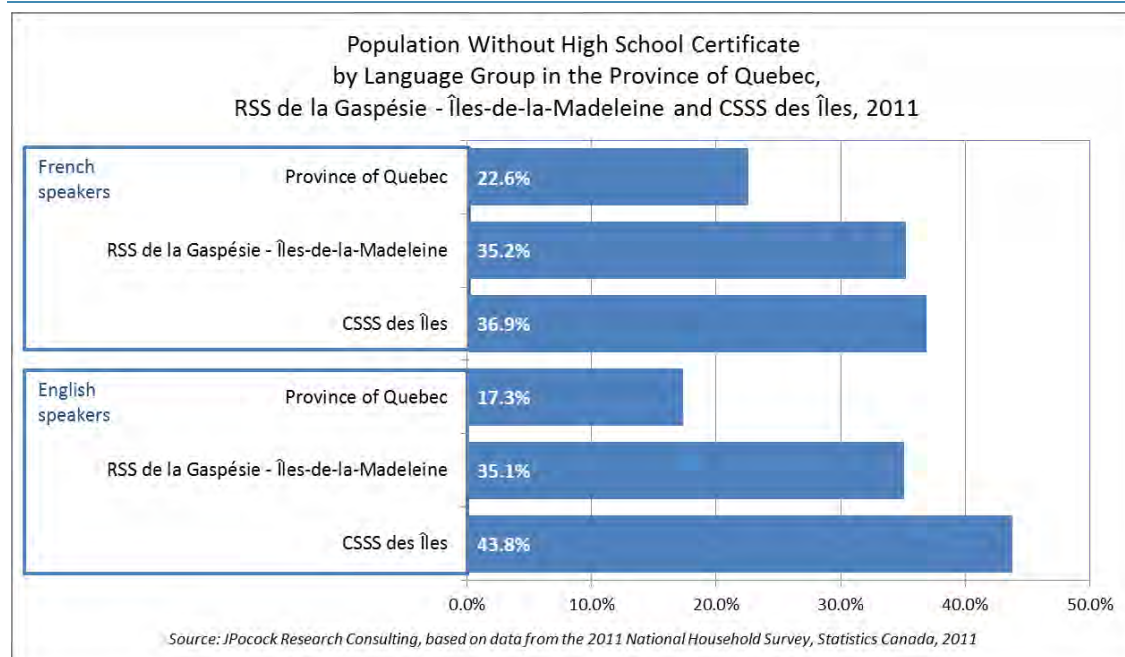
However...



What if we...



<p><b>Educated youth are coming back</b></p> <ul style="list-style-type: none"> <li>• There is a wave of youth who are coming back</li> <li>• Most of the ones who are coming back are bilingual</li> </ul>	<p><b>Many educated people leave</b></p> <ul style="list-style-type: none"> <li>• The educated professionals move away from the islands, or do not come back after studies</li> <li>• This is partly because you need to have French to work here</li> </ul> <p><b>Levels of literacy</b></p> <ul style="list-style-type: none"> <li>• Some community members have limited ability to understand written material</li> </ul> <p><b>There is little incentive to get an education if you are going to stay and fish</b></p>	<p><b>Increase levels of bilingualism so educated youth come back ... and have children!</b></p>
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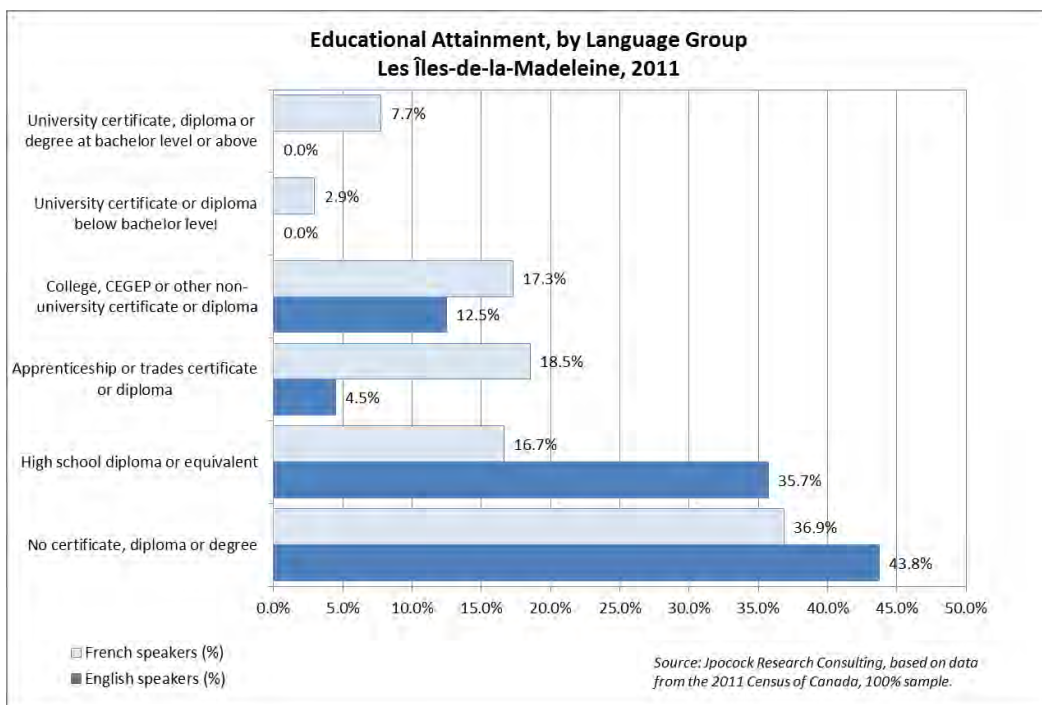
English speakers in the Province of Quebec display a much lower tendency to have low levels of education compared to French speakers: only 17% of English-speaking Quebecers do not have a high school certificate, compared to over 22% among French speakers.

