

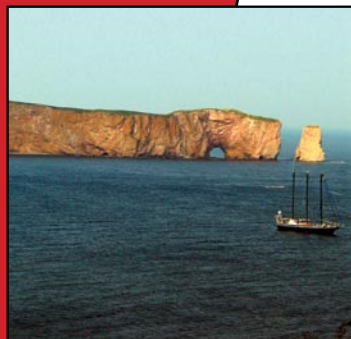
# Community Development Plan for the English-speaking Communities of Quebec

2005-2010



*Strengthening  
communities...*

*by working  
together*



**QC** Quebec  
Community  
**GN** Groups  
Network

The Quebec Community  
Groups Network acknowledges  
the financial assistance of the  
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## THE CONTEXT

**P**rofound social, economic and political changes have transformed Quebec society during the past forty years. As we enter the 21st century, we are far enough away from the most intense upheaval and emotional turbulence to look back with a measure of objectivity. As we plan for the future, it is opportune to reflect upon past conditions that brought us to where we are today.

Our minority community feels vulnerable. Demographic trends are disturbing and seemingly irreversible. We often feel that the majority neither understand us nor will make any serious effort to defend us. We have to fight for our survival.

*These statements apply to the English-speaking minority within Quebec. They also apply to the French-speaking minority within Canada/North America. Both communities have been fighting a battle for survival in which their interests have seemed mutually exclusive.*

The Francophone community still asks us: *How can you say you're a threatened minority when your language is spoken and sung everywhere around you?\**

It is a fact that the majority of movies, television programming and popular music are produced in English. The lingua franca of global business, science and politics is English. North America is home to more than 300 million English-speakers and fewer than six million French-speakers.

The Francophone community has many good reasons to feel vulnerable, despite its majority status in Quebec and the protective measures of Bill 101. Given the larger linguistic context, it is not surprising that French Quebec fails to understand how the English-speaking community can claim to be a minority, much less a threatened minority.

This miscomprehension stems from the co-existence of two distinct English-speaking worlds. The first is English as the working language of foreign multinational corporations and the global entertainment machine. Many English-speaking Canadians (not to mention Europeans, Latin Americans and Asians) are seriously disturbed when foreign corporations are perceived as infringing upon local culture and interests.

A very different English world is inhabited by English-speaking Quebecers who share a great deal of history, culture and identity with our French-speaking neighbours. Our English-speaking leadership has not been successful in clarifying this distinction. The distinction has not always been clear in our own minds.

**"The English-speaking community needs to acknowledge when the global influence of English is a threat to Quebec if we expect the French-speaking community to acknowledge when the local use of English is not."**

*- Community Development Plan*



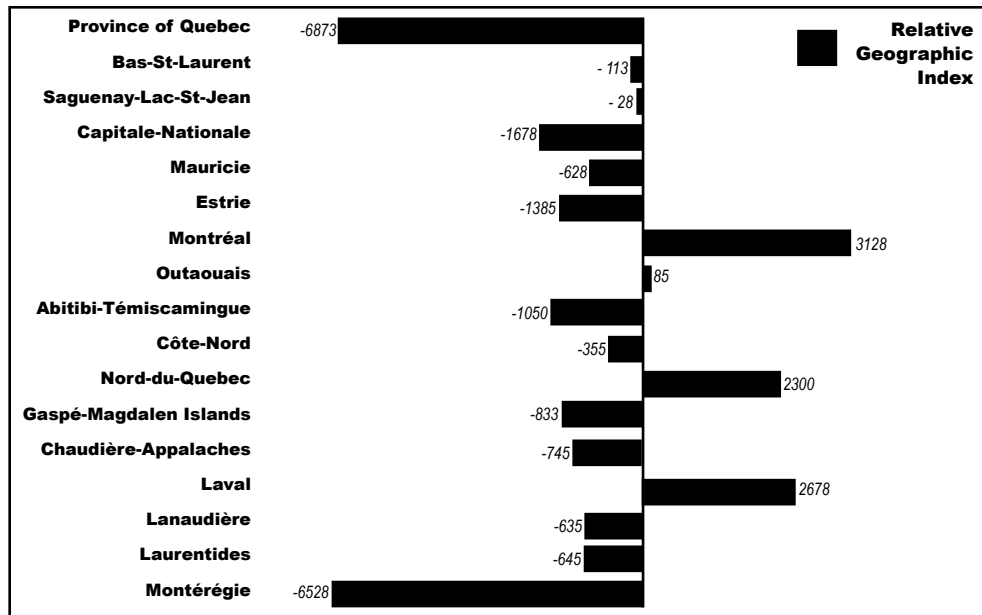
The English-speaking community needs to acknowledge when the global influence of English is a threat to Quebec if we expect the French-speaking community to acknowledge when the local use of English is not.

Linguistic tensions inside Quebec have often been a response to threats, real and perceived, that came from outside. The English-speaking community has been so busy defending its own interests that we have not always recognized the real concerns with which our Francophone neighbours have struggled. We have often felt that public policy was aimed at us when we were merely collateral damage in a much larger battle.

To adapt to post-Quiet Revolution realities, English-speakers have developed a variety of strategies, ranging from retaliation to isolation to integration. The challenges of a falling birth rate, continued out-migration, and social policies that severely limit the prospects of renewal from immigration have affected us all. Shifting demographics mean disproportionately fewer youth and more seniors. Meanwhile, ethno-cultural communities have emerged as a growing segment of the population. The result is a great diversity of issues and priorities, not just for improved levels of English language information and services, but also as they concern issues of racism and justice. ▶ ▶ ▶

### Population Growth in Quebec Anglophone Communities

In Absolute Numbers, by administrative region, Quebec, 1996-2001



Source: *The Evolving Demographic Context of the Anglophone Communities of Quebec*. Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20% sample. (The Relative Geographic Index compares the characteristics of a local population with the characteristics of the corresponding group at a larger geography. First Official Language Spoken is a derived variable based on the responses to Census of Canada questions on knowledge of official languages, mother tongue and home language).



### Community Snapshot

Although most regional communities experienced population loss over the 1996-2001 period, three regions grew during this period - Montreal, Laval and Northern Quebec.

Regions which experienced substantial drops included Chaudière-Appalaches, Mauricie, Abitibi-Témiscamingue, Capitale-Nationale and Bas-St-Laurent

Source: The Evolving Demographic Context of the Anglophone Communities in Quebec, Official Languages Support Program Branch, Canadian Heritage, 2004

This is the past that has brought us to where we are today. We cannot change it, but we can learn from it. The Community Development Plan offers the English-speaking community a positive new vision of itself and its future place in Quebec society.

The Community Development Plan has been organized through the Quebec Community Groups Network (QCGN) and supported financially by the Department of Canadian Heritage. The Plan sets out a community vision, supported by development strategies which begin to take effect in 2005. It will assist the English-speaking community to define its modern identity within Quebec and Canada and actively participate in future development.

The goal is to ensure that a strong and healthy English-speaking minority moves from the shadows and plays a dynamic role in Quebec's future. The Plan aims to reassure the Francophone community that increased vitality of the English-speaking minority communities is not synonymous with

decreased vitality of the French language and culture in Quebec. By providing the majority community with a clearer understanding of the English-speaking communities, our legitimate needs can be accommodated in the process of developing policy and programs - rather than as a reaction after the fact.

The Development Plan for the English-speaking communities of Quebec is a guide to the future. The term guide is important since no one document can be "all things to all people." The Plan is a starting point, adaptable to the needs of individuals, organizations and institutions. It will assist in bringing about concerted action (communities working together) so that development will be as effective as possible for all sectors. The Plan will also serve as a measure for future development beyond its five-year life-span.

