

# **Global Development Plan**

*Strategy to revitalize the English-language  
minority communities of Quebec*

## **SECTOR PLANS**

**April 18, 2003**

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**Prepared by the Sector Task Forces**

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## ***Introduction: The Global Development Plan***

### **Future Imperative**

#### ***The challenge of development for the English-speaking communities of Quebec***

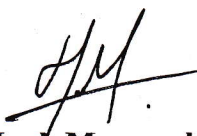
The roots of the English-speaking community in Quebec go back nearly 250 years, and have a historic place in the development of the province. While English-speaking communities traditionally established their own institutions in the areas of religion, education and health and social services, that type of community engagement dissolved to a greater extent with the Quiet Revolution and the emergence of the modern Quebec state. Now, after 30 years of exodus and isolation, the time has come for the English-speaking community to become involved, to re-establish its presence in the policy and program decision-making areas that affect the daily lives of its members.

The most important area of concern is the youth, without which there is no next generation. In rural areas, exodus and assimilation have reduced the numbers of young people dramatically to the point where, for example, schools have closed. No school and families move away, no families means no community, and even some urban locations are feeling the effects of this dynamic as well. Giving youth the opportunity to stay in their communities is key, and that means the capacity to function in French and equitable access to jobs and economic initiatives. If we can develop a plan that lays the foundation for success in these two areas, the rest will be a piece of cake – with maple syrup on top!

There are, of course, many other challenges to deal with which have been comprehensively described by each Task Force in their Sector Plans. Most importantly, the Task Forces have taken the first step towards not only identifying needs, but also to lay out solutions in the form of goals and strategies to achieve them. The road map is beginning to take shape. The Inter-Sectoral Conference will give more shape to this map, and start the process of validation and engagement in the wider community before the hard work really begins – implementation! Even though the development process for the plan is already two years underway, the five-year framework proposed for priorities will only be the first in a long road to be travelled.

Allow me to wish you all fruitful deliberations during the conference, and I would like to thank all the members of the Steering Committee and Task Forces for their commitment and time in bringing the GDP so far forward in such a short time. Equal thanks are due to the member organizations of the Quebec Community Groups Network for their support for this initiative, and the QCGN Secretariat and GDP Resource Team for all their hard work. Last but not least, I would like to thank the Official Languages Support Program of the Department of Canadian Heritage for their financial assistance for the project.

GDP away!



**Hugh Maynard**  
*Chair, GDP Steering Committee*

## ARTS & CULTURE PLAN

### ***Definition***

The Arts & Culture sector refers to all disciplines within the creative arts including visual, media arts (television, film), performing and written, in all their individual formats and interpretations. It does not include heritage, but recognizes that cultural heritage (roots), as a creative and expressed form of artistic endeavor, is fundamental to any of the arts. Arts & Culture refers to the creative process through which the artistic end-result is achieved by individuals or groups for the enjoyment and participation of the larger community. For the purposes of the discussion, both professional and community-based artists (amateur) are included in all deliberations, as we are referring to the entire English-speaking population of the province of Quebec

### ***The Context: Issues and challenges facing Arts & Culture***

- ***Financial support and resources:*** English-speaking Quebec shares the challenge of artists and art organizations everywhere of securing adequate funding to create, produce and present their work. Support and recognition for the Arts & Culture sector is frequently compromised by the following challenges:
  - ***The star system:***  
Funding criteria and audience development is strongly influenced by the cultural industry's commercial standards and American influence in the media arts continues to overshadow the accomplishments, confidence and sense of identity. In the performing and visual arts sectors, this type of thinking is further compromised by the Francophone culture, which is also to embrace the "star system".
  - ***Lack of proportional funding:***  
The Canada Council, the federal arts agency, tends to allocate less funding to the Quebec artistic community than to other provinces due to the processes already set up by the Ministère de la Culture – which is the only provincial ministry in Canada devoted to the arts. However, the Quebec government support for English-speaking artists and organizations is significantly lower (on a proportional basis) relative to French-speaking artists and organizations.



- **Short-term vision:**  
The system of allocating grants is set on a basis which favours long-term investment, which means that arts organizations or artists who are starting out often have to scramble for funds on an annual basis to prove themselves. There needs to be a method in place which recognizes that new and young artists and groups need to try out their ideas and not have to work for nothing to accomplish their goals, as is the case now.
- **Free Trade:**  
The issue of free trade and the arts being put on the table as a tradable commodity further threatens the creative and artistic independence of our artists. The possibility that our art is for sale at any price or that culture from outside can overshadow what is created here, is one that we cannot consider at any cost, for the value of our creative abilities is unmatched and must not be compromised in any way.
- **Increasing sense of isolation:** It is the inherent nature of artists to work in isolation – many artists identify with an underground culture, which rejects values of mainstream society. As a minority community, which is under funded and geographically dispersed, the isolation of the English-speaking Arts & Culture sector is further intensified – leading to “ghettoization” with “pockets of people not communicating with each other”. What often is left is frustration and anger and, in many instances, poverty, burnout and departure.
- **Lack of resources in the regions:** Facilities and expertise to support Arts & Culture activities are severely lacking in many communities outside the Montreal region – these communities do not have the critical mass to sustain the necessary infrastructure. At the same time, there is a lack of knowledge as to where to go to get funding.
- **Lack of support in education:** Strong links with the Education sector are key to building long-term appreciation and support. However, support for the arts is lacking in the existing educational structure and there is a notable lack of professional arts specialists in the schools. Resources for cultural field trips are limited and many teachers do not have the support they require in the classroom.
- **Absence of a collective voice:** There is no collective voice, which represents all diverse interests of the English-speaking Arts & Culture sector. Representation is also lacking on the local level, for example – a collective voice for English-speaking Native artists in Montreal. Consequently, concerns and needs are not presented on a comprehensive level to funding bodies. Opportunities are also limited to communicate and build links between the various regions and disciplines - or to create alliances with the French-speaking sector.

## **Vision for Arts & Culture**

*As an English-speaking minority group, we are a multilingual, multicultural and multigenerational artistic community open to collaboration amongst diverse voices and realities. We draw people out of their homes and capture the imagination of audiences so there is greater investment in community expression. We recognize artistic excellence within our communities. We welcome innovation. Our children are taught to value art as a fundamental expression of who we are. We constitute viable cultural industries that contribute to the economy.*

## **Priority Goals and Actions for Arts & Culture**

The Priority Goals support the vision for Arts & Culture and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

- Goal 1: Secure proportional funding for the sector, based on a formula that respects the percentage of the English-speaking population in the province of Quebec.
- Goal 2: Increase accessibility and demystify the artistic process.
- Goal 3: Build links with education administrators to promote the importance of Art in the learning process - *Art is fundamental to learning.*
- Goal 4: Validate community-based culture which is fundamental to the ultimate success and appreciation of the professional Arts & Culture sector.
- Goal 5: Provide physical and professional resources.
- Goal 6: Collaborate/communicate with French-language artistic communities.

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# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
2) Increase accessibility and demystify the artistic process. (cont'd)	<ul style="list-style-type: none"> <li>✓ Increase efforts to create audience through promoting events. Increase marketing and advertising resources available to local artists.</li> <li>✓ Promote awareness of the economic contribution of the cultural industry.</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3) Build links with education administrators.	<ul style="list-style-type: none"> <li>✓ Develop an overall strategy to approach the education sector based on <i>hard facts/research</i> reflecting the state of art programs within the Quebec English-speaking education system.</li> <li>✓ Meet with policy makers (school board, university, CEEGP) to discuss the current situation and to review options.</li> <li>✓ Local level: Build links with elementary and high school governing boards and parent committees. Seek representation of the Arts &amp; Culture community on these Boards and committees.</li> <li>✓ Work in collaboration with the French-speaking education sector.</li> </ul>	<p>Ministry of Education School boards Elementary and high schools CEEGPs, universities Governing boards Parent committees French education sector</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4) Validate community-based Arts & Culture.	<ul style="list-style-type: none"> <li>✓ Replace the terminology of "amateur" with "community-based".</li> <li>✓ Encourage the artistic community (professionals) to support more community-based Arts &amp; Culture.</li> </ul>	<p>Ministry of Education CALQ Canada Council Municipal governments</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
4) Validate community-based Arts & Culture. (Con't)	<ul style="list-style-type: none"> <li>✓ Provide tools such as trained professionals to work with the community and educational sectors to develop standards of working that will be valid and worthwhile.</li> <li>✓ Explore alternative art forms of different communities – as relevant to the community.</li> <li>✓ Blur the line between consumer and artist. Dispel the image of "us and them". Allow the audience to understand the process of creation through education in the classroom, discussion groups, open forums.</li> <li>✓ Provide the process and space where discussion and dialogue can happen at the community level.</li> </ul>		
5) Provide physical and professional resources.	<ul style="list-style-type: none"> <li>✓ Define the resource needs across all regions and disciplines.</li> <li>✓ Sensitize funding bodies as to the need for these resources.</li> <li>✓ Develop partnerships with existing community resources (resource sharing).</li> <li>✓ Promote exchange with organizations in the French-speaking Arts &amp; Culture sector.</li> <li>✓ Encourage businesses to invest in facilities.</li> </ul>	Canada Council CALQ Municipalities Community resources Businesses Professional unions and guilds CEGEPS and universities French-speaking Arts & Culture sector	



# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
5) Provide physical and professional resources. (Cont')	<ul style="list-style-type: none"> <li>✓ Work with unions and guilds to reduce venue restrictions and provide greater access to space for community-based Arts and Culture.</li> <li>✓ Promote greater access to CEGEP and university facilities.</li> </ul>		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
6) Collaborate and exchange with the French-language artistic community.	<ul style="list-style-type: none"> <li>✓ Promote liaison with MAL and other French-language organizations representing the Arts &amp; Culture sector.</li> <li>✓ Promote exchange with community-based French artistic organizations.</li> <li>✓ Encourage more use of the facilities attached to English second-language training (ESL).</li> </ul>	MAL Community-based French-speaking Arts & Culture groups	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

## EDUCATION & TRAINING PLAN

### **Definition**

*English-speaking communities* includes all those who identify themselves as being part of those communities.

The Education and Training sector is the network of public and private institutions and organizations that serve students involved in the life long learning process, from pre-K to university and beyond. In addition to the established school system, the sector includes the job training, language, literacy, social and cultural training programs offered by provincial and federal government agencies, community organizations and the private sector. Community-based groups, which include parent volunteers, local organizations and advisory groups, provide essential support to the sector.

### **The Context: Issues and challenges facing Education & Training**

- **Demographics:** The Education & Training sector will continue to change and evolve. A downward trend in enrollment is anticipated, most significantly in the French sector, but in the English sector as well. These demographic shifts demand more creative approaches and models to offering education and training services.
- **Succession:** In all regions there is a pressing need to train and recruit administrative and teaching personnel given the growing number of retiring staff associated with the aging of the baby boomer generation. Succession needs to be planned well. To not address succession within educational institutions and supporting organizations will lead to serious problems for the English speaking community.
- **Government recognition:** The provincial government does not seem to recognize the dynamic reality of the English-speaking Education & Training sector. The Government definition of English clientele does not adequately reflect who is in the schools, nor does it contribute to increased enrollment in the public English schools.
- **Dialogue and communications:** The Quebec English School Board Association (QESBA) is one of the few provincial English-speaking associations that are consulted by the provincial government/education ministry. Communication and consultation does occur, sometimes after a reminder is given, but often the consultation extends into other sectors since the government rarely consults other agencies for English minority input.
- **Awareness of resources:** The community is not fully aware of available resources to enhance English language instruction. This places heavy demands on the public school sector and suggests a possible need for more effective information access and transfer.



- ***Lack of community capacity building and partnership development:*** The formal education system is not perceived to be as close to the community as it should be. There is certainly room for growth and improvement. Lack of resources for the school board, and in turn schools, prevent both from adequately fostering formal partnerships at the community level to address many issues such as community planning. In addition, school boards do not have all the resources they need to work with CLSCs, hospitals, economic development corporations, Regional Economic Development Centres that often determine vocational opportunities to be offered in Quebec's English high schools.
- ***Lack of support and incentives for long-term planning:*** The sector is not sufficiently forward thinking and continues to operate on a short-term planning basis. This reflects the near universal problem of agencies with restricted mandates e.g. MEQ mandate is one electoral mandate or about 4 years. Budgets, locally, have no longer-term predictability. Planning is also hampered by ad hoc "tied" grants. School boards and private institutions that provide support services to public school students who are in need of special provision such as the McKay Centre, rehabilitation centres, etc. need to know their level of financial resources for longer periods of time.
- ***There is a need to support change at the high school level:*** The current structure is not responsive to student needs. It is rigid, fragmented and is not integrated with other levels of education and training. High schools need to be able to address student retention issues that begin long before the student arrives in high school, but manifest themselves especially in the early years of high school. The current Reform in Quebec education attempt to address some of these problems, but implementation has yet to reach the high schools and results are some years away.
- ***Youth retention:*** Youth migration is strongly influenced by economic opportunity and linguistic fluency. Youth continue to leave Quebec for job prospects elsewhere. There is a widely held perception that there are no good job opportunities for English-speaking youth.
- ***Lack of proficiency in written French as a second language at the high school graduate level:*** While statistics tell us that the English community has made great strides in becoming more bilingual in recent years, it is still true that many young English-speakers fail to acquire sufficient skill in written French to face further studies or the workplace where French is the de facto language. This is an issue for the school system, but experience tells us that tangible progress also requires strong parental and community support to create the motivation and incentive to drive students to succeed. In some of the outlying regions in particular, sparse English-speaking populations mean that the only vocational options in the community are in French.

- ***Limited access to English-language education services and language learning in smaller communities:*** In most of Quebec, the English-speaking population is insufficient to warrant full access to services including all high school options. In areas of low English population density there is limited access to non core areas of curriculum, such as advanced math & sciences at high school, vocational options and of course CEGEP and university access.
- ***Underutilized vocational programs:*** Vocational programs across the Province are often not viable given minimum threshold enrollments. Greater access to these programs is required. Vocational skills need to be better promoted to youngsters and their parents starting at the elementary school level and in the early years of high school.



## **Vision for Education & Training**

*Education is the cornerstone of the future of the English-speaking communities of Quebec. In serving life-long learners who would like to be educated in English, we are dedicated to graduating students who are fluent in oral and written English and French and are prepared to thrive in a global economy with changing realities.*

*We believe in a democratic education system that is universally accessible with equal opportunity for all students.*

*Education and training must be based on sound long-term pedagogical and vocational practices and research resulting in effective student-centred learning.*

*There is a strong consensus that English is an essential element of the fabric of Quebec and that the English school system is fundamental to the survival of the English-speaking minority community. The presence of English in Quebec is an important asset to the province in today's globalization.*

## **Priority Goals and Actions**

The Priority Goals support the vision for Education & Training and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

- Goal 1: Increase the French-language preparedness (written and oral, but particularly written) of graduates for the workforce and further education.
- Goal 2: Increase support for literacy training for youth and adults in English.
- Goal 3: Give higher priority to vocational training.
- Goal 4: Re-construct the high school organization and curriculum for the Reform.
- Goal 5: Find ways to maintain and enhance English schools.
- Goal 6: Ensure meaningful use of technology.
- Goal 7: Provide more human resources for classroom support at all levels.
- Goal 8: Ensure that teacher training and recruitment meet Quebec needs.

# Education

Priority Goal	Priority Actions	Potential Partners	Personal Notes
1) Increase the French language preparedness (written and oral, but particularly written) of graduates for the workforce and further education.	✓ Create joint programs/degrees with French CEGEPs and universities.	Ministère de l'éducation (MEQ) Emploi Québec Universities Community organizations etc.	
	✓ Introduce required French at the university level.		
	✓ Focus on early French second-language education with support to parents.		
	✓ Continue government funded French second-language programs.		
	✓ Build French language component into all vocational programs with appropriate MEQ funding.		
	✓ Introduce French first-language program in English schools.		
	✓ Make more French second-language materials available.		
	✓ Establish language training courses for prospective employees.		
	✓ Develop CLSC infant programs (Born to Read).		
	✓ Encourage library use beyond schools with improved selections, better funding and extended access. Encourage English collections in public libraries and intra library loans.		
2) Increase support for literacy training for Youth and Adults in English.	✓ Provide for later literacy programs for adults.	CLSC Libraries Hospitals Daycares Schools Parents, grandparents, Retirement homes, etc.	
	✓ Promote Parent Effectiveness Training Programs.		
	✓ Encourage mentoring programs using older students.		

Priority Goal	Priority Actions	Potential Partners	Personal Notes
2) Increase support for literacy training for Youth and Adults in English. (Con't)	✓ Encourage seniors to be volunteer readers.		
	✓ Encourage use of group work with peer support for improved performance.		
	✓ Provide for greater and more effective use of technology.		
	✓ Encourage use of information text and not just narrative text.		
	✓ Promote reading through the media.		
3) Give higher priority to vocational training.	✓ Provide for ongoing communications and marketing programs to present available services.	MEQ Vocational centres School boards Schools, etc.	
	✓ Provide more high-tech options in the English sector. Greater access to Super Centres (e.g. Aerospace).		
	✓ Increase high-tech training opportunities for teachers – use of industry consultants.		
	✓ Provide French second-language component in vocational training with MEQ funding.		
	✓ Allow for greater flexibility in rules for group size in vocational education particularly for outlying areas.		
	✓ Offer more and better support for low achieving students particularly in early high school.		



# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
4) Re-construct the high school organization and curriculum for the Reform.	✓ Retrain high school staff to make student needs a priority.	MEQ Boards Teachers	
	✓ Provide evaluation of all levels. Address the needs for all students - remedial and other.	Professionals Principals	
	✓ Provide classroom supervision to enhance/ensure the above.	Administrators	
	✓ Set objectives for the end of each cycle – e.g. A student at the end of the cycle will be able to.....	Universities, etc.	
	✓ Implement the Reform ensuring a more cross-curricular approach with emphasis on learners' needs as opposed to subject specialization.		
5) Find ways to maintain and enhance English schools.	✓ Create a junior high school or middle school between elementary and high school.		
	✓ Include program enrichment for as many students as possible.		
	✓ Put more emphasis on Best Practices.		
	✓ Identify and map local assets (e.g. tourism), Develop plans based on these assets and build community capacity to survive economically. Economic opportunities that are self-sustaining will lead to jobs. Job opportunities will influence youth migration and attract outsiders with children. More children will lead to sustainable schools.	Communities French school system School boards Private sector, etc.	
	✓ Examine opportunities for shared physical resources with French schools/community groups to reduce costs.		
	✓ Examine opportunities to locate elementary and secondary schools in the same building if they are both in the same community.		

# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
5) Find ways to maintain and enhance English schools. (Con't)	<ul style="list-style-type: none"> <li>✓ Provide English schools as a training ground for English second-language teachers in French schools.</li> <li>✓ Seek sponsorships from the private sector and endowment funds to underwrite costs for resources beyond those funded by the MEQ.</li> <li>✓ Where enrichment or specialized programs cannot be provided for English students, consider providing access to French programs such as music, dance, art.</li> </ul>		
6) Ensure meaningful use of technology.	<ul style="list-style-type: none"> <li>✓ Provide more and better professional development for teachers in effective use of technology.</li> <li>✓ Recognize and work with the new learning dynamics associated with technology - role of the teacher, empowering the students, <i>Each one teach one</i>. Recognize that technology is a tool and not an end.</li> <li>✓ Focus on project and skills-based learning.</li> <li>✓ Make use of current technology (videoconferencing) to deliver programs to remote school populations for low enrollment subjects, master teacher lectures and teacher professional development.</li> </ul>	Private sector Teacher associations Universities Technology centres Federal government Industry Canada, etc.	
7) Provide more human resources for classroom support at all levels	<ul style="list-style-type: none"> <li>✓ Ensure that all English schools have adequate access to such professional services as psychologists, speech and behavioral therapists, psycho educators, substance abuse counselors and special education technicians.</li> </ul>	MEQ MSSS Community Services CLSCs & volunteers, etc.	

# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
7) Provide more human resources for classroom support at all levels (Cont')	✓ Ensure the CLSC's and Health and Social Services network live up to their obligations in regard to service delivery and support to the English education system.		
	✓ Increase resources to ensure that the Youth Protection network meets its obligations to the English community.		
8) Ensure that teacher training and recruitment meet Quebec needs.	✓ Adapt teacher-training programs in Quebec universities to at least include appropriate content to meet the needs of the School system e.g. principal concepts embodied in the Reform.		
	✓ Take steps to make teaching and school administration sufficiently appealing careers to attract the numbers required to replace the elevated retirements currently foreseeable.		
	✓ Ensure that teacher training prepares new candidates to work bilingually in classrooms using technology effectively with all students, some of whom will likely have special needs.		



## **EMPLOYMENT PLAN**

### ***Definition***

The English-speaking community is composed of people who choose to speak English.

The Employment Sector includes English-speakers seeking employment (including self-employment), employment service organizations serving these English-speakers (and, of course, serving in many cases other communities as well) and small, medium and large businesses hiring these English-speakers.

### ***The Context: Issues and challenges facing Employment***

***Lack of French language skills:*** In spite of reported rising levels of bilingualism, the English-speaking job seeker often lacks the necessary French language skills to enter the workforce, to advance in a given organization or to prepare for a career change. This reflects inadequate language training in both the education system (*lack of preparedness*) and in the workplace.

***Lack of English-language training and skills development programming:*** Training (and resources to support training) in the English-language is lacking for technical, professional and personal skills development. Vocational training is not promoted adequately as a viable career option. Continuing education and training in English while on the job is also lacking. Even if available, it can be difficult to access the resource because of cost and waiting time.

***Limited access to English-language information and services:*** Job seekers are faced with the challenge of dealing with the French-speaking bureaucracy when trying to access employment-related resources. This is a major handicap for English-speaking job seekers who are not fluently bilingual. The Missisquoi-Croix 2000 Attitudinal Study identified a significant proportion of English-speakers in Quebec who were not aware of local resources offering career services (61%) nor were aware of governmental resources to help start a business (81%).

**Perceptions:** There is a prevailing sense among English-speaking youth in particular that opportunities are better elsewhere. "*We won't find work here. There is no future in Quebec.*" Some youth experience what they perceive as discrimination. This perception is supported by the fact that the rate of low income (less than \$10K) is higher for English-speakers than for French-speakers in the province. Unemployment is 15% higher for English-speakers than for French-speakers in Quebec, in spite of the fact that English-speaking Quebecers have a higher level of education and are more bilingual than their Francophone counterparts. Furthermore, members of the English-speaking cultural communities and new arrivals who may be faced with multiple barriers to the job market (e.g. academic credential recognition, family dispersion, reconciling ways and values, access to credit) will often have even an even greater sense of discrimination than other members of the community.

**Under representation in the Public Sector:** There is disproportionate under-representation of English-speakers in the Federal and Provincial Public Service although a new Treasury Board protocol may go some length to address this situation with results in the medium to long term.

**Falling between the cracks:** English-speaking job seekers who do not fit into mainstream categories (e.g. older workers, welfare and employment insurance recipients and part-time students) are not well served by the present employment services system.

**Workforce mobility and retention:** The English-speaking population continues to demonstrate a long-standing trend of mobility. Those who have left their region (or province) for post-secondary education or job opportunities often do not return. The loss of the *best and brightest* means that regions are not only deprived of quality employees to fill current human resource needs, but are also missing out on new business leaders, techniques, ideas and energy for the future. This leads to fewer new jobs being created. The cycle is a vicious one.

**Lack of qualified candidates:** The inadequate language and job skills training provided to English-speaking job seekers translates into fewer qualified candidates for local employers and for global employers hiring locally.

**Barriers for entrepreneurs:** Government bureaucracy and a lack of access to quality English-language information is a significant hurdle facing small business and self employed entrepreneurs.

**Role of the business sector.** While employers hire based on job qualifications and not affirmative action, the role of Business in supporting the English-speaking community and in retaining English-speaking youth in the province needs to be more clearly defined.



***Impact from centralization:*** Centralization of services through the provincial government has created a virtual “guichet unique” as far as funding is concerned. This reality limits points of entry into the service network for employees and job seekers. Emploi Québec guidelines are broad and do not address the diverse needs of an increasingly heterogeneous English-speaking clientele. Community organizations are limited in their ability to meet these diverse needs, as they have become “subcontractors” for the provincial government.

***Lack of coordination and consultation with the federal government:*** While manpower training remains a shared jurisdiction between Emploi Québec and Human Resources Development Canada (HRDC), links with the federal government are not clearly defined and there is little to no consultation with service organizations. Note that federal funding is available for areas of youth employment - but is limited.

***Lack of English language materials:*** Availability of English language services and materials of the service organizations is inconsistent across the province (available in some communities and not in others). Counselors at employment service organizations often have to translate documents themselves for their English-speaking clients.

***Lack of communication with French-speaking service organizations:*** There is little collaboration and sharing between English and French-speaking employment service organizations.

***Marketing (awareness) challenge:*** The prohibitive cost of marketing (and lack of resources) limits the ability of employment service organizations to effectively promote their services. *People don't know we exist!*

***Lack of adequate funding:*** There is a lack of diversified funding among employment service organizations as the funding source is centralized around Emploi Québec. There is a notable lack of core funding. With some exceptions, support from the Business sector is not developed among English-speaking service organizations.

### ***Strengths of the Employment Sector***

In the face of the foregoing challenges, the Employment sector serving the English-speaking communities of Quebec benefits from strengths that help meet the challenges of being a minority. For example: a bilingual and multilingual work force; diverse programs that meet some of the needs; three English universities; headquarters of technology, pharmaceutical and transportation industries; a network of on-island service organizations; plugged in globally; active community involvement and tradition of volunteerism; pride in past contributions; and powerful community members.