In the Gaspésie - Îles-de-la-Madeleine region, this is not the case: over 35% of both French and English speakers have low educational attainment (no high school certificate).

In CSSS des Îles territory, English speakers display a higher tendency to have low education levels than do French speakers (nearly 44% compared to about 37% among French speakers).

*"CURRENT STUDENT SENTIMENT TOWARDS LEARNING FRENCH IS NEGATIVE. THOUGH FOR THE MOST PART THEY KNOW THAT LEARNING FRENCH IS IMPORTANT, HIGH SCHOOL STUDENTS LISTED FRENCH AS THEIR LEAST FAVOURITE COURSE AND 41.1% SPECIFIED THAT THEY EITHER DISLIKED OR REALLY DISLIKED FRENCH CLASS. FURTHERMORE, ONLY 50% OF HIGH SCHOOL STUDENTS PLAN TO TAKE FRENCH DURING THEIR POST-SECONDARY STUDIES, AND IN RELATION TO THESE FINDINGS, 50% OF PARENTS FEEL THEIR CHILD IS STRUGGLING IN FRENCH AND 68% OF PARENTS FEEL THEIR CHILD NEEDS MORE SUPPORT IN THE LANGUAGE"*

- CLC REPORT 2014



*THE ESC IS MUCH MORE DEPENDENT ON THE FISHERIES THAN THEIR FRANCOPHONE COUNTERPARTS AND THERE ARE FEW EMPLOYMENT OPPORTUNITIES FOR ANGLOPHONE PROFESSIONALS. THIS HAS LED TO LOWER EDUCATION LEVELS, AN EXODUS OF YOUTH AND THE FACT THAT ENGLISH-SPEAKING BOYS ARE LESS MOTIVATED TO PURSUE POSTSECONDARY STUDIES AS THEY FIND EMPLOYMENT WITHIN THE FISHERIES.*

- CAMI, UNDERSTANDING THE ENGLISH-SPEAKING YOUTH OF THE MAGDALEN ISLANDS, 2008



## Economic conditions and employment

Main economic sectors

We have...



However...



What if we...



<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>• Old Harry beach is very popular</li> <li>• The CAMI site</li> <li>• There is a potential for tourism: beautiful scenery, nature trails, birdwatching, etc.</li> <li>• Local talent</li> </ul> <p><b>Fishing cooperative</b></p> <ul style="list-style-type: none"> <li>• Provides the majority of employment</li> </ul> <p><b>Seal hunt</b></p> <ul style="list-style-type: none"> <li>• Tourism could be developed in winter</li> <li>• We do have seal hunters. They could be useful for international tourism (Japanese, Americans)</li> </ul>	<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>• There is tourism potential but the community is not benefiting from it. People do not spend money here.</li> <li>• There is no winter tourism in GI + it is hard to develop: because of transportation and weather, and there are already businesses that offer seal hunt activities through the hotels</li> <li>• We have no qualified tour guides</li> <li>• There are no maps for self-guided tours</li> <li>• Seal hunters are not interested in participating in tours; their fishing income is relatively good and steady, so they have little incentive</li> <li>• It is difficult to develop excursions to Brion Island because of stringent regulations and associated expenses</li> </ul> <p><b>Jobs are seasonal</b></p> <ul style="list-style-type: none"> <li>• Many jobs are seasonal (fishing, tourism)</li> <li>• The full-time, non-seasonal jobs are all filled and no one is retiring soon</li> <li>• Lifestyle centered around employment insurance, which is a disincentive to work more than the minimum</li> </ul>	<p><b>Develop tourism</b></p> <ul style="list-style-type: none"> <li>• Develop something in the <i>Rendez-vous marin</i> for international tourists who speak English</li> <li>• Develop services for tourists: campground, hotel, B&amp;B, restaurants and cafés</li> <li>• Offer food at Old Harry Beach</li> <li>• Rent out lawn chairs</li> <li>• Set up a volley ball net</li> <li>• Offer tours: birdwatching, fishing excursions</li> </ul> <p><b>Expand on fishing</b></p> <ul style="list-style-type: none"> <li>• Find ways to lengthen the fishing season by processing or tying into tourism: restaurants, workshops on how to prepare certain foods, and more</li> <li>• Develop new products</li> <li>• Offer interpretation</li> </ul> <p><b>Organize a study tour</b></p> <ul style="list-style-type: none"> <li>• of successful fishing and tourism communities elsewhere is the Maritimes to see innovations</li> </ul>
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Other opportunities

We have...