The Development Plan establishes a 'road map' for how resources and talents can be mobilized, networks strengthened, institutional and organizational capacity built, and a new generation of leaders can acquire experience and visibility. The Plan presents a collective vision that has been elaborated by communities across Quebec.

A new and exciting journey is about to begin.

## HOW THE PLAN WAS DEVELOPED

Since November 2001, the Development Plan team has consulted with members of the English-speaking communities throughout the province. The driving force has been the volunteer Steering Committee with the important input from eighty task force members representing eight sectors:

- Visibility & Leadership
- Youth
- Education and Life-Long Learning
- Health and Social Services
- Employment
- Arts and Culture
- Heritage
- Media

Consultation with the ethno-cultural communities indicated that Justice should be considered as a ninth sector and further work will be carried out in this area. At the May 2003 Intersectoral Conference, task force members shared their visions and priorities for a community-wide development plan. In the Fall of 2004, this Plan was presented to English-speaking communities across the province for further review and consultation.

### Key benchmarks in elaborating the plan were:

#### 2001 (November-December)

- QCGN ratifies the Global Development Plan initiative (Hull).
- Project Steering Committee formed.

#### 2002

- Steering Committee prepares a framework for the Development Plan.
- QCGN approves Development Plan objectives and process (Métis-sur-Mer).
- Interactive Web site established.
- Young Canada Works project creates data base of community contacts.
- Task force members recruited to represent eight different sectors.
- Task force members meet to discuss development in their sector of expertise.

#### 2003

- Development Plans prepared for each sector.
- Intersectoral Conference: Task force members and other community leaders share sector plans and discuss community-wide vision and strategy (Montreal).
- Community Development Plan reviewed by task forces for feedback.
- Meeting with ethno-cultural community leaders (Montreal).

#### 2004

- Steering Committee prepares public consultation process.
- Twenty-one public meetings held across the province to discuss community vision development priorities and local concerns.
- Organizational consultation with the Community Table.
- Second meeting with ethno-cultural community leaders to discuss community vision, development priorities and sector plans.

#### 2005

- Development Plan adjusted to reflect results of final public consultations.
- Based on community consultations, name changed from Global Development Plan to Community Development Plan.



## THE DEVELOPMENT PLAN IS BUILT ON FOUR CORNERSTONES

- Who is the English-speaking community?
- Where does the community see itself in the future?
- What are the main strategies needed to succeed in development?
- What action can be taken in each sector?

## WHO IS THE ENGLISH-SPEAKING COMMUNITY?

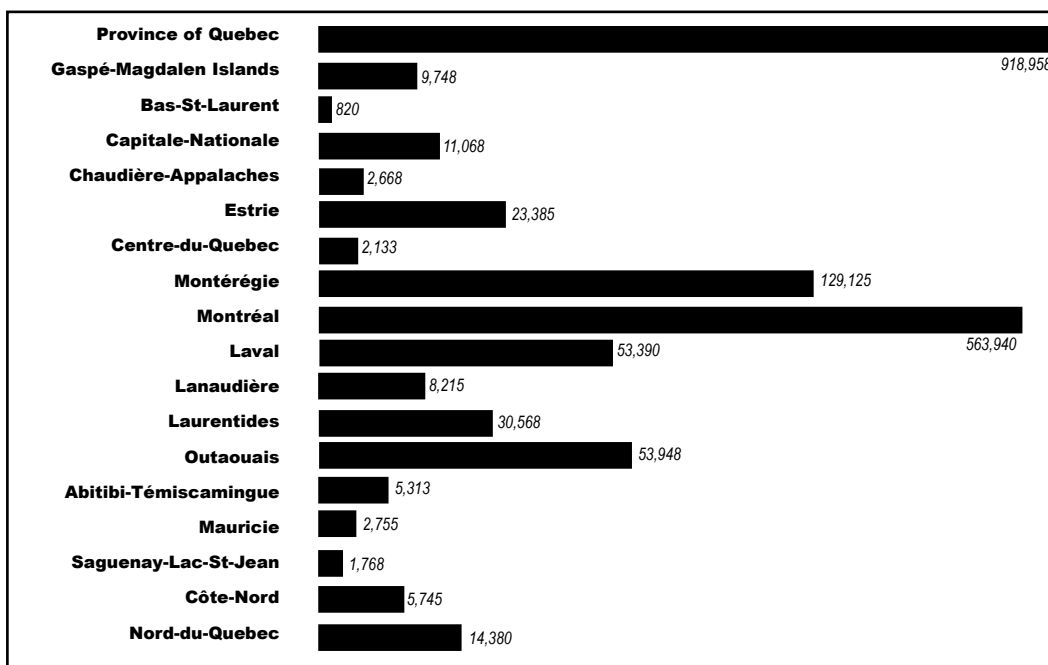
Many Quebecers still recognize their linguistic identity in the traditional definition of “mother tongue” or “first official language spoken.” But an increasing component of Quebec society does not see itself in the “either-or” framework of separate French-speaking and English-speaking communities. Despite an enduring stereotype, there never was a time when all English-speakers were white or Anglo Saxon or Protestant. During recent decades, Quebec has become an increasingly complex combination of race, culture, and religion.

Defining the “English-speaking community” requires a broad definition that is more open than closed, more descriptive than definitive.

*The English-speaking community of Quebec is made-up of multiple communities that are diverse, multicultural and multiracial. These communities include citizens throughout Quebec who choose to use the English language and who identify with the English-speaking community.*

Size of Official Language Minority Communities, English

1996-2001



Source: *The Evolving Demographic Context of the Anglophone Communities of Quebec*. Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20 % sample. (First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).



## VISION - WHERE DOES THE COMMUNITY SEE ITSELF IN THE FUTURE?

The starting point for development is the question, "Where does the English-speaking community see itself in five years - and beyond?" What are individuals and their communities inspired to work towards in the coming years?

The Development Plan presents the following community **vision**:

*The English-speaking communities of Quebec choose to flourish in all aspects of Quebec society in all regions and sectors. The vitality of the communities will be strengthened by the engagement of their youth, and their evolving cultural diversity and heritage.*

*The Community thrives on networks and institutions that are accessible and provide support to English-speakers in the sectors of health care, education and life-long learning, employment and economic development, justice, heritage, the arts and all other aspects of community development.*

*The English-speaking communities need to be active participants in the social, economic and political life of Quebec and Canada.*

This **vision** embraces the following values:

- Respect for diversity
- Responsiveness to different demographic realities across the province
- Integration with the French-speaking community
- Active participation and decision-making at all levels
- Recognition of the contribution of youth
- Strengthened sense of identity, belonging and commitment to Quebec
- Innovative approaches and models
- Building on the community's assets: being increasingly bilingual and multilingual; having established institutions; a network of community groups; a tradition of volunteerism; access to outside expertise.



## MAIN DEVELOPMENT STRATEGIES

**D**evelopment of the English-speaking communities of Quebec between 2005-2010 is articulated around seven main strategies which are interconnected and overlapping. These strategies touch every sector of activity and can be applied in all regions. It is clearly understood that the application of these strategies will evolve with changing community needs.

These strategies, when applied collectively, will bring about important change and improve quality of life. For example, acquiring a strong cultural identity can empower someone to develop an English theatre production in a remote village. Effective French language training increases employability. Strengthened visibility and participation in Quebec society fosters stronger collaboration between the majority and minority communities.

The increasingly multicultural nature of the English-speaking community, especially in the Montreal area, requires particular attention to meet the complex needs of language, culture, race, religion, gender and age within ethno-cultural communities. Effective policies and adequate resources are needed to ensure improve access to services.

Ethno-cultural representatives, brought together for a special consultation, stated a need for stronger representation in the English-speaking leadership and the need for culturally sensitive individuals in the health, education, employment and other sectors to interpret and address the particular challenges of ethno-cultural communities. Specific attention needs to be placed on: access to French-language instruction; employment assistance for new arrivals; access to health services for seniors; greater levels of culturally sensitive counseling in high schools; recognizing the many cultural heritages; greater exposure and participation in the arts; and effective representation in the media to debunk myths and break down the third solitude of ethnic communities.