## ***Vision for Employment***

*Our aim is to support a desired quality of life that respects diversity through innovative approaches that build on our assets.*

*The Employment sector respects and works in full partnership with employers, workers, community support services (educational and training) government and other funders.*

*The partners are thriving economically in a globally connected environment.*

## ***Priority Goals and Actions for Employment***

The Priority Goals support the vision for Employment and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

### **Job seekers:**

- Goal 1: Identify and act on strategies to allow English-speakers who want to stay and work in Quebec to do so, especially in the regions of the province.
- Goal 2: Provide increased accessibility to language and skill training to strengthen job readiness.

### **Employment service organizations:**

- Goal 3: Improve capacity to serve clients through greater collaboration among English-speaking employment service providers, employers and government partners.
- Goal 4: Provide adequate resources (including diversified funding) to allow service organizations to respond to diverse client needs.

### **Employers:**

- Goal 5: Remove barriers to set up small businesses.
- Goal 6: Encourage employers to hire qualified English-speaking job seekers.
- Goal 7: Increase the representation of English-speakers in the Public Sector.





# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
2) Provide increased accessibility to language and skill training to strengthen job readiness. (Con't)	<ul style="list-style-type: none"> <li>✓ Provide for better integration of job seekers who face barriers in addition to language (i.e. age, handicap, new arrivals). Encourage employers to facilitate access to employment opportunities for these job seekers.</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3) Improve capacity to serve clients through greater collaboration among English-speaking employment service providers, employers and government partners.	<ul style="list-style-type: none"> <li>✓ Expand the Employment Services Roundtable into a province-wide network linking employment service organizations serving the English-speaking community with employers, government and job seekers. An expanded mandate would allow it to serve as a provincial dispensary for employment service organizations (employment related research, job information dissemination, communications coordination and organizational capacity building.)</li> </ul>	Job seekers Employment service providers Business Government General public	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4) Provide adequate resources (including diversified funding) to allow employment service organizations to respond to diverse client needs.	<ul style="list-style-type: none"> <li>✓ Develop a knowledge base. Undertake a community needs analysis of the Employment sector.</li> <li>✓ Lobby for core funding (minimum 3 year commitment) for employment service organizations.</li> <li>✓ Conduct ongoing collective visioning and reflection.</li> <li>✓ Create a university chair of English Quebec studies.</li> <li>✓ Seek financial support from the Business sector.</li> </ul>	Business Government Foundations Social service orgs. Stats Canada English universities	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
5) Remove barriers to set up small businesses.	<ul style="list-style-type: none"> <li>✓ Provide interactive links (websites) to develop business plans in all regions.</li> <li>✓ Provide quality English language materials on small business set-up and expansion.</li> </ul>	Government (federal, provincial)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6) Encourage employers to hire qualified English-speaking job seekers.	<ul style="list-style-type: none"> <li>✓ Put in place a communications plan to encourage businesses which do not typically hire English-speakers to consider new recruiting methods/selection criteria so that qualified English-speakers may have expanded opportunities to obtain meaningful employment.</li> </ul>	Business Human resource specialists Management/development associations.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7) Increase the representation of English-speakers in the Public Sector.	<ul style="list-style-type: none"> <li>✓ Lobby business to show them the benefits of the government hiring a representative proportion from the English-speaking population especially in light of imminent retirement of a significant percentage of the said workforce.</li> <li>✓ Encourage English-speakers to apply for public service positions.</li> <li>✓ Systematize and expand the process by which employment service organizations are advised of public service job openings.</li> </ul>	Business Employment service organizations Government	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



## HEALTH & SOCIAL SERVICES PLAN

### **Definition**

*English-speaking persons* refer to anyone who wants to use the English language for delivery of their health and social services.

*The Health & Social Services sector* supports the physical, mental and social well being, of all age groups from pre-natal to seniors. The sector depends upon professionals and non-professionals financed by public and private means and includes:

1. Institutional resources (hospitals, CLSC, CHLSDs, etc.), including alternative resources that are financed by public funding, such as foster family and intermediate resources;
2. Private-public resources (medical clinics, ambulances, etc.);
3. Organized social support and government subsidized community groups;
4. Natural environment (family and self help groups such as church organizations);
5. Community organizations or the non-profit sector.

In addition to the economic constraints facing health care systems across Canada, the health and social services (HSS) sector serving the English-speaking communities of Quebec is presented with challenges due to their linguistic minority status.

As stated in the Report to the Federal Minister of Health prepared by the Consultative Committee for English-speaking Minority Communities (July 2002):

Language is a key factor in successful delivery of health and social services. Health services involve much more than technical procedures: professionals must help, advise, guide and educate their patients. Language is a leading health determinant; for this reason, when combined with other factors, health risks are higher for those lacking access to services in their own language. As a Health Canada report states, "There is compelling evidence that language barriers have an adverse effect on access to health services" (Bowen 2001).

### ***The Context: Issues and challenges facing Health & Social Services***

**Political climate:** Provincial government structural reform and rationalization since the mid 90's has fostered a centralization of control of the health and social services system. The political climate is one of budget constraint. The impact on the English-speaking communities is evidenced by:

- significantly reduced participation in decision-making, given weakened links with Regional Health Boards, which are appointed and no longer elected - although it is noted that in some regions, English-speakers have been appointed (Montreal, Montérégie, Gaspé);
- a movement in the system towards harmonization (uniformity) of access to services in all regions of the Province - an opportunity and a challenge in terms of perceptions around the ability of central politics to recognize regional realities;
- insufficient support for the community sector as services are increasingly downloaded;
- difficulties in improving access for all levels of service given the current climate of constraint;
- slow recovery from budget cuts and restructurings in the mid-90's, which often occurred at the administrative level with little or no priority for client/patient needs causing particular difficulties for the regions. Demands (costs) are increasing at a rate faster than that of re-injection of resources.

**Access Plan Renewal:** English-speaking people benefit from a provision in Quebec's health and social services legislation entitling them to receive services in English, taking into account the resources of the system. These services are identified in regional access programs, which are approved by the Government and revised every three years. Access programs have been developed through collaboration between the regional health boards and the English-speaking communities. In 1999 communities mobilized against government intentions to reduce services in the plans. In reaction to this campaign, the government shelved the process of renewal scheduled to take place in 2002. Non-renewal has resulted in some uncertainty, yet is also accepted due to a concern over the government's intentions to protect rights of access.

**Institutional network:** New models need to be investigated to replace the disappearance of established centres of expertise for the English-speaking communities to ensure the ongoing central role played by this institutional network.

**Regional variations:** There has been considerable study to identify regional gaps in access to health and social services – notably the Community Table needs assessment report (*Perspectives*) and the Health Canada Consultative Committee report. The health of individuals and their communities is largely influenced by demographic characteristics. Across the province, there are marked variations in demographic vitality reflected by community size, rate of ageing, youth out-migration, caregiver-to-senior ratios, unemployment and levels of bilingualism. In many regions, English-speaking communities are more disadvantaged than French-speaking communities. Regions experiencing



diminished regional economies are particularly vulnerable. In contrast, much of the Montreal area benefits from the critical mass, which supports resources and an established institutional network.

***Lack of integration: lack of awareness and cultural differences:*** In some regions where there is an insufficient critical mass of English-speaking people to justify provision of the range of services in English, English-speaking communities have been resourceful in meeting needs that the system has not or cannot. We will do it ourselves. This under use of the public system results, in part, from a lack of awareness of what services already exist.

Cultural factors also influence the level of integration and use of the public system. According to the omnibus survey commissioned by the Missisquoi Institute on the attitudes and experience of English-speaking Quebecers in regard to access to health and social services:

- ❖ English-speakers are much more likely than French speakers to say that they would turn to family first in case of illness; French-speakers would turn to public services first.
- ❖ English-speakers are far less likely than French-speakers to have a family member living nearby.

***Human resources:*** Access to employment in the Health and Social Services sector has become a concern as unions are faced with the controversial issue of bilingual qualifications and tension continues to exist between unilingual French-speaking and bilingual staff.

In the midst of this concern, there is a notable underemployment of English-speakers in institutions in regions outside Montreal

### ***Strengths of the HSS sector***

In the face of the foregoing challenges, the English-speaking communities of Quebec benefit from strengths that help them meet the challenges of being a minority. For example: a network of community organizations and a tradition of volunteerism; an institutional base in some regions; a developing communications network; involvement in local health institutions and regional boards; access to new technology and outside expertise; capacity to manage diversity; and a bilingual and multilingual population.