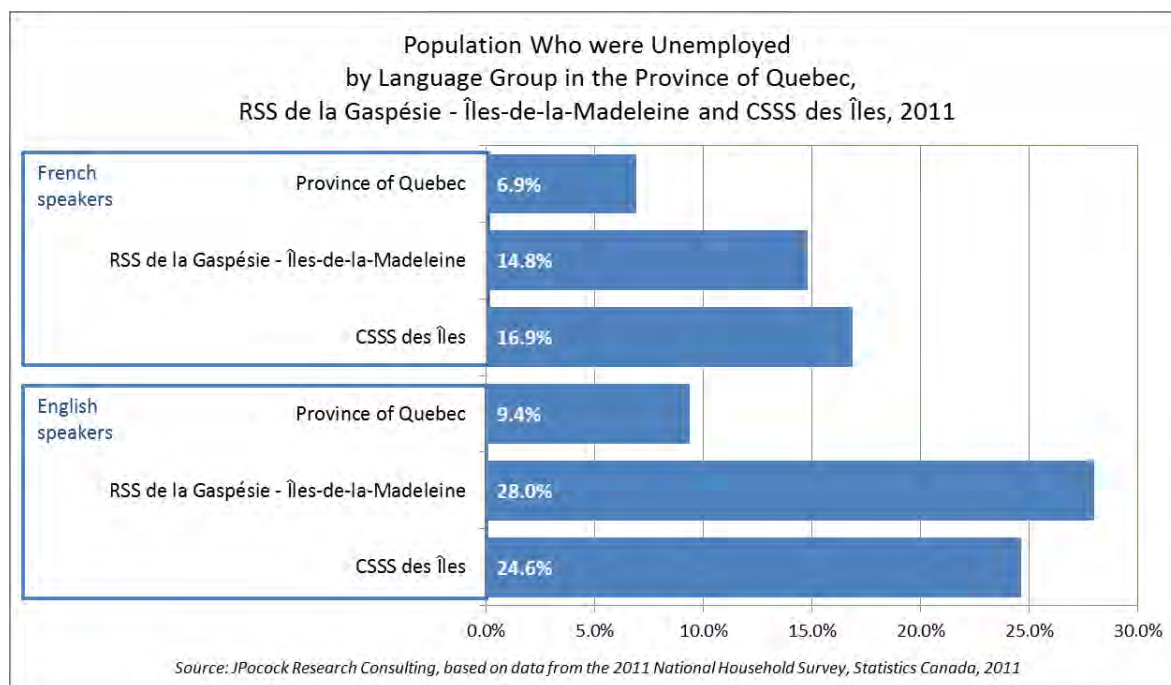
However...



What if we...



<p><b>Various employers</b></p> <ul style="list-style-type: none"> <li>• Salt Mine</li> <li>• Municipality of G-I</li> <li>• CSLC</li> <li>• Post office</li> <li>• CLC</li> <li>• CAMI</li> <li>• School</li> <li>• Local businesses : gas, restaurant etc.</li> <li>• Old Harry craft coop. Lots of people knit, sew, quilt, make things...</li> <li>• Women's coop (daycare)</li> </ul>	<p><b>Many people lack qualifications</b></p> <ul style="list-style-type: none"> <li>• Many jobs require a HS diploma and bilingualism, so people do not apply for jobs posted</li> <li>• It is a challenge to find staff</li> <li>• Some people do not have the skills to know how to apply for a job (prepare a CV or an interview)</li> </ul> <p><b>Limited opportunities</b></p> <ul style="list-style-type: none"> <li>• Even those with qualifications cannot find work in their field of study (ex. teacher)</li> </ul> <p><b>Youth exodus</b></p> <ul style="list-style-type: none"> <li>• Young people do not come back</li> <li>• Educated people do not come back</li> <li>• They are not bilingual so they cannot compete</li> <li>• We need the population to support local businesses</li> </ul> <p><b>Businesses</b></p> <ul style="list-style-type: none"> <li>• It is hard to succeed because of small population (limited client base)</li> </ul> <p><b>No communication services</b></p>	<p><b>Develop the potential of the women's coop</b></p> <ul style="list-style-type: none"> <li>• The coop is an opportunity for development that could be expanded to other services</li> </ul> <p><b>Build on existing infrastructures and events</b></p> <ul style="list-style-type: none"> <li>• There is a partnership potential</li> </ul> <p><b>Create more full-time jobs</b></p> <ul style="list-style-type: none"> <li>• More development in areas with potential, like tourism</li> </ul> <p><b>Organize a craft Fair</b></p> <ul style="list-style-type: none"> <li>• knitting, quilting, crocheting</li> </ul> <p><b>Encourage training</b></p> <p>Especially among youth so they are qualified</p>
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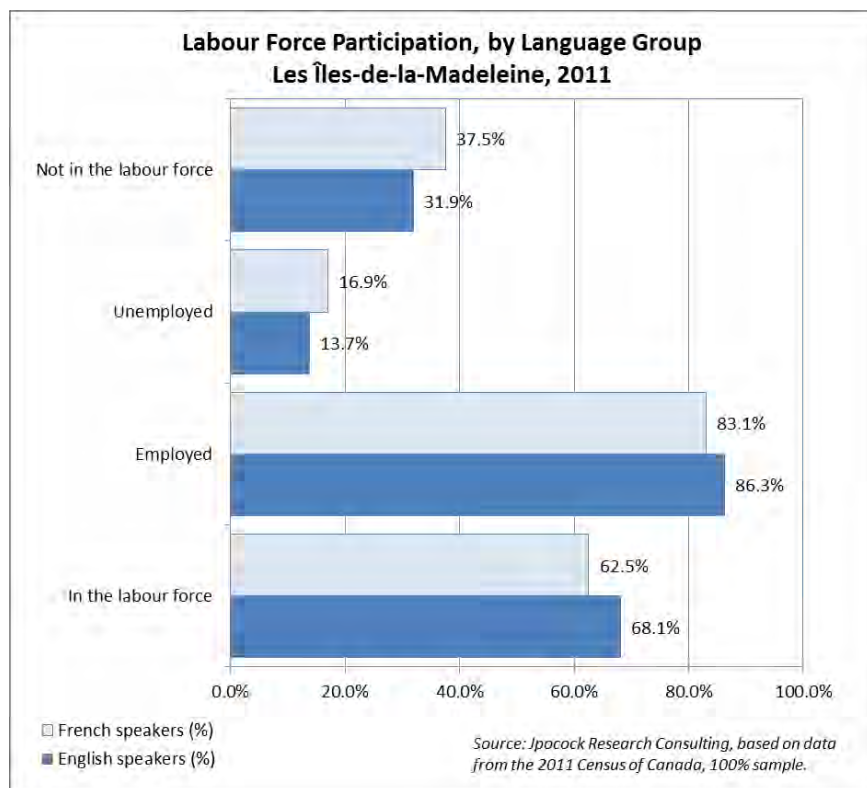
In the Province of Quebec, the tendency to be unemployed in 2011 was much higher among English speakers (9.4%) compared to French speakers (6.9%).