Those present recommended that a ninth task force be established to address issues around justice. There was general consensus that a more coherent structure is necessary to bring together the English-speaking ethno-cultural communities to ensure that their challenges are defined and addressed - to provide a leadership voice for a whole inclusive community to work towards complete integration into the decision-making process - governmental and non-governmental.

**“These strategies, when applied collectively, will bring about important change and improve quality of life.”**

*- Community Development Plan*

The differences between urban, rural and remote communities must also be appreciated. The English-speaking communities of Quebec are scattered over a latitudinal distance of 2,000 km. Many of the smaller communities are separated from government and institutional services by hours of travel. They exist below the threshold of “where numbers warrant” for English language services. The isolated and disparate nature of these communities calls for greater attention to specific priorities such as transportation, communications and economic development.



## 1 STRATEGY: BUILD AND PROMOTE A SENSE OF CULTURAL IDENTITY

What does it mean to be an English-speaking Quebecer in the 21st century? Cultural identity is an essential element of community development. Without identity, the rest has no meaning. The English-speaking communities need to define their cultural identity in the context of the new socio-demographic reality of multiculturalism, bilingualism and integration. Celebrate the differences! The full range of cultural identities need to be embraced, to include new arrivals and established citizens alike. This strategy begins with dialogue within the community, then moves outward to promote the identity to the majority community and the rest of Canada.

## 2 STRATEGY: STRENGTHEN VISIBILITY AND PARTICIPATION IN QUEBEC SOCIETY

To participate effectively in Quebec society, the English-speaking communities need to shift their status from an invisible minority to a minority with a clear voice and place at the decision-making tables. This principle builds on the previous strategy of identity-starting from within the English-speaking community and moving outward to the French majority to express our desire to actively contribute to Quebec society. The English-speaking community will seek greater participation in all sectors - from capacity building at the local level to influencing public policy and assuring that the rights of citizens are recognized and respected.

## 3 STRATEGY: SECURE A FUTURE FOR ENGLISH-SPEAKING YOUTH IN QUEBEC

Youth, for the purposes of the Plan, includes all young people up to 29 years of age. Youth are the link to the future. Recognition and inclusion of youth is a focal point of all the sector plans.

Where does the youth of English-speaking Quebec fit in? This question was put forward by the Youth Task Force. They felt that English-speaking youth are not full members of mainstream Quebec society. Despite reports of rising bilingualism, it is not clear that most English-speaking youth have the language skills to be competitive in Quebec. Nor does youth identify with their parents' generation. You are more bilingual and integrated with the French-speaking community. The issue of their cultural identity is often not addressed. They are faced with varying degrees of access to services depending on where they live in the province. Economic concerns remain of highest importance to youth as the exodus from the regions and from the province continues. There is a common perception that opportunities are better elsewhere. >>>

### Community Snapshot

Quebec Anglophones show high levels of diversity in terms of visible minorities, religious diversity, and with respect to the proportion of immigrants within the population.

These levels are not only higher than those found among Francophone Quebecers, but are also higher than those found among Canadians outside of Quebec.

Source: The Evolving Demographic Context of the Anglophone Communities in Quebec, Official Languages Support Program Branch, Canadian Heritage, 2004



The Youth Plan proposes that youth need to be made aware that their fresh ideas, energy and skills are valuable for Quebec society. They need to be awarded decision-making powers to effect change. The Youth Plan calls for: youth forums; schools to instill values of civic participation and volunteerism; raising awareness through the media of the need for youth to serve on boards; more interaction with French-speaking peers; and better education and language skills to be competitive in the Quebec market. Through these initiatives, English-speaking youth will acquire an increased sense of belonging and will consider themselves a more integral part of Quebec society.

**4 STRATEGY: COMMUNICATIONS AND NETWORKING: ENCOURAGE GREATER DIALOGUE WITHIN THE ENGLISH-SPEAKING COMMUNITIES AND THE LARGER COMMUNITY**

A positive evolution is already underway that has increased collaboration and exchange within the English-speaking communities. For example, the QCGN is made up of more than 20 regional and sectoral community organizations from across the province committed to working together to promote the vitality of Quebec's English-speaking communities by responding to their priority needs and expectations.

Most recently, the English-Language Arts Network (ELAN) was created to represent English-speaking artists across the province. The Community Health & Social Services Network is a network of community resources, associations and public institutions dedicated to development through health and social services partnerships for English-speaking communities in Quebec. The heritage sector is represented by the Quebec Anglophone Heritage Network which brings together groups and individuals interested in local, regional and provincial Anglophone history in the province of Quebec.

Yet, there is a need to go further. Community organizations, working with the media, need to invite greater participation in their work and raise public awareness.

The French-speaking community of Quebec also needs to be better informed about the Anglophone community. During a recent research conference held in Montreal, André Pratte, chief editorialist with La Presse, commented on the need for a new dialogue between English-speaking and Francophones, starting from a realistic assessment of how English-speaking Quebec is perceived by French-speaking Quebec. The French media need to be convinced of the relevance of reporting the concerns, issues and contributions of the English-speaking community.

**5 STRATEGY: PROVIDE GREATER ACCESS TO SERVICES AND PROGRAMS**

On one hand, there is a need for more effective distribution of information (in English) to promote services and programs already available to the English-speaking communities. There is also a need to address gaps in services where they exist - whether in health and social services, education, life-long learning, employment, economic development, arts and culture, justice, etc. The sector plans identify many of these gaps.



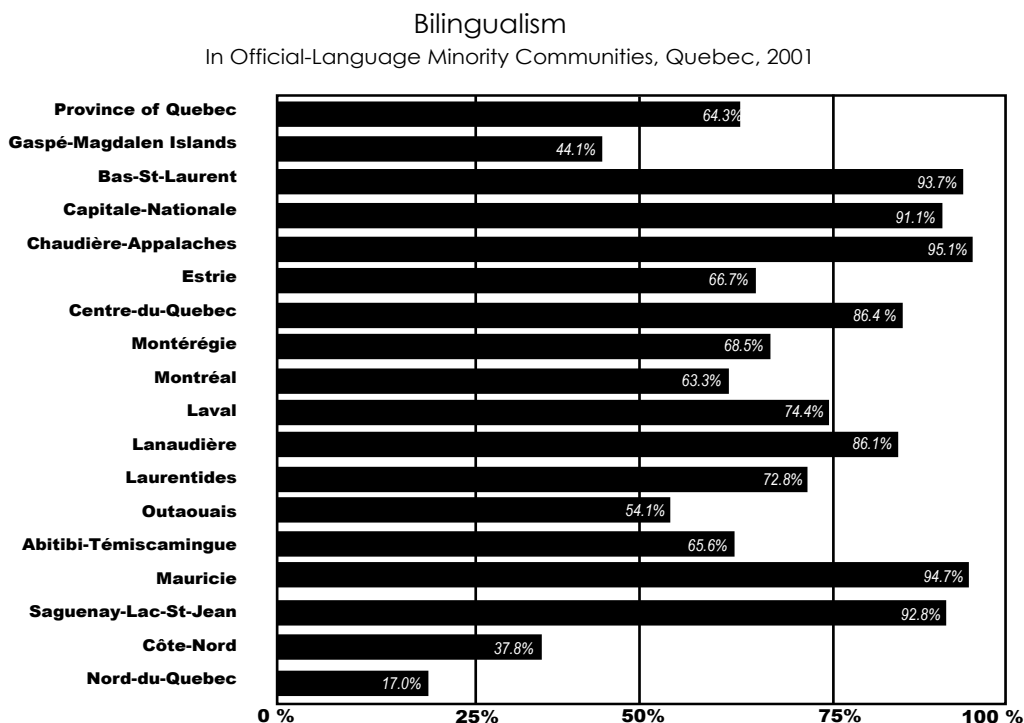
In providing English-speakers with greater access to information and services, there is a particular need to represent the interests of the senior population as well as newcomers. Seniors from ethno-cultural communities may be amongst the most vulnerable. It is important to define services, particularly for health and employment, not in terms of parallel networks that serve the French and English-speaking communities, but as one system of institutions and organizations that serve all Quebecers.