However, the English-speaking communities are still perceived by the majority of the French-speaking communities as a group which operates from a position of strength without consideration of the losses which have occurred over the past 25 years; little representation in government structures and senior management positions controlling the Health and Social Services system.

## ***Vision for Health & Social Services***

*An effective and efficient integrated health and social services network which is responsive to demographic realities of different English-speaking communities. The network acts in full partnership/participation with health and social services institutions, regional planners, community organizations and a cooperative provincial and federal governments by:*

- ❖ *delivering local primary health care and services and health prevention and promotion;*
- ❖ *using innovative models to access specialized health and social services where required; and*
- ❖ *working with a well-supported community resource sector.*

## ***Priority Goals and Actions for Health & Social Services***

The Priority Goals support the vision for Health & Social Services and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

- Goal 1: Increase the participation and leadership of English-speaking communities within the Health & Social Services system.
- Goal 2: Ensure that the English-speaking communities are well informed regarding the range of health and social services that they are entitled to receive.
- Goal 3: Increase the level of support for community resources.
- Goal 4: Encourage full participation of English-speaking communities in initiatives to renew the Health & Social Services system, so that new priorities and programs reflect the regional realities.
- Goal 5: Increase access to English language health and social services through measures that strengthen our communities and support adaptation of the health and social services system in order to meet the needs of English-speaking people.



Priority Goal	Priority Actions	Potential Partners	Personal Notes
<b>1) Increase the participation and leadership of English-speaking communities within the Health &amp; Social Services system.</b>	✓ Encourage greater involvement with community resources. Participation on Boards, etc.	Régie Régionale Regional associations	
	✓ Promote cooperation between federal and provincial governments to support health care system renewal and to ensure both levels recognize the importance of supporting English-speaking communities.		
	✓ Acknowledge the importance of knowing French and English for full participation in the HSS sector.		
	✓ Greater collaboration within existing networks, Regie Regionales, Boards, etc.		
<b>2) Ensure that the English-speaking communities are well informed regarding the range of health and social services that they are entitled to receive.</b>	✓ Provide more documentation in English.	Regional Boards CFSC Other public institutions	
	✓ Create liaison positions in HSS institutions to inform and refer the population to proper services.		
	✓ Encourage media campaigns for services and programs: info-santé, family violence, prevention, etc.		
	✓ Increase support for advocacy programs to encourage access and use of services.		
	✓ Encourage community initiatives that promote health using proven models and best practices.		
	✓ Create programs to encourage English-speaking communities to play complementary roles within the HSS system.		

# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
3) Increase the level of support for community resources.	<ul style="list-style-type: none"> <li>✓ Explore alternate funding other than government sources. E.g. community foundations to support community resources.</li> <li>✓ Negotiate a New Canada-Quebec agreement to support community resources.</li> <li>✓ Use community economic development resources in order to build resources for health.</li> <li>✓ Ensure presence at various levels of decision-making.</li> </ul>	Community Health & Social Services Network (CHSSN) QCCGN Holland Centre Régie Régionale Regional associations	
4) Encourage full participation of English-speaking communities in initiatives to renew the Health and Social Services system, so that new priorities and programs reflect the regional realities.	<ul style="list-style-type: none"> <li>✓ Inform the English-speaking communities of the Quebec HSS Plan, <i>Making the Right Choices</i>, which aims to improve access to basic services.</li> <li>✓ Inform the HSS establishments as to the needs and expectations of the English-speaking communities. Pay particular attention to gaps and needs in the regions.</li> <li>✓ Actively involve communities (through regional boards) in the renewal process so the communities are part of the new system when it emerges.</li> <li>✓ Actively involve regional access committees (which report to regional boards) in the implementation of the renewal plan.</li> <li>✓ Integrate evaluation of "quality of services" into the accreditation process for those institutions indicated to provide services to the English-speaking community.</li> </ul>		

### Priority Goal

### Priority Actions

## Potential Partners

## Personal Notes

5) Increase access to English-language services.

- ✓ Networking and cooperation with English-speaking communities to mobilize institutional and community capacity.
- ✓ Strategic information to build a knowledge-based approach mobilizing resources and identifying needs.
- ✓ Technology to extend provision of services to distant, dispersed or rural English-speaking communities.
- ✓ Service delivery models to develop new services adapted to regional and community realities.
- ✓ Training and human resources development to promote language training and professional development, recruitment of English-language personnel and their retention in all regions.
- ✓ Promote cooperation between the federal and provincial governments to support health care system renewal and to ensure that both levels recognize the importance of supporting the English-speaking communities.

*The first five priority actions encompass the five "levers" put forward by the Health Canada Consulative Committee Report.*



## **HERITAGE PLAN**

### ***Definition***

Heritage includes all those things which shape us and by which we arrive at our sense of our own identities; whether as individuals, families, communities, cultural communities or nations.

Heritage begins at birth. Each individual possesses a personal heritage which he or she develops over time and cherishes – family pictures, objects, a family home; a personal Heritage that a child recognizes, appreciates, conserves and shares. In addition to that personal Heritage, each of us has access to a collective, community Heritage.

Heritage is made up of all those cultural and physical things we receive throughout our lives, which influence our lives and help determine the direction of our future. The concept of “Heritage” must include a concept of a time, the past shaping the present which influences the future.

Our Heritage includes both the natural environment and human culture; folklore, language, customs and traditions, as preserved and expressed in the material form such as artifacts, archives, published heritage, built heritage, and sacred sites.

Our responsibility is toward future generations. We are stewards of our Heritage for a limited span of time and must conserve it carefully in order to pass it on to those who inherit it from us.

### ***The Context: Issues and Challenges facing Heritage***

John Naismith, author of *Megatrends*, correctly pointed out that as globalization developed, and borders fade, community distinctions and cultural identities would take on new importance and a sense of value of Heritage would gain power. Interest in Heritage on the part of the wider community and the government has been rising in the past 10 to 15 years. This interest is generated, in part, by the economic opportunity - the boost that the Heritage sector offers tourism, real estate and community development in general.

This rising interest is moderately well supported by the long-standing tradition of Heritage awareness and preservation among both the English-speaking Heritage sector and the English-speaking communities. This tradition is increasingly recognized, respected and used as a model by the French-speaking Heritage sector.

Despite this increased attention, the English-speaking Heritage sector faces the following challenges.

- ***Political climate:*** The sector operates in a highly political environment and, as a consequence, Heritage initiatives are politically driven.

Cutbacks at all levels of government are an ongoing reality (despite growing interest).

The Quebec Government funding for Heritage is mainly a responsibility of the Ministère de la culture et des communications. For years it has not had a Heritage section, instead the funding is by areas of activity, e.g., the Religious Heritage Program. While English communities, church buildings, museums and archives have received support, there is no coordination or insurance of proportional funding.

- ***Weak links with government:*** Perceptions and more specifically 'operating philosophy' vary greatly between the government and Heritage sectors. This further restricts effective links and partnerships. Government tends to "parcel" Heritage according to specific themes rather than adopting a community holistic approach. The challenge is to improve the communication and understanding with the Provincial Government.

There is an ongoing false perception held by the Quebec Government that the English-speaking community "*is the best treated minority*" or that "*The Feds will help.*"

The long-standing effort of the Quebec Government to create a "French Face" has seen toponymy commissions, provincial and local, tending to erase English Heritage in favour of this desired French image.



- ***Lack of networking:*** There is a lack of exchange and networking among groups and individuals working in the Heritage sector. Limited resources and the geographical spread of the population challenge effective communications across the Province. While the channels are there and some information is getting through, there is too little mutual awareness across the province among the people working to preserve an English-language Heritage, their projects and other initiatives. This has led to duplication of efforts among already over-worked Heritage people.
- ***Lack of awareness:*** There is a low level of awareness of English-speaking Heritage among French-speaking communities. The education system serving these communities does not appear to address this lack of awareness.
- ***Reliance on volunteer resources:*** The work and support in the Heritage sector is overwhelmingly volunteer-based. Unfortunately, there are not enough volunteers available to carry out the work that needs to be done. The sector needs to be able to structure and organize this work in order to make it accessible to a broader range of volunteers; furthermore, more paid Heritage sector jobs need to be created to broaden the base of its workforce.
- ***Ageing Heritage workforce:*** With few exceptions, an ageing population leads the Heritage sector. The sector faces the challenge of attracting youth and young adults to participate in Heritage-related activities to help in the present and to provide leadership for the future.
- ***Support from Business:*** Businesses no longer define themselves according to linguistic lines and support for English-speaking Heritage work is not a priority for the private sector. While there may be an interest in supporting English-speaking Heritage, opportunities remain mostly untapped.
- ***Support from Education:*** While the Education sector is placing more attention on English-language Heritage through informal initiatives, it still falls short. Increased emphasis on Heritage in the school curriculum will likely occur only over the long-term.
- ***Socio-cultural shifts:*** English-speaking Heritage is no longer defined in terms of British ancestry. The sector needs to adapt to the increasingly "ethno-cultural" and diverse nature of the community.
- ***Regional challenge:*** While the above issues and challenges apply to most, if not all, regions across the province, it is important to pay attention to the particular challenges of the more remote regions that face isolation and limited resources. For example, the loss of fisheries in the Lower North Shore has serious implications on the region's cultural Heritage.