In RSS de la Gaspésie - Îles-de-la-Madeleine, the levels of unemployment are much higher among English speakers compared to their French-speaking neighbors (28% compared to about 15%).

In CSSS des Îles, the levels of unemployment are also much higher among English speakers compared to their French-speaking neighbors (about 25% compared to 17%).

*ENGLISH-SPEAKERS LACK THE FRENCH LANGUAGE SKILLS AND / OR DOUBT THEIR CAPACITY TO FUNCTION IN FRENCH SO THEY CANNOT OR DO NOT COMPETE ON THE ISLANDS' LABOUR MARKET*

- *CAMI. UNDERSTANDING THE ENGLISH-SPEAKING YOUTH OF THE MAGDALEN ISLANDS, 2008*



*ECONOMIC ACTIVITY AND EMPLOYMENT RATES IN THE ENGLISH-SPEAKING COMMUNITY ARE HIGHER THAN THOSE OF THE MAGDALEN ISLANDS AS A WHOLE.*

*THE SENSE OF AFFLUENCE ONE GETS FROM EXAMINING THE INCOME LEVELS OF THE ENGLISH-SPEAKING COMMUNITY (HIGHER) FADES WHEN ONE FACTORS IN THE ASTRONOMICAL RISE OF COSTS RELATED TO PRACTICING THE MAIN ECONOMIC ACTIVITY, FISHING, THE ALMOST EXCLUSIVE RELIANCE ON THIS EMPLOYMENT SECTOR, THE VULNERABILITY OF THIS PRIMARY SECTOR AND THE SIGNIFICANT PROPORTION OF INCOME OBTAINED FROM GOVERNMENT TRANSFERS.*

- ARSENEAU, STÉPHANIE AND HÉLÈNE CHEVRIER, 2007. *SOCIO-ECONOMIC PROFILE OF THE MAGDALEN ISLANDS' ENGLISH-SPEAKING COMMUNITY.*



## Environment

We have...



### Natural beauty, scenery

- Beautiful views over the water
- Beaches
- Brion Island
- Open spaces
- East Point national wildlife reserve
- Adventure and eco-tourism potential

### Fertile land for gardens

#### Berries

#### Trails

- They are not designated but they are there
- They could be used for snowshoeing and hiking

### Cabins to do outdoor activities

However...



### Lack of awareness

- The natural beauty is being destroyed because there is no law enforcement
- People use ATVs, which "tears the sand dunes to pieces". This is very hard to regenerate
- The kids are not being taught to be responsible
- The ducks are disappearing
- Berries have been over-picked and habitat has been lost
- People do not respect private property (use snowmobiles and ATVs anywhere)

### Climate change

- Coastal erosion

### There are no designated trails

- Some people would like to develop trails while others want the status quo whereby there are no restrictions or regulations

### Awareness of environmental footprint

- Garbage is not always properly sorted
- There are no public recycling bins
- Carpooling is not very popular

What if we...