**6 STRATEGY: PROMOTE BILINGUALISM**

French language proficiency is key to the future vitality of the English-speaking communities of Quebec. We need better French-language skills in order to participate actively in Quebec society. We need to be fully bilingual (oral and written skills). Montreal writer Josh Freed suggests that bilingualism is fast becoming the English-speaking community's "first language." French language instruction enables us to work and live comfortably in Quebec. Promoting bilingualism means ensuring that adequate and appropriate instruction is available to all English-speaking Quebecers.

**7 STRATEGY: EMPOWER THE COMMUNITY THROUGH RESEARCH AND KNOWLEDGE**

It has been repeatedly pointed out by community leaders and ordinary citizens that we lack knowledge about our own English-speaking community - its evolving character and needs. Systematic research which recognizes varying needs of regions and sectors is needed to address this information gap and to correct misconceptions. It should be readily accessible at a central repository of data.



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20 % sample.



# SECTOR PLAN: VISIBILITY & LEADERSHIP

## BACKGROUND

Visibility refers to participation in Quebec society and a presence at all levels of decision-making. Leadership includes elected officials (e.g. to all levels of government, health and school boards), nominees to boards, 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, the volunteer sector and opinion leaders. The English-speaking communities have been described as an invisible minority within Quebec. For a variety of reasons, the communities do not speak out, are not heard and are not present at the decision-making tables. This situation is perpetuated for the following reasons:

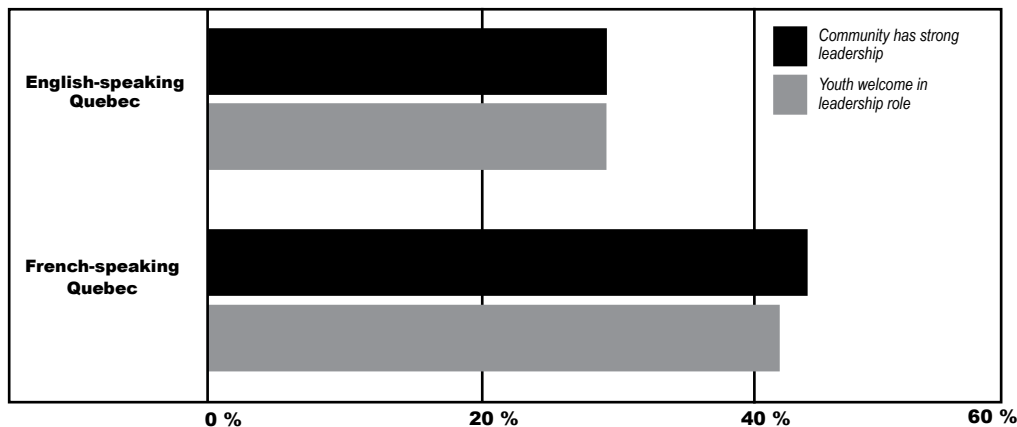
### Complacency or alternate priorities:

- Comfortable with the status quo. "We no longer live in a crisis."
- Victim mentality, focus on the past, depression and fatigue. "We can't do anything about it. The best and brightest have left."
- Inadequate language skills. "I can't speak French well enough to participate."
- Anglophobia and fear of fostering two solitudes. "Don't make waves."
- Focus away from the community to the individual and family. "Visibility is not a priority."
- Rising bilingualism (intermarriage/immersion) "I don't identify with a single linguistic group."

**Multi-cultural reality:** Leadership in Quebec society does not reflect the ongoing demographic shift towards multiculturalism. There is a lack of culturally sensitive leaders who are able to interpret and respond to the issues of specific groups, particularly the experience of visible minorities and seniors.

### Minority views: Community Leadership

The views of Canadian youth on Official Languages policy and issues  
Theme: Community Leadership, Percentage who strongly agree with the statement



Source: Canadian Heritage, May 2002. Based on data from the "Reconnecting Government with Youth V" Syndicated Poll, Ipsos-Reid, April 2002. Survey conducted from March 12 to April 16, 2002.

**Lack of presence in institutions:** The English-speaking communities have not successfully transferred past leadership to the younger generation, thereby leaving a void in representation within Quebec institutions. Consequently, the Francophone majority community is less aware of and responsive to English-speaking concerns.

**Youth retention:** 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 at home.

**Inadequate networks and information sharing:** There is need to develop stronger networks and information sharing mechanisms. The English-speaking communities need to learn how to speak to themselves as well as to the majority community.

**Centralized decision-making:** A tradition of centralized decision-making has led to a decline in democratic opportunities and has further restricted the possibility to speak out and participate.

**Political trends:** While a sense of crisis has passed, the independence movement is an ongoing concern for many within the English-speaking communities.

**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.)

## VISION FOR VISIBILITY & LEADERSHIP

The Visibility & Leadership Plan presents the following **vision** for the English-speaking communities of Quebec.

*We envisage 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.*

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

*We wish to be recognized as a fundamental component to Quebec society. We will actively participate as an effective presence in decision-making at all levels.*

The public consultation emphasized that visibility and leadership and ultimately greater participation in Quebec society will only occur through effective integration with the majority community - putting an end to the two solitudes approach of the past. > > >





## VISIBILITY AND LEADERSHIP - PRIORITIES AND ACTIONS

### **Strengthen and develop networks**

- Bring the English-speaking communities together through building connections (networks) between the various community organizations. Provide a leadership voice and work toward an effective integration into the decision-making process, both governmental and non-governmental. The voice will represent all aspects of the community in all regions and include the ethno-cultural minorities.
- Build partnerships with majority Francophone organizations in Quebec. Increase their awareness. Focus on partnerships that are mutually beneficial for both linguistic groups.
- Build networks with French-speaking minority communities across Canada for greater outreach and exchange.
- Encourage the business sector to play a more active role.
- Reinforce the role of English media.

### **Engage in social action and political advocacy**

- Mobilize and coordinate the community
- Ensure community-wide awareness of political and policy agendas.
- Develop common community positions, while allowing for diversity of expression.
- Participate in the political and constitutional reform process to have a voice in public policy. Involve youth in the process.
- Seek more effective representation of the English-speaking communities in the public service, regional and local boards and committees - in all sectors.
- Develop and support appropriate political candidates.

### **Prepare for cultural diversity**

- Provide greater representation in all sectors and regions sensitive to ethno-cultural concerns.
- Lobby government for cultural diversity to be integrated into the public agenda and policy. Secure institutional recognition of this diversity based on a redefinition around inclusivity.
- Promote cultural diversity as an asset to Quebec.
- Review the effectiveness of the current two-door funding system of the federal government which divides English-speaking Quebecers into two groups, multicultural and official language.

### **Promote leadership skills development**

- Monitor linguistic capacity, recognizing the importance of bilingualism (proficiency in oral and written skills).
- Introduce mentoring programs in schools to develop leadership potential among students.

### **Create scholarship and award programs**

- Introduce leadership skills development for various sectors such as candidate training programs for public office.
- Longer-term: Secure adequate funding to create an Educational Foundation whose mandate is to promote excellence in leadership education in order to develop future leaders.

### **Adopt a knowledge-based approach**

- Secure dedicated funding to coordinate research on the English-speaking communities (University Chair).