### ***Vision for Heritage***

*Through a well-integrated trans-Quebec effort the Heritage sector must develop an improved sense of identity within and for the English-speaking communities.*

*It must determine what needs to be preserved, e.g., documents, artifacts, and sites, for the lasting identity of the English-speaking communities.*

*It must learn effective means of sustaining this identity and correctly communicating it to the entire Quebec population.*

*We must go beyond the simple preservation of Heritage and develop in people of all ages and cultural backgrounds an appreciation of their Heritage.*

### ***Priority Goals and Actions for Heritage***

The Priority Goals support the vision for Heritage and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

- Goal 1: Establish a knowledge base on Quebec Heritage which can be made accessible to all interested parties.
- Goal 2: Build capacity in the Heritage sector by providing financial, human and material resources for training and obtaining work experience.
- Goal 3: Improve integration of efforts and networking at all levels.
- Goal 4: Increase Youth involvement in the Heritage sector.
- Goal 5: Secure sustainable funding from government, business and communities for Heritage groups and projects.

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# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
2) Build capacity in the Heritage Sector by providing financial, human and material resources for training and obtaining work experience. (Con't)	✓ Offer leadership and results based management training. Make best use of existing skills.		
	✓ Provide specific training for operating museums, managing/presenting collections, accession recording, preservation and storage, etc.		
	✓ Provide opportunities for Heritage work experience.		
	✓ Prepare Heritage workers as a resource for teaching as curriculum times are increased.		
3) Improve integration of efforts and networking at all levels.	✓ Create more contact between groups operating in the English-speaking and French-speaking Heritage Sector through websites. Particular focus on the smaller and more isolated communities to strengthen regional connections.	QAHN and its members La f��d. des soci��t��s d'histoires de Qu��bec (FSHQ) Canadian Heritage Information Network (CHIN), Provincial Ministries of Culture and Tourism.	
	✓ Offer the opportunity for people who have left their birth region to keep in touch with their heritage (Internet, urban groups, festivals and events).		
	✓ Connect regional groups, cultural groups, historical societies, museums and churches with tourism interests and other economic development partners.		
	✓ Encourage networking with educational institutions.		
	✓ Pursue stronger links at all government levels.		



# Global Development Planning for the English-language Minority Communities of Quebec

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## MEDIA PLAN

### **Definition**

*English-speaking communities* served by the Media sector include people who sometimes identify with, or have a common interest, in the English language.

The *Media sector* consists of organizations, which distribute information of public interest to the public or part of the public by whatever method. Its users are advertisers on the one hand, and readers, listeners and viewers on the other hand.

The *Communications or Public Relations industry* consists of organizations which distribute information to the public or part of the public for their own interest or that of specific customers, usually business, non-profit groups and government agencies, to promote their product or service or image, either through the media or direct promotion, by whatever method. Its users are the organizations themselves, their customers, the media and members of the public.

While the plan for the Media sector plays a key role in the revitalization of the English-speaking communities of Quebec, communications challenges specific to the sectors of health, education, etc. are addressed within those sector plans.

### **The Context: Issues and challenges facing Media**

The issues and challenges facing the Media sector are summarized below. Many of these challenges are a direct result of, or worsened by, a lack of resources.

- ***Shrinking demographics and geographic isolation:*** Demographic trends over the past few decades have adversely affected the media sector. The impact from a smaller audience and diminished revenue and volunteer resources has been felt province-wide. Smaller and more remote regions that lack critical mass face a particular challenge - many of these communities remain disconnected from Quebec (English) media. There is a concern that the provincial government does not acknowledge this isolation.
- ***Lack of audience research:*** Following a period of declining audience, the Media sector is serving an increasingly diverse population of viewers, listeners and readers - notably a growing proportion of Allophone and French-speaking users. A lack of research data to measure the combined audience penetration across the province limits the ability of the media sector to quantify or qualify its reach. National models used outside Quebec (ComBase) do not apply to the English-speaking minority reality in this province.



- **Misconceptions and undervalued media:** Current advertising practices suggest a misconception among ad agencies and their clients that the English-speaking population can be effectively reached through one vehicle (*The Montreal Gazette*). Community newspapers and radio stations are often considered too small to bother with – *not worth the agency's while* (again, pointing to the need to promote research data). The consequence is both lost revenue for community media and inadequate information funneled through these media to the English-speaking communities (e.g. by government).
- **Lack of public education and awareness:** There is a growing need for outreach and public education on the role and effective use of community media. What can the media do for your community? There is a particular need for outreach to community organizations to promote effective media use. (These organizations typically report communication challenges). This outreach should address the distinction between news and community information recognizing that newsletters are increasingly used as a media vehicle. While both rural and urban community radio stations are often sought out and used very effectively by community groups as a communication tool, a serious problem for them is a lack of awareness in the population at large, especially in relation to mainstream media.
- **Globalization:** Globalization and centralized decision-making impacts the Media sector and the English-speaking communities of Quebec on several levels:
  - Centralization of media does not respond to local voices and grassroots needs – the regional perspective is lost.
  - Centralization of industry (chains replacing independent business) has led to reduced and fragmented advertising revenue for local media. Clients prefer media with a larger reach.
  - The rise of global media and the Internet will have an impact on Youth's sense of community and identification with the English-speaking communities. The Media sector needs to understand and prepare for this.
- **Training and skills development:** With few exceptions, the community media cannot afford to attract highly experienced workers – underlining the need for training and skills development. In more remote regions, the cost of training staff outside the community is prohibitive. There is a need for innovative education strategies involving distance education, focused modules, etc.
- **Lack of coordination:** With the exception of the Quebec Community Newspapers Association, the Quebec Farmers' Association (community radio), and the National Campus and Community Radio Association there is little formal co-ordination among the various players in the Media sector. Student/youth media structures are less stable, but they play an important role. In order to ensure continuity, they must be sought out and included in any global strategy.



- ***Need for proactive leadership:*** The Media sector recognizes the need for stronger proactive community leadership to support the interests and vitality of the English-speaking communities. However the media must maintain their independent perspective and should not be expected to play the role of community cheerleader.
- ***Poor reading skills:*** English Quebec is not immune to the problem of illiteracy, in all age groups and throughout the province.

### ***Strengths of the Media Sector***

In the face of the foregoing challenges, the Media sector serving the English-speaking communities of Quebec benefits from strengths that help meet the challenges of being a minority. For example: language cross-over and diversity of viewers/listeners/readers; increasingly bilingual/multilingual community; huge potential audience; existing and credible network of media across the province; strong base of vehicles to get the word out; frequency of news; and infrastructure and community connections.

### **Vision for Media**

*Our vision for the Media Sector is media specialists working for prosperous media outlets providing quality communications to a stable or growing audience in all Quebec's regions.*

*The Sector serves a community that effectively uses communication vehicles at its disposal.*

*To do their best, English-Quebec's media must be fuelled by a thriving economy and a media savvy population, have access to a variety of public and private resources, and benefit from collaboration within the sector, in such activities as public education, promotion and research.*

### **Priority Goals and Actions for Media**

The Priority Goals support the vision for Media and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

- Goal 1: Strengthen the knowledge base of the Media sector.
- Goal 2: Increase revenue of all suitable types, especially advertising from all sources - public and private.
- Goal 3: Increase audience participation in all types of media.
- Goal 4: Educate target groups in the community on effective use of the media.
- Goal 5: Provide appropriate training for all aspects of the media.
- Goal 6: Provide succession planning for the community Media sector.