### Respect the environment and help protect it

- Enforce laws
- Have more public bins to counter littering

### Create trails

- To enjoy outdoor activities
- Could have signs and maybe the occasional interpretation panel

### Encourage environmental education and awareness

- At a young age
- In the school, as part of the curriculum
- Organize interactive workshops
- Improve garbage sorting

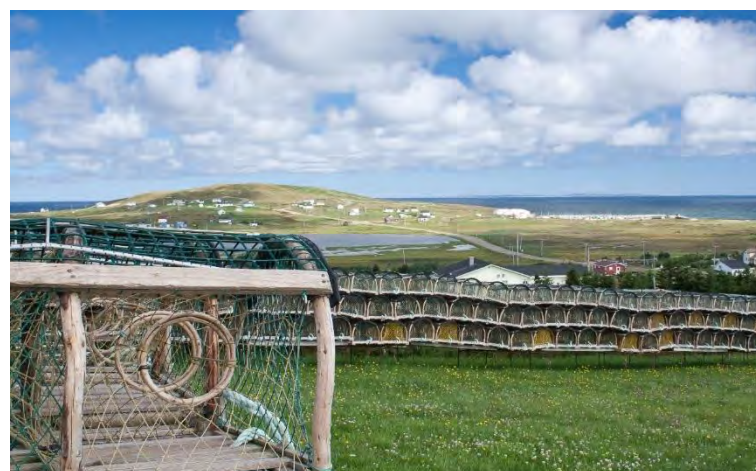


## Community priorities for Grosse-Ile

Many different ideas emerged through these discussions with community members, as shown above. But which ones are considered priorities, either because they are the most urgent to address or because people are most interested and excited about taking action in this area? These are the main areas of action that participants in the follow-up consultation considered to be priorities. (See the tables above to refer to specific ideas.)

	Situation	Needs	Vision	Proposed actions	Who
Actions to be developed	Ageing population with few services and support for caregivers	Support for seniors in need of care and for caregivers	Plan for the current and future needs of seniors and their caregivers	Form "Seniors committee" involving community members to examine various options for providing support according to needs	Concerned citizens
	Post-secondary, and vocational educational opportunities are lacking (in English) and some youth do not finish high school	A broad range of educational and training options for young people and for lifelong learning, school perseverance and bilingualism	Increased opportunities for learning (French, a trade, and more)	Form an "education committee" to examine different options for filling these needs	School, CAMI and concerned citizens
	Environmental damage and loss of natural beauty and resources	Respect and protect the unique environment of the Maggies	Greater awareness of environmental footprint and sustainable use of natural resources and assets	Form "environment committee" involving community members to develop a strategy for preserving the environment	East Point management committee, ATV club, concerned citizens
	Youth exposed to drugs and alcohol with insufficient supervision and alternative activities	Positive influences and role models for young people, alternative social activities	A community free of drugs, alcohol and violence, with changed social norms and positive environment for teens	Form "youth committee" involving community members to work towards changing the social acceptability of alcohol and drug use through a community-wide proactive approach	Concerned citizens

Situation	Needs	Vision	Proposed actions	Who
Participation in social activities is low and small numbers make it hard to organize age-specific activities	Increased opportunities for socializing	An engaged, active, close-knit community with activities for all ages and interests	Individual and/or organizational initiatives to strengthen and complement the community engagement strategy	CAMI and Concerned citizens
Youth leave the islands to study and often do not return	Incentives for young educated people to settle in the Maggies and contribute to community vitality	Youth go away to school, get a great education and come back and have children!	Form "attraction committee" to strengthen youth retention strategy and develop an approach to attract them back	CAMI and Concerned citizens
Access to family doctors is limited	Improved access to family doctors for ES	Improved access to family doctors for ES	Examine possible solutions	MINA
ESC does not benefit enough from tourism on MI, instead being dependent on the fishing industry and on EI	Alternate employment options	Increase the ESC's vitality through involvement in the tourism industry	Explore different solutions for developing tourism and strengthening the tourism development strategy	CAMI and Concerned citizens



## Actions currently in progress

	Situation	Needs	Goal	Actions in progress	Who
Actions currently in progress	Outward migration of educated youth, young men and families	Youth leadership and sense of belonging Available employment opportunities Bilingualism	Engage the community, create new activities and services, retain youth Sensitize youth to labour market needs of the Islands, and provide incentives for their return ES youth become increasingly bilingual and are securing employment on the MI's	Organize social, cultural and recreational activities while maintaining and recruiting new volunteers Provide support to students via the McGill Retention Project (awareness activities, bursary program, etc...) Increase interactions between ESC and FSC enabling greater exposure to FSL	CAMI MUN GI School / CLC CEDEC
	Dependence on the fishing industry and on EI	Alternative employment options New revenues generated from outside the fisheries	Increase the ESC's vitality, including preservation of culture and heritage, through involvement in the tourism industry	Strengthen the visibility and appreciation for the ESC's unique culture and heritage and increase involvement in tourism industry Encourage / support business development within the tourism industry	CAMI MUN GI CEDEC Local businesses Interested Citizens
	Lack of health and social services available in English	Ensure access to health and social services in English	Support adaptation of programs and services in English Make available information, activities and programs concerning healthy lifestyles and motivate people to use them Increase the number of bilingual health professionals working within the islands' health system	Support Network members in their attempts to expand their services to the ESC (ie. Collective Kitchens, CAB) Make available information, activities and programs concerning healthy lifestyles and motivate people to use them Support implementation of McGill Project within the Islands' CISSS territory	MINA membership
	Under-representation of ESC at local, regional and provincial tables	Community capacity to work representing the ESC	The ESC will be more visible and have access to more information and services via effective communications	Bolster capacity among ES to represent the community locally, regionally, and provincially	CAMI MUN GI CEDEC School / CLC Citizens