# SECTOR PLAN: YOUTH

## BACKGROUND

The youth sector refers to young English-speakers up to 29 years of age.

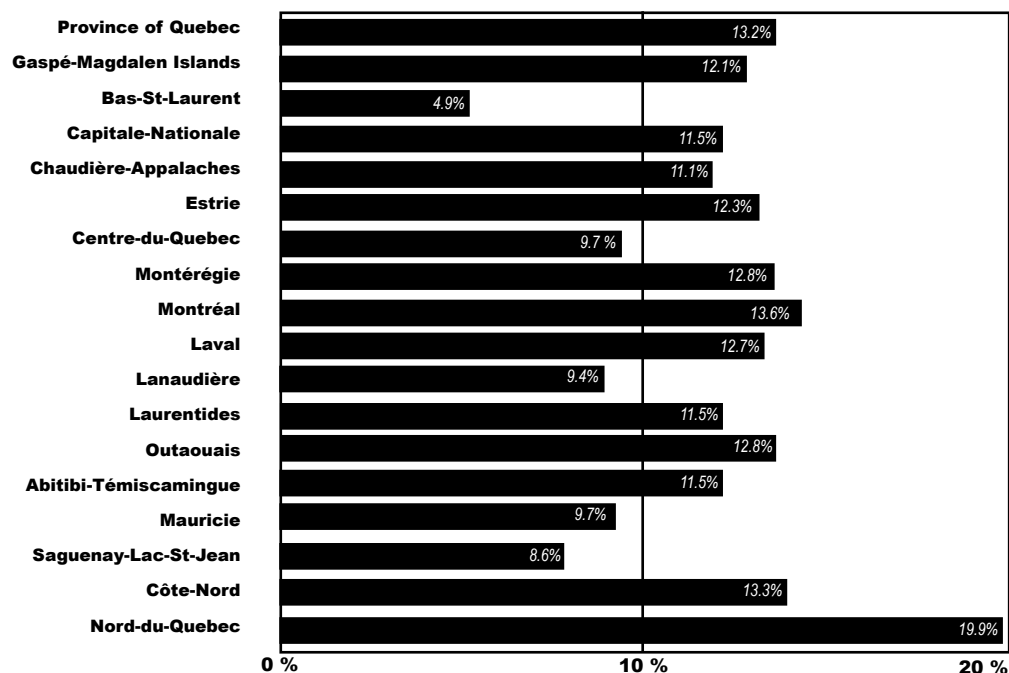
The sector represents a diverse population including allophones and youth from French-English intermarriages. The youth experience in more remote rural areas differs greatly from that of youth closer to urban centres. Youth are the link to future leadership and to future generations - and the ongoing exodus of English-speaking youth out of Quebec remains a concern. Youth have demonstrated an ability to take positive action through the creation of their own organizations and initiatives regardless of the limitations they face as a minority language community.

**Sense of identity:** English-speaking youth do not all share a strong sense of belonging to an English-speaking community. They have other identities that are often stronger, such as their age group, cultural roots, or being raised in a bilingual environment.

**Economic opportunity and youth retention:** Economic concerns remain the highest importance to youth. Youth from the regions continue to move to Montreal, while youth in Montreal continue to 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. ▶ ▶ ▶

### Proportion of Youth (15-24)

Within the Official Language Minority Communities, 2001



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20% sample. (First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).



In rural areas the traditional resource-based economies that supported the English-speaking populations are failing (forestry, mining, fishing). The skills necessary to survive in these communities are changing radically. The new economies will be based on entrepreneurial initiatives 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 sufficiently bilingual 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 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 CEGEPs 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 for encouraging 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 desiring a form of expression, youth are left frustrated and uninspired. Their energies are left channeled.

**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 we have an issue, we don't know what to do, who to talk to or where to go. Information is also needed to learn what other communities are doing.

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

English-speaking youth in the regions have limited access to local English-language cultural activities. In many communities the traditional forms of artistic expression for youth (e.g. drama clubs) are not available.

In many communities there is little opportunity for youth to learn about their own cultural heritage that would help give them a sense of identity. With few exceptions, English-speaking youth throughout the province are not involved in the heritage sector.



## VISION FOR YOUTH

The Youth Plan presents the following **vision** for the English-speaking communities of Quebec.

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

*Bilingual - proficient in oral and written skills. Their education and language skills will make them equally qualified for employment as French-speaking youth and they will be comfortable interacting socially and culturally with the French-speaking community;*

*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;*

*Offered resources and opportunities for training and employment;*

*Endowed with an increased sense of belonging and ownership within their communities and throughout the province; and*

*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.

## YOUTH - PRIORITIES AND ACTIONS

### **Value the talents and skills of English-speaking youth and promote them as an added asset to the French-speaking community**

- Inventory existing youth services across the province. Establish a network of youth centres offering a range of services (employment, training, counselling, health services, mentoring, counselling, etc.)
- Use community/media venues to increase community awareness of the value of youth skills.
- Raise awareness among the business sector that recruiting English-speaking youth is an asset.
- Help English-speaking employees develop French language skills on the job. Promote use of existing services. Create services that are lacking.
- Use communication/media venues to reach out to the French-speaking community (i.e. promote English-speaking community arts). ▶ ▶ ▶



**Encourage youth to participate actively within organizations and ensure that organizations make the structural changes necessary to reflect the interests of youth**

- Encourage links between English-speaking organizations and youth (forums).
- Examine and study youth needs in regard to civic participation so that all action is relevant.
- Encourage and support schools to instill the value of community participation/volunteerism. This is already happening in some communities, but not everywhere.
- Create opportunities for the development of leadership skills.
- Raise awareness among boards and committees that diverse representation of the community is a social responsibility.
- Use the media to promote the need for youth representation and to announce recruitment needs for boards or volunteer work.
- Provide boards with access to professionals to update and reorganize their organization's structure.

**Encourage and promote bi-culturalism so that English-speaking youth interact actively and comfortably with the French-speaking community**

- French-language instruction becomes a more integral part of the English-language school system in all regions.
- Expose English-speaking youth to more French culture, and French-speaking youth to English culture.
- Create more opportunities for English and French-speaking youth to interact with each other (through sister schools for example).

**Ensure that English-speaking youth are equally qualified for employment opportunities as their French-speaking counterparts**

- French-language instruction becomes a more integral part of the English-language school system in all regions.
- Provide outstanding training and employment resources in all regions.
- Track the level of bilingualism and learning.
- Encourage the provincial government to widen the admissibility criteria for assistance in entrepreneurial initiatives, particularly in the rural regions.
- Ensure access in English to entrepreneurial assistance programs.

Ensure that youth in the regions see a future in Quebec.

- Encourage programs that support personal development and growth for youth (e.g. leadership, self-esteem, etc.)
- Expand arts programs at all levels of schooling and encourage participation and appreciation of English-language arts, culture and history.
- Increase opportunities for youth to learn about their English-language cultural heritage through exhibits, television programming, in-school programming, cultural events, innovative media, etc.



# SECTOR PLAN: EDUCATION & LIFE-LONG LEARNING

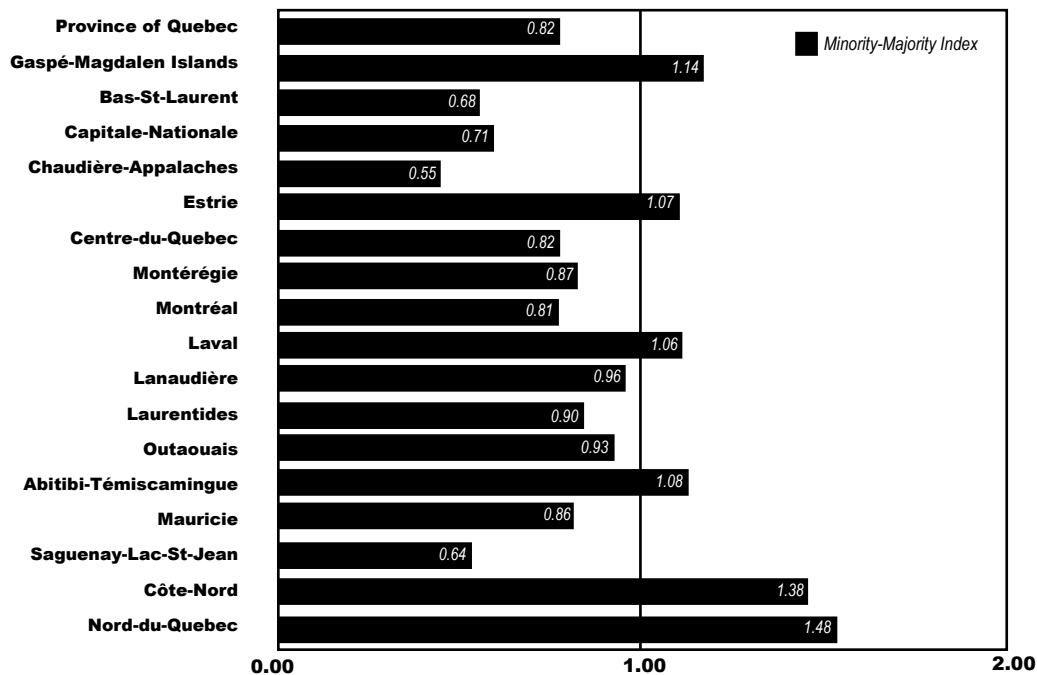
## BACKGROUND

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

**Government legislation:** The provincial government, despite consultations with the Quebec English School Board Association, is perceived by many as not responding to the learning needs of the English-speaking communities. There is a particular concern among many citizens that provincial government legislation continues to restrict the democratic rights of English and French speakers to send their children to English schools. Adolescent English-speaking students from immigrant families are particularly vulnerable. They are expected to successfully integrate into the French stream after attending a “classe d’accueil.” Moreover, their parents typically do not have the French proficiency to communicate with the schools or assist in homework. > > >

### Population 15+ Without High School Diploma

In Official Language Minority Communities Relative to their Majority Population, 2001



Source: *The Evolving Demographic Context of the Anglophone Communities of Quebec*. Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20 % sample, pop. 15+. (The Minority-Majority Index (MMI) compares the value for the minority community with that of the majority community. First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).



**New realities:** The education sector must adapt to changing community needs - and be prepared to develop new models. It is generally accepted that the English school system has been an essential component of community vitality. However, it is equally important to recognize the decision of a parent to use the French school system in order to help their child integrate more effectively into Quebec society. More discussion is needed to examine the impact of the English school system on community vitality, the impact of an integrated school system, etc.

**Need for change at the high school level:** The current structure is rigid, fragmented and often not culturally sensitive. High schools need to be able to address student retention issues. The drop-out rate is a major issue for ethno-cultural communities. The current Education Reform addresses some of these problems, but results are some years away.

**Lack of proficiency in written French at the high school graduate level:** While statistics tell us that the English-speaking population has made great strides in becoming more bilingual, many young English-speakers fail to acquire sufficient skill in written French to manage further studies or enter the workforce. This is an issue for the school system, but also requires strong parental and community support to create the incentive to motivate students to succeed.

**Awareness of resources:** The English-speaking communities are not fully aware of learning resources available to enhance education and learning. This places heavy demands on the public school sector and suggests a need for more effective communications.

**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 here for English-speaking youth.

**Limited access to English-language education services and language learning in smaller communities:** In most regions of Quebec, the English-speaking population has insufficient numbers 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 high school curriculum, such as advanced math, vocational options and of course CEGEP and university.

**Underutilized vocational programs:** Greater emphasis and access to vocational opportunities is required. Vocational skills need to be better promoted to students and parents beginning at the elementary school level and in the early years of high school. Vocational programs across the province are often not viable given minimum threshold

### Community Snapshot

Approximately 14 per cent of English-speakers indicated that a member of their household was currently attending a French elementary or secondary school.

Of these 460 households, nearly two-thirds were eligible to attend English school. Most parents explained that they wanted their children to be bilingual.

Source: The Missisquoi Institute, Survey on Attitudes and Experiences of ESC in Quebec, 2000-2001

enrolments. In some of the outlying regions, sparse English-speaking populations mean that the only vocational options in the community are in French.

**Parental responsibility:** There is a need to increase parental involvement in the education system (governing boards, turn-out at school elections, etc.)

**Succession:** In all regions there is a pressing need to train and recruit personnel given the growing number of retiring staff. Succession needs to be well planned.

**Lack of community capacity building and partnerships:** The formal education system is not close to the community. Lack of resources for the school board, and in turn schools, prevent both from adequately fostering partnerships at the community level with CLSCs, hospitals, economic development corporations and Regional Economic Development Centres.

**Lack of support and incentives for long-term planning:** The sector continues to operate on a short-term planning basis which 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 in need of special provision (i.e. McKay Centre, rehabilitation centres) need to know their level of financial resources for longer periods of time.

## VISION FOR EDUCATION & LIFE-LONG LEARNING

The Education & Life-Long Learning Plan presents the following **vision** for the English-speaking communities of Quebec.

***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, providing 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. The presence of English in Quebec is an important asset to the province in today's globalization.***

Underlying this vision is the need for collaboration with the provincial education ministry and the English School Board Association. >>>





## **EDUCATION & LIFE-LONG LEARNING - PRIORITIES AND ACTIONS**

### **Promote and increase bilingualism**

- Improve the quality and quantity of French-language instruction in English schools.
- Introduce more French first-language program in English schools.
- Make more French second-language materials available.
- Focus on early French second-language education with support to parents.
- Introduce required French at university.
- Continue government funded French second-language programs.
- Build French language component into all vocational programs with appropriate MEQ funding.
- Establish language training courses for prospective employees.
- Create joint programs with French CEGEPs and universities.
- Improve the quality and quantity of English language instruction in French schools.

### **Enhance and adapt the school system to meet the needs of the English-speaking communities**

- Study the impact of the present English school system on community vitality.
- Examine opportunities for shared physical resources with French schools.
- Examine opportunities to locate elementary and secondary schools in the same building if they are both in the same community.
- Provide English schools as a training ground for English second-language teachers in French schools.
- Seek sponsorships from the private sector and endowment funds to underwrite costs for resources beyond those funded by the MEQ.
- Where enrichment or specialized programs cannot be provided for English students, consider providing access to French programs such as music, dance, and /or visual art.
- Promote and encourage among parents the use of democratic systems in place such as the use of governing boards and school elections.
- Increase representation from ethno-cultural communities on school boards and committees.
- Teach the students about their cultural heritage.
- Build community capacity based on local community assets (e.g. tourism) leading to self-sustaining economic (and employment) opportunities. Job opportunities will influence youth migration and attract outsiders with children. More children will lead to sustainable schools.

### **Increase support for literacy training for youth and adults in English**

- 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.
- Provide for later literacy programs for adults.
- Promote Parent Effectiveness Training Programs.
- Encourage mentoring programs using older students.
- 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 via the media.

#### **Provide more human resources for classroom support at all levels**

- Ensure that all English schools have adequate access to professional services such as psychologists, speech and behavioral therapists, psycho educators, substance abuse counselors and special education technicians. Pay special attention to counselling needs of cultural communities.
- Ensure the CLSC's and Health and Social Services network live up to their obligations in regard to service delivery.
- Increase resources to ensure that the Youth Protection network meets its obligations.