# Media

Priority Goal	Priority Actions	Potential Partners	Personal Notes
1) Strengthen the knowledge base of the Media sector.	✓ Create an inclusive provincial round table to increase collaboration within the sector.	All Media sectors	
	✓ Review existing models and research.	QCCN	
	✓ Develop a survey model, which reflects the reality of Quebec. Identify sectors to be sampled - inventory of existing media and survey of media audience.	English Media outlets	
	✓ Design and refine the survey research tools.	Missisquoi Institute	
	✓ Determine cost sharing for the research.	Canadian Heritage	
	✓ Conduct the survey, analyze the data, share the findings	Stats Can	
	✓ Develop strategies based on the findings.	Other federal departments	
	✓ Plan for follow-up research.	National Community Radio Association	
		Academic institutions	
		ComBase	
2) Increase revenue, especially advertising from all sources.	✓ Lobby the federal government for advertising in English media equivalent to that in the French media.	QCCN, Quebec Community Newspapers Assoc. (QCNA) and CCNA (national)	
	✓ Lobby the provincial government to increase advertising in community newspapers and radio stations to compare with French-language media.	Quebec Farmers' Assoc. (community radio)	
	✓ Encourage participation of community groups in letter writing campaigns to MNAs, etc.	National Campus and Community Radio Assoc. (NCCRA), Individual	
	✓ Secure reliable data on readership (Goal 1).	community radio stations, community groups, Canadian	
	✓ Engage an experienced, full time national sales person to sell retail advertising on behalf of community media (minimum three-year project).	Heritage & HRDC (Human Resources Dev. Canada)	
		Combase, Les Hebdo	



## Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
3) Increase audience participation in all types of media.	✓ Promote school newspaper subscription campaigns with teacher commitment. Encourage in-school 'radio' stations using school P.A. systems and small mixing boards.	QCGN (media campaign) CCNA (Newspapers in Education program) CCRA	
	✓ Target non English-speaking media users. Promote English media as a means to learn English.	French/English schools Employers	
	✓ Increase community newspaper sales at existing sales points: over-the-counter sales are often under-rated in some regions.	Community groups Points of sale Corporate sponsors (Via Rail, Air Canada)	
	✓ Identify/distribute community newspapers through new points (waiting rooms, lobbies, etc.).		
	✓ Incite local community groups and municipalities to use media resources to promote services. Develop agreements between town hall and community radio stations to use airwaves in case of emergency broadcast situations.		
	✓ Target newspaper readers outside the region: paper and electronic subscriptions.		
	✓ Conduct <i>in-house</i> telephone sales solicitation for subscriptions (more effective than outside telemarketing).		
	✓ Organize a province wide <i>media education</i> campaign targeted at the general public on the importance of supporting community media.		
	✓ Examine innovative low cost strategies to increase awareness/interest: e.g. contests (corporate sponsors).		



## YOUTH PLAN

### ***Definition***

The Youth sector refers to English-speaking youth and young adults up to 29 years of age. The sector is further defined according to four fundamental elements:

*A broad and diverse community:* In addition to individuals whose first official language spoken is English, this sector includes allophone youth whose first official language is English and youth from French and English intermarriages who speak both official languages.

*A Fundamental role in Global Development Planning:* The Youth sector is fundamental to the vision and goals of all other aspects of the English-speaking community. Youth are the link to future leadership and to future generations. Youth deciding to live and work within their communities is a common concern crossing all the sectors involved in the GDP planning process. There is still a marked and permanent exodus of youth from the English-language community out of Quebec.

*Regional differences:* The experience of the more remote rural areas differs greatly from regions closer to urban centres. The Youth Plan aims to reflect all perspectives – where they differ and where they coincide.

*Active and empowered:* The Youth sector continues to generate energy and enthusiasm regardless of the limitations associated with a minority language community. The Youth sector has demonstrated an interest and ability to take positive action through the creation of its own organisations and initiatives.



### ***The Context: Issues & Challenges facing Youth***

- ***Sense of identity:*** For a variety of reasons, English-speaking youth do not all share a strong sense of belonging to the English-speaking community. They have other identities that are often stronger such as an age group, a culture, or because they were raised in a bi-lingual/bi-cultural environment they do not see themselves as English-speaking. *"We consider ourselves as Youth, not English-speaking Youth."*
- ***Economic opportunity and Youth retention:*** Economic concerns remain of highest importance to all youth. Youth continue to move from the regions to Montreal. Youth in Montreal leave the province. There is a common perception that opportunities are better elsewhere (a universal theme perhaps), but for English-speaking youth, this perception is reinforced by their status as a minority language community.

Concern for present and future employment opportunity is highest in the more remote rural regions.

In rural areas the traditional resource-based economies that supported the English-speaking populations are failing (forestry, mining, fishing). The understanding of what skills are necessary to survive in these communities is therefore changing radically. Parents must understand that their children need to have different skills than they had in order to survive in the evolving local economies. These new economies will be based on entrepreneurial endeavours and service industries (tourism, health, education, e-commerce, etc.). These types of employment require a higher level of education as well as a higher level of bilingualism.

- ***Language skills and education:*** In spite of reports suggesting that English-speaking youth are becoming increasingly bilingual, it is unclear whether they are bilingual enough to advance to higher employment levels (requiring good writing skills in the French language).

French-language instruction and immersion programs are lacking in many regions particularly those outside the Montreal area.

Education opportunities are limited for English-speaking youth, dramatically so for those in rural areas. In most rural communities youth must leave the region for English-language CEGEP or technical schools.

The Education sector has a significant role to play in providing direction and leadership to the Youth sector. Universities and colleges are an important venue for the youth voice. Local rural schools are key community institutions to encourage youth participation in the community. However, the level of support and direction from the Education sector is inconsistent across the province –particularly outside the Montreal area.

- **Level of participation:** Youth continue to be under represented in English-speaking organizations. Youth who are present are often not visible and do not participate in decision-making. Sensing they have little impact, but wanting a form of expression, youth are left frustrated and uninspired - their energies not channelled. More direction and leadership is needed to channel the energy and potential contribution of the Youth Sector.
- **Access to information and services:** There is a general lack of information available to English-speaking youth on how to become involved in the community. (i.e. in schools, at the municipal level). *When you have an issue, you don't know what to do, who to talk to and where to go.* Information is also needed to learn what other communities are doing.

Some schools provide community activities and vocational/leadership programmes for their students while others do almost nothing in this area.

English-speaking youth in the regions have limited access to English-speaking cultural activities in their local community. In many communities the basic forms of artistic expression for youth (e.g. drama clubs) are not available. A youth in the Gaspé may have to drive two hours to see an English film. A youth in the Lower North Shore may have no outlets for English-language culture.

In many communities there is little opportunity for youth to learn about their own English-language cultural heritage that would help give them a sense of identity and history. With few exceptions, English-speaking youth throughout the province are not involved in the Heritage sector. Many French-speaking communities have started the "maison des jeunes" in rural communities across the province.

- **Societal values:** On a more global perspective, the Youth sector is strongly influenced by societal values which have encouraged the shifting of parental involvement away from home and school, thereby reducing parental direction and leadership involvement in their children's lives.



## **Vision for Youth**

*In the future, English-speaking youth in the province of Quebec:*

- *are bicultural. Their education and language skills make them equally qualified for employment as French-speaking youth and they are comfortable interacting socially and culturally with the French-speaking community.*
- *are part of a new reality whereby youth participates on its own terms in community, social, and political life - not just integrated into the older generations' idea of how they should participate;*
- *are offered resources and opportunities for training and employment;*
- *have an increased sense of belonging and ownership of their communities and in the province; and*
- *are considered an integral part of Quebec society and feel a strong sense of belonging and commitment to Quebec.*

*Underlying this Vision is a gradual shifting in societal values towards a community model that involves youth participation.*

## **Priority Goals and Actions for Youth**

The Priority Goals support the vision for Youth and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

- Goal 1: Value the talents and skills of English-speaking youth and promote them as an added asset to the French-speaking community.
- Goal 2: Encourage youth to participate actively within organisations and that organisations make the structural changes needed to reflect the interests of youth.
- Goal 3: Encourage and promote bi-culturalism so that English-speaking youth share and exchange actively and comfortably with the French-speaking community.
- Goal 4: Ensure that English-speaking youth are equally qualified for employment opportunities as their French-speaking counterparts.
- Goal 5: Ensure that Youth in the regions see a future in being a member of the English-speaking Community.