## COMMUNITY PERSPECTIVES FROM ENTRY ISLAND

In the sections below, we will discuss community perspectives on the same six themes as for Grosse Ile. Note that this information was gathered at a community meeting where all topics were covered as a whole group.

What are community members proud of? What do we value in our community?



### Nature

We value the natural beauty, the sunsets, the open spaces and fresh air of Entry Island.

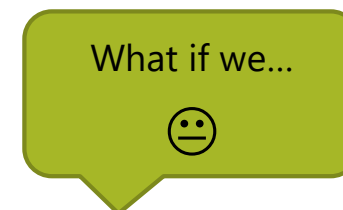
### Lifestyle

We have a traditional way of doing things that enables us to be independent or even self-sufficient. We can live on the natural resources, such as farming, gardening and fishing.

### Community cohesion

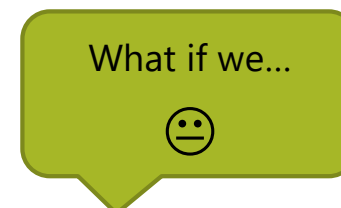
We are proud of our close-knit community. We feel safe here.

Social and community life



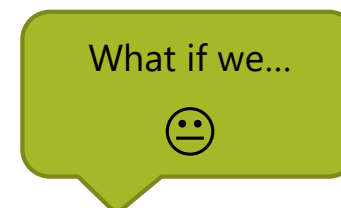
<p><b>Social activities</b></p> <ul style="list-style-type: none"> <li>• Lots of activities for seniors 50+</li> <li>• The Future Committee provides events and activities             <ul style="list-style-type: none"> <li>• Off-island field trips</li> <li>• Annual cultural festival</li> <li>• Music classes, etc...</li> </ul> </li> <li>• CAMI organizes and carries out activities in collaboration with multiple partners;             <ul style="list-style-type: none"> <li>• Health &amp; wellness activities</li> <li>• Arts &amp; crafts</li> <li>• Collective cooking</li> <li>• Meals on wheels, etc...</li> </ul> </li> <li>• Community Garden</li> <li>• Centre du jour (bi-monthly)</li> </ul> <p><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>• Church</li> <li>• Community Hall</li> <li>• School             <ul style="list-style-type: none"> <li>• Community Room (used most)</li> <li>• Gym</li> <li>• Library</li> <li>• Fitness Room</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates are often low (lack of motivation?)</li> <li>• People now have lots of entertainment at home (satellite tv, facebook, internet, etc...)</li> <li>• Aging population</li> <li>• No children or youth (only 2 boys)</li> <li>• Not enough children to organize anything for that age group</li> <li>• Sometimes there is too much going on and people can get overwhelmed with too many activities</li> </ul>	<ul style="list-style-type: none"> <li>• People seem to be generally happy with what they have</li> <li>• Something to bring the community alive again</li> </ul> <div data-bbox="1398 672 1881 1192" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><i>THERE IS WORK TO BE DONE TO BRING PEOPLE BACK TO ENTRY ISLAND, SUCH AS OLDER PEOPLE LOOKING FOR A HIGH-QUALITY LIFESTYLE, AND WORKERS USING COMMUNICATIONS AND INFORMATION TECHNOLOGIES.</i></p> <p>- HORIZON 2022, PUBLIC MEETING, 2013</p> </div>
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Language and culture



<p><b>Strong English language</b> <b>Rich culture and heritage</b></p>	<p><b>Community is not aware of its cultural identity</b></p> <ul style="list-style-type: none"> <li>• people don't realize the uniqueness of the community</li> <li>• People take their assets for granted</li> <li>• We are losing traditional knowledge, skills and stories</li> </ul>	<p><b>Raise awareness of our cultural identity</b> <b>Pass down skills and stories, and find a way to preserve them</b></p> <ul style="list-style-type: none"> <li>• Further develop mechanisms for preserving our culture</li> </ul>
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Health and well-being



<p><b>CLSC</b></p> <ul style="list-style-type: none"> <li>• With a full-time nurse</li> </ul> <p><b>Community support</b></p> <ul style="list-style-type: none"> <li>• We take care of our own people</li> <li>• we have good family support systems</li> </ul> <p><b>Seniors are in good shape and independent</b> <b>Meals on wheels program</b></p>	<p><b>Large senior population</b> <b>Isolation</b></p>	<p><b>Increase and improve support for seniors</b></p> <ul style="list-style-type: none"> <li>• More off-island outings for seniors</li> <li>• More training for home care</li> <li>• Preparation for the future (seniors)</li> <li>• More visits for seniors to break isolation</li> </ul> <p><b>Provide accommodations for returning islanders</b></p> <ul style="list-style-type: none"> <li>• Accommodations for retired people that wish to return home</li> </ul>
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## Education and literacy

We have...



However...



What if we...



<p><b>Distance training equipment</b></p> <ul style="list-style-type: none"> <li>• Access to VCN equipment</li> <li>• Potential for virtual training opportunities</li> </ul>	<p><b>School almost closed for lack of children</b></p> <ul style="list-style-type: none"> <li>• ESSB encouraged families to leave by offering only grade 8 education on Entry</li> <li>• ESSB encouraged families to leave by providing re-location allocations</li> </ul>	<p><b>On-line training</b></p> <p><b>Ask ESSB to promise to re-open the school given a certain number of children</b></p> <p><b>Provide English second language courses (summer camp)</b></p>
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## Environment

We have...



However...



What if we...



<p><b>Unique geology</b></p> <ul style="list-style-type: none"> <li>• Sanctuary Beach</li> </ul> <p><b>Birdwatching</b></p> <ul style="list-style-type: none"> <li>• Mures (little penguins) visible via zodiac excursion</li> <li>• Various species of gulls</li> </ul> <p><b>Soil is rich</b></p>	<p><b>Erosion</b></p> <ul style="list-style-type: none"> <li>• increasing from previous years</li> </ul> <div data-bbox="781 1109 1312 1437" style="border: 1px solid black; background-color: #fff9c4; padding: 5px; margin-top: 10px;"> <p><i>THE OLD DUMP POSES A PROBLEM AS THE CLIFF IS BREAKING UP AND WASTE IS FALLING IN THE WATER.</i></p> <p>- HORIZON 2022, PUBLIC MEETING, 2013</p> </div>	<p><i>Environmentally-based economic development:</i></p> <p><b>Promote the island to scholars, writers</b></p> <ul style="list-style-type: none"> <li>• as a place to write and think</li> </ul> <p><b>Potential for development around agriculture and horticulture</b></p> <p><b>Potential to develop Tourism</b></p> <ul style="list-style-type: none"> <li>• Guided walking tours</li> <li>• Need for signage to better direct visitors</li> <li>• Offer / develop new services around tourism</li> </ul>
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Economic conditions and employment

We have...

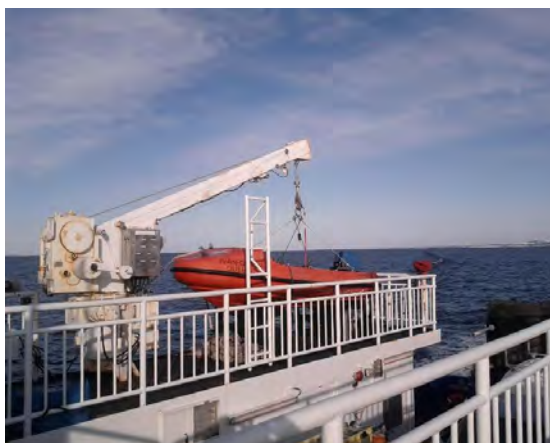


**Strong fishing and farming community**

- Ability to farm and raise animals (beef)

**Tourism**

- Many visitors come each summer (as many as 10,000)
- We have freedom and natural beauty, a museum, a church and Big Hill



However...



**Entry Island is not benefiting from tourism**

- Currently there is no financial benefit for residents
- Tour operators are making a profit off Entry's resources and are not leaving any profit behind for the community
- Tour operators don't allow the tourists to spend enough time on the island to support local businesses
- Tour operators don't respect the property of citizens

**More support needed**

- From the Municipality
- More organization / structure
- The harbour isn't big enough

What if we...



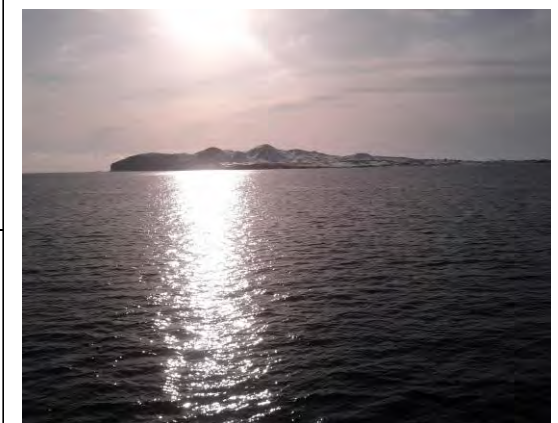
**Promote the island to scholars, writers**

- as a place to write and think

**Potential for development around agriculture and horticulture**

**Potential to develop Tourism**

- Guided walking tours
- Need for signage to better direct visitors
- Offer / develop new services around tourism



## Community priorities for Entry Island

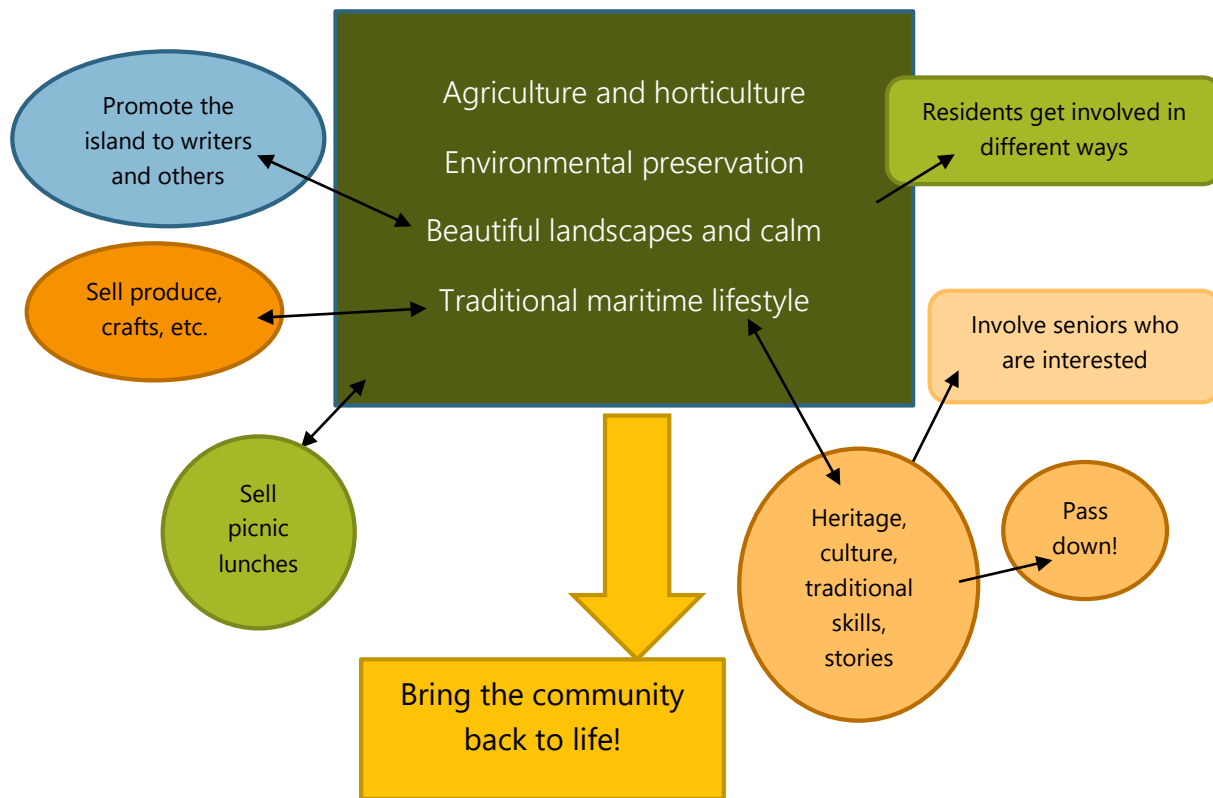
1. Develop tourism
2. Develop agriculture and horticulture
3. Raise awareness of cultural identity
4. Increase and improve support for seniors
5. Bring the community alive
6. Pass down skills and stories and preserve culture
7. Promote the island to writers
8. Accommodations for returning islanders

These priorities seem very closely associated and could be articulated into a single overarching community vision:

An environmentally-based economic development

... focused on niche tourism

... with social and economic benefits for residents



## VISION FOR THE FUTURE

Many of the strengths, challenges and issues raised by members of the English-speaking community throughout this process are shared by French speakers of the islands as well. In a document developed through a participatory process by the Municipalité de Îles-de-la-Madeleine, *Horizon 2025*, a project for the territory is put forward. In that document, many shared concerns are articulated: the fragility of the economy, the dependence on fishing and tourism, both of which are seasonal, the lack of qualified workers, coastal erosion, limited drinking water, the need for environmental protection, an ageing population, the need for services, cultural vitality, and territorial and regional governance issues. Although not all of these came up in community discussions, while other issues specific to English speakers did, it is important to point out the many overlapping realities.

In that document a vision for the future was summarized:

**“Une communauté maritime et insulaire, fière de son identité, solidaire, jalouse de son environnement naturel, maîtresse de son développement, confiante en sa jeunesse et partageant avec celle-ci un même horizon.» (Horizon 2025, page 16)**

(A maritime island community which is proud of its identity, protective of its natural environment, master of its development, and confident in a younger generation that shares the same outlook)



During the community conversations we held in early 2015 with members of the English-speaking community, the following vision was expressed:

A community that ...

- \* is happy, healthy, thriving and working
  - o ... with more businesses and companies, and therefore more jobs
- \* is positive and works together
- \* attracts people to stay or come back
  - o with a growing population, new homes and a full school
- \* is more integrated with French-speakers and more bilingual, while remaining proud of its heritage and roots
- \* attracts visitors
- \* has activities year-round
  - o as well as more support for seniors and more programs for 0-5 year-olds
  - o and courses adapted to kids with learning difficulties
- \* is drug-free

This is the hope of Magdalen Islanders.

Appendix