#### **Ensure that teacher training and recruitment meet Quebec needs**

- Adapt teacher-training programs in Quebec universities to meet the needs of the school system (e.g. principal concepts embodied in the Reform).
- Take steps to promote teaching and administration as appealing careers to attract candidates who can replace the increasing number of retiring professionals. Reach out to the ethno-cultural communities.
- Ensure that teacher training prepares new candidates to work with students who have special needs.

#### **Give higher priority to vocational and entrepreneurial training**

- Provide access to information to students and families about vocational training at the high school level.
- Offer more and better support for low achieving students particularly in early high school
- Provide more high-tech options in the English sector.
- Increase high-tech training opportunities for teachers. Use industry consultants.
- Provide French second-language vocational training with MEQ funding.
- Allow for greater flexibility in rules for group size in vocational education, particularly for outlying areas.
- Establish entrepreneurial programs to follow students through the school system.
- Encourage post-secondary institutions to develop entrepreneurial programs to reach rural areas.

#### **Ensure meaningful use of technology**

- Provide more and better professional development for teachers in effective use of technology.
- Recognize and work with the new learning dynamics associated with technology - role of the teacher, empowering the students. Recognize that technology is a tool and not an end
- Focus on project and skills-based learning.
- Place more emphasis on distance education. Make use of current technology (videoconferencing) to deliver programs to remote school populations for low enrolment subjects, as well as deliver master lectures and professional development for teachers.



# SECTOR PLAN: HEALTH & SOCIAL SERVICES

## BACKGROUND

The health & social services (HSS) 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:

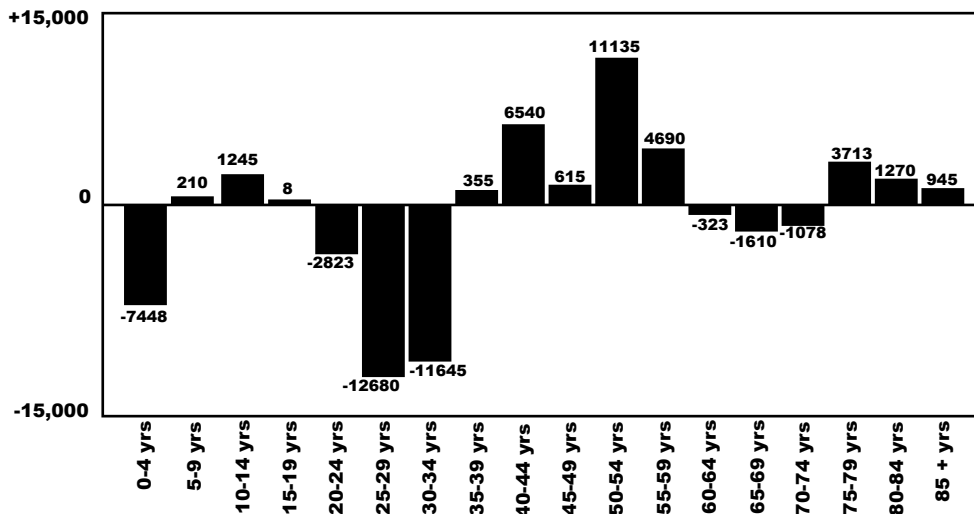
- Institutional resources (hospitals, CLSC, CHLSDs, etc.), including alternative resources financed by public funding, such as foster family and intermediate resources;
- Private-public resources (medical clinics, ambulances, etc.);
- Organized social support and government subsidized community groups;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

In addition to the economic constraints facing health care systems across Canada, the HSS sector serving the English-speaking communities of Quebec is presented with challenges due to its 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).*

Population Change by Age Groups

Anglophones in Quebec, 1996-2001



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20% sample, pop. 15+. (First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).



**Political climate:** Provincial government structural reform and rationalization since the mid 90's have fostered a centralization of control within the HSS system. The political climate is one of budget constraint. The impact on the English-speaking communities is seen 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;
- A movement towards harmonization (uniformity) of access to services in all regions of the Province - an opportunity and a challenge to recognize regional realities;
- Insufficient support for the community sector as services are increasingly downloaded;
- Difficulties improving access for all levels of service given the current climate of constraint;
- Slow recovery from budget cuts and restructuring, which often occurred at the administrative level causing particular difficulties for the regions. Demands (costs) are increasing at a faster rate than re-injection of resources.

**Access Plan Renewal:** English-speaking citizens benefit from a provision in Quebec's HSS legislation entitling them to receive services in English, taking into account the resources of the system. These services are identified in regional access programs approved by the Government and revised every three years. In 1999, communities mobilized against government intentions to reduce services in the plans. In reaction, the government shelved the renewal process. Non-renewal has resulted in uncertainty.

**Specialized Services:** New models may be needed to ensure access to specialized services.

**Regional variations:** Considerable study has been conducted to identify regional gaps in access to health and social services. 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 a low population of English-speakers, the English-speaking communities have been resourceful in meeting their own health and social services needs. 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 use of the public system. According to the omnibus survey commissioned by the Missisquoi Institute, English-speakers are much more likely than French-speakers to turn first to family in case of illness and French-speakers would turn to public services first.

**Human resources:** Access to employment in the HSS 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. There is a notable underemployment of English-speakers in institutions in regions outside Montreal.

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## VISION FOR HEALTH & SOCIAL SERVICES

The Health & Social Services Plan presents the following **vision** for the English-speaking communities of Quebec.

*The existence of an effective and efficient integrated health and social services network which is responsive to demographic realities of different English-speaking communities.*

*The network will act in full partnership/participation with health and social services institutions, regional planners, community organizations, and cooperate with provincial and federal governments by:*

- *Delivering local primary health care and services, as well as 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.*

## HEALTH & SOCIAL SERVICES - PRIORITIES AND ACTIONS

### **Increase the participation and leadership of the English-speaking communities within the HSS system.**

- Encourage greater participation on health boards, committees, etc.
- Encourage closer ties between HSS institutions and ethno-cultural communities to ensure culturally sensitive health care, especially for seniors. Promote health care as a profession to the ethno-cultural communities.
- Acknowledge the importance of knowing French and English for full participation in the HSS sector.
- Encourage greater collaboration within existing networks - Regional agencies, Local Health and Social Services Centres, etc.
- 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.

### **Ensure that the English-speaking communities are well informed regarding the range of health and social services that they are entitled to receive.**

- Provide more documentation in English.
- Create liaison positions in HSS institutions to inform and refer the population.
- Organize media campaigns to promote 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.

### **Increase the level of support for community resources**

- Explore alternate funding (e.g. community foundations).
- Negotiate a New Canada-Quebec agreement to support community resources.
- Use community economic development resources to build resources for health.
- Ensure participation in various levels of decision-making.

### **Encourage full participation of the English-speaking communities in initiatives to renew the HSS system, so that new priorities and programs reflect regional realities**

- Inform the English-speaking communities of the Quebec HSS Plan, Making the Right Choices, which aims to improve access to basic services.
- Inform the HSS establishments of community needs. Pay particular attention to gaps and needs in the regions.
- Actively involve regional access committees (which report to regional boards) in the renewal process and implementation of the renewal plan.
- Integrate evaluation of “quality of services” into the accreditation process for those institutions targeted to provide services to the English-speaking communities.

### **Increase access to English language health and social services. Support adaptation of the HSS system in order to meet the needs of English-speaking people**

- Networking and cooperation with the English-speaking communities.
- Strategic information to mobilize resources and identify needs.
- Technology to extend provision of services to distant, dispersed or rural English-speaking communities.
- Service delivery models to develop new services adapted to evolving 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 Consultative Committee Report.***

### **Community Snapshot**

There is a somewhat higher proportion of aging people in the English-speaking community - 13 per cent over age 65 in 2001.

The aging trend is occurring at an exaggerated rate in a number of regions including Mauricie, Estrie, Gaspésie-Îles de la Madeleine and Laurentides.

Source: The Evolving Demographic Context of the Anglophone Communities in Quebec, Official Languages Support Program Branch, Canadian Heritage, 2004



# SECTOR PLAN: EMPLOYMENT

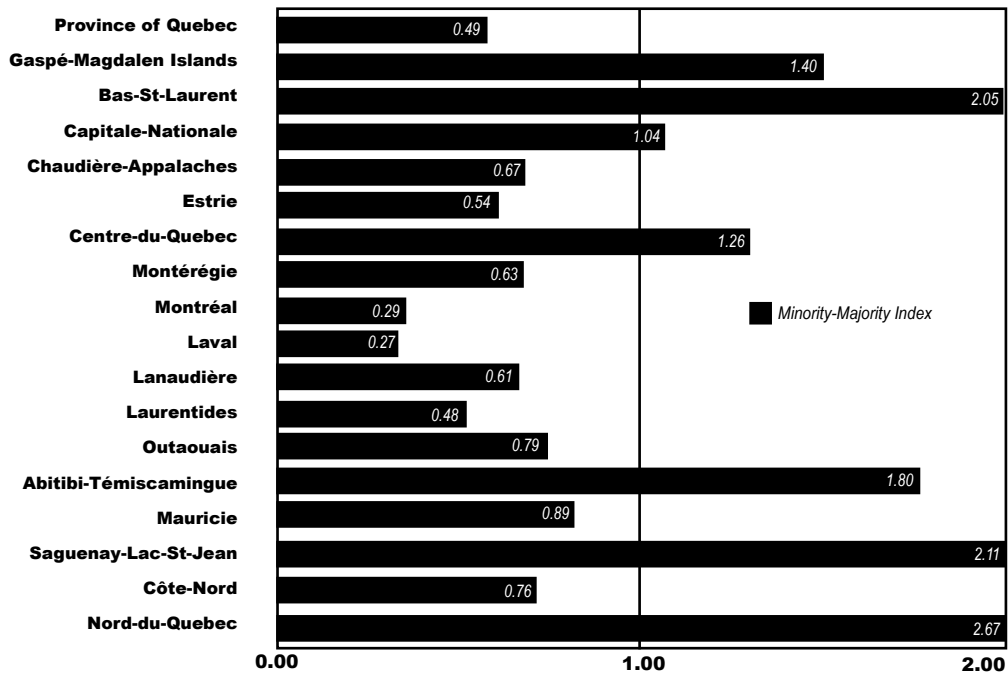
## BACKGROUND

The employment sector includes workers seeking employment (including self-employment), employers and employment service organizations. Some of these problems are not unique to English-speakers but are aggravated by a lack of French-language proficiency. Challenges facing this sector are summarized below.

**Lack of French language skills:** In spite of rising levels of bilingualism, the English-speaking job seeker often lacks necessary French language skills to enter the workforce, to advance within an organization or to prepare for a career change. This reflects inadequate language training in both the education system and in the workplace. There is a sense that language is the first criteria above and beyond other qualifications and that language testing is a barrier in the job application process.

**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 are also lacking. Even if available, this can be difficult to access because of cost and waiting time. > > >

Population (15+) Employed in Government Services  
In Official Minority Communities Relative to the Majority Population



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20% sample, pop. 15+. (The Minority-Majority Index (MMI) compares the value for the minority community with that of the majority community. First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).

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

**Perceptions:** There is a prevailing sense among English-speaking youth in particular that opportunities are better elsewhere given their unique skills gleaned from living in Quebec. The job and life skills of English-speaking youth are perceived to have more value outside than inside Quebec. Young people often express their frustration, “We won’t find work here. There is no future in Quebec.”

Some youth experience what they perceive as discrimination. Members of cultural communities and new arrivals face multiple barriers to the job market (e.g. inefficient process to recognize accreditation, family dispersion, reconciling ways and values, access to credit).

**Under representation in the Public Sector:** There is disproportionate under-representation of English-speakers in the Federal and Provincial Public Service.

**Falling between the cracks:** English-speaking job seekers who do not fit into mainstream categories (i.e. older workers, welfare and employment insurance recipients, part-time students and youth with special needs) 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. There is a sense that entrepreneurship is neither valued nor recognized.

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



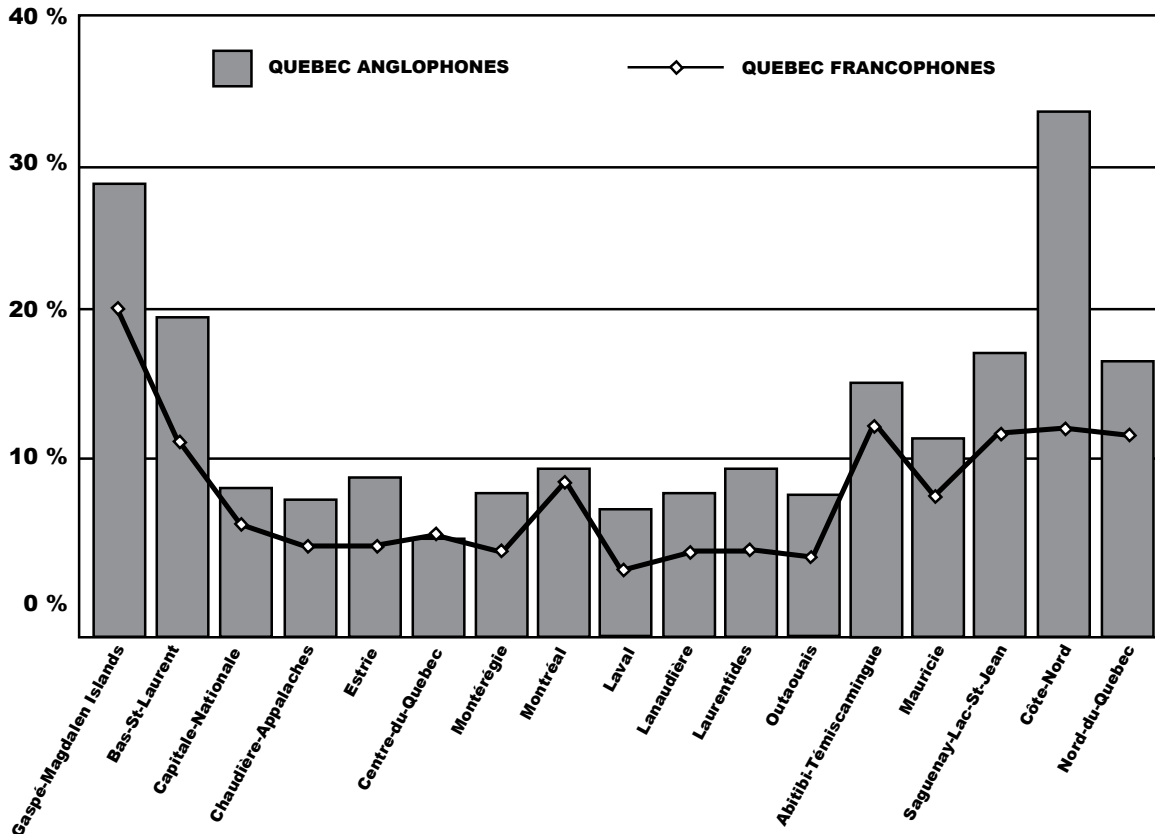
**Lack of coordination and consultation with the federal government:** While manpower training remains a shared jurisdiction between Emploi Québec and Human Resources Development Canada (HRDC), links with the federal government are not clearly defined and there is little consultation with service organizations. Note that federal funding is available for areas of youth employment - but is limited.

**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 the English-speaking communities exist!

**Lack of adequate funding:** There is a lack of diversified funding among employment service organizations because 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.

Unemployment