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# Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
2) Encourage youth to participate actively within organizations. Organizations make structural changes needed to reflect the interests of youth.	<ul style="list-style-type: none"> <li>✓ Encourage links between English-speaking organisations and youth (forums).</li> <li>✓ Examine and study youth needs in regards to civic participation so that all action is relevant.</li> <li>✓ Encourage and support schools to instill the value of community participation/volunteerism. This is already happening in some communities, but not everywhere.</li> <li>✓ Create opportunities for the development of leadership skills.</li> </ul>	School boards Municipalities Community organizations and leaders Schools, parents Quebec Fed. of Home & School (QFHSA) Media Organizational development consultants	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2) Encourage youth to participate actively. (cont'd)	<ul style="list-style-type: none"> <li>✓ Raise awareness among boards and committees that diverse representation of the community is a social responsibility.</li> <li>✓ Use the media to promote the need for youth representation and to announce recruitment needs for boards or volunteer work.</li> <li>✓ Provide boards with access to professionals to update and reorganize their organizations' structure.</li> </ul>	Community organizations (boards and committees) Media Consultants (organizational structure)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3) Encourage and promote bi-culturalism so that English-speaking youth share and exchange actively and comfortably with the French-speaking community.	<ul style="list-style-type: none"> <li>✓ French-language instruction becomes a more integral part of the English-language school system in all regions.</li> <li>✓ Expose English-speaking youth to more French culture and French-speaking youth to English culture.</li> <li>✓ Create more opportunities for English and French-speaking youth to interact with each other (through sister schools for example).</li> </ul>	School Boards and schools, French and English cultural institutions Media Research bodies Regional organizations Government (HRDC, DCH, MRCI)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

School Boards  
Continuing education  
Colleges and universities  
Research institutes  
Emploi Quebec, HRDC

School, Boards,  
HRDC  
Canadian Heritage  
Continuing education  
Colleges and universities  
Heritage organizations  
Regional associations  
English-language media



## VISIBILITY & LEADERSHIP PLAN

### Definition

*The English-speaking community (ESC)* includes all those who identify themselves as being part of its components - recognizing there are multiple communities with the ESC community (along geographical, ethno cultural lines, etc.).

The Task Force on *Visibility and Leadership* is concerned with the future adequacy of a supply of leaders, an effective presence at various levels of decision-making (the notion of visibility) and the availability of competent institutions.

*Leadership* in the English-speaking community of Quebec would include elected officials (to all levels of government, health boards, school boards, etc.), nominees to boards and commissions, and all service organizations representing the community - regional, religious, educational, health & social services, cultural, youth, women, recreational, etc. Leadership comes from individuals in the public and para-public sector, the media, labour, business, volunteer sector, opinion leaders and knowledge-based personnel.

### **The Context: Issues and challenges facing Visibility & Leadership**

- ***Not speaking out, not present and heard, not at the decision-making tables:*** Various intertwining attitudes and mindsets have contributed to the absence of a *voice* – although empirical data is lacking to measure the full impact of these attitudes. For example:
  - Comfortable with the status quo - *There is no problem with the way things are. We no longer live in a crisis. There is no need to mobilize (non-issue).*
  - Victim mentality (learned helplessness) feeds suppression, fear of affirming, and complacency.
  - Community depression and fatigue – *The best and brightest have left.* Focus on how things used to be. Lack of energy to act.
  - Inadequate French-language skills discourage speaking out – *I cannot speak French well enough or I am not able to learn.*
  - Risk of being blind-sided by the ESC discourages speaking out – *Don't make waves.*
  - Ethnic-linguistic extremes on both sides of the debate, especially among the older generation - *Anglophobia and fear of being labeled an Anglophone.*
  - Focus away from the community to the individual and family (internalization).

- ***New Reality–Paradigm shift:*** The movement of Quebec society towards multiculturalism and multilingualism reduces identification with linguistic communities, particularly among Youth – *comfortable with all languages*.
- ***Youth retention and economic opportunity:*** Influenced by globalization, the Youth workforce (everywhere) is increasingly mobile. The exodus of English-speaking Youth (and future leadership) from Quebec, and the regions in particular, is further encouraged by limited educational and economic opportunity.
- ***Demographic shifts:*** The profile of the English-speaking community continues to evolve. There is an immediate need to examine the impact the 2002 census in terms of ageing population, immigration, etc.
- ***Neo-conservative environment:*** A shift to the right has affected the ability of the English-speaking minority community to speak out and be supported. For example, centralized decision-making has led to a decline in democratic opportunities - destruction of the social safety net. There is a need for change.
- ***Provincial politics:*** Recognizing the symbiotic relationship between majority and minority communities, the English-speaking community is influenced by prevailing provincial politics. While a sense of crisis has passed, the French independence movement continues to have an impact on the English-speaking minority – as will a change of government.
- ***Lack of presence in institutions:*** The role of business, professional and labour leaders in representing the English-speaking community has not been passed on - leaving a void in organizational capacity. Consequently, institutions, whether public, semi-public or para-public, are less aware of and less responsive to English-speaking concerns.
- ***Lack of a knowledge base:*** Research on the English-speaking community is required on many levels (out-migration, youth attitudes, language and the impact of bilingualism, attitudes of the business community, etc.).
- ***Inadequate networks and information sharing:*** There is need to develop stronger networks and information sharing within the English-speaking community and with the majority community. We don't know whom to turn to when seeking out the English-speaking community.



### ***Strengths of the English-Speaking Community***

Effective visibility and leadership planning for the English-speaking community must address the forgoing challenges of prevailing attitudes, youth retention, globalization, political influences, etc. Of equal significance is the recognition of strengths and opportunity. For example:

- ✓ Sense of readiness to adopt a pro-active approach – threshold of a new era;
- ✓ Recent positive shift in majority-minority relations in some communities – bon volonté and effort to address minority issues;
- ✓ Existing resources of knowledgeable leaders at all levels and ages; expertise that is willing to be pulled into a renewal process;
- ✓ Pool of future leaders under 40 years of age;
- ✓ Natural instinct to help ourselves and to mobilize (volunteers, philanthropy);
- ✓ Designated education and health institutions;
- ✓ Increased bilingualism among youth;
- ✓ Citizens of a Federal system;
- ✓ Part of a continental system – the greater North American experience;
- ✓ Multicultural community – new sense of multicultural heritage and culture;
- ✓ Experiences of multi-cultural models within Canada;
- ✓ Unique strategic and global connection with francophonie;
- ✓ Established - community confidence and pride.



### ***Vision for Visibility & Leadership***

*An energized and organized multicultural and globally aware English-speaking community in Quebec society where French is the common language and where there is mutual respect for all.*

*Working in an open and inclusive manner, building on the strength of our youth so that they can take their place in society.*

*We actively participate as an effective presence in decision-making at all levels.*

*We are a fundamental component of the Quebec society and strong supporter of the progressive social democratic tradition (communitarian values).*

### ***Priority Goals and Actions***

The Priority Goals support the vision for Visibility & Leadership and are intended to provide a framework for channeling energy and resources over the next five years. Priority Actions towards achieving these Goals are included on the following pages.

Goal 1: Promote leadership skills development.

Goal 2: Adopt a knowledge-based approach.

Goal 3: Strengthen and develop networks.

Goal 4: Prepare for cultural diversity – a multicultural community.

Goal 5: Develop a sophisticated mechanism for social action and political advocacy to influence public policy.

Note: It is recognized that the foregoing Goals put forward for discussion by the Visibility & Leadership Plan are far reaching in the sense that the impact of the supporting actions may only be felt in the longer-term. In order to move the Global Development Plan forward, the Plan suggests not to lose sight of this long-term vision, but to concentrate, as a first step, on recommendations that can be implemented quickly to produce positive and concrete results in the shorter-term. These steps will be discussed at the Intersectoral Conference on May 2 and 3, 2003.

# Visibility & Leadership

[illegible]

## Global Development Planning for the English-language Minority Communities of Quebec

Priority Goal	Priority Actions	Potential Partners	Personal Notes
3) Strengthen and develop networks. (Cont'd)	<ul style="list-style-type: none"> <li>✓ Build networks with French-speaking minority communities across Canada for greater outreach and exchange of civic experiences.</li> <li>✓ Build networks with majority francophone organizations in Quebec.</li> <li>✓ Reintegrate business, professional and labour leadership into the English-speaking community. Secure their support for the Foundation (Goal 1).</li> <li>✓ Reinforce the role of local English media (<i>addressed by the Media Plan</i>)</li> </ul>	Quebec-based French-speaking organizations Business and Labour English media	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4) Prepare for cultural diversity – a multicultural community.	<ul style="list-style-type: none"> <li>✓ Conduct consultations in the regions regarding cultural diversity.</li> <li>✓ Provide capacity building workshops (skills development) in the regions based on the needs.</li> <li>✓ Lobby government for cultural diversity to be integrated into the public agenda and policy.</li> <li>✓ Promote ESC culture as an asset to Quebec and secure institutional recognition of this based on a redefinition around inclusivity (<i>addressed by the Heritage Plan</i>).</li> </ul>	Regional community organizations Cultural organizations	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5) Develop a sophisticated mechanism for social action and political advocacy to influence public policy.	<ul style="list-style-type: none"> <li>✓ Mobilize and coordinate the constituent elements of the ESC.</li> <li>✓ Ensure awareness of the political and policy agendas (Goals 2 and 3).</li> <li>✓ Develop common community positions, while allowing for pluralism of expression where indicated.</li> <li>✓ Ensure presence in decision-making, make representations and involve Youth.</li> <li>✓ Develop and support appropriate political candidates.</li> </ul>		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



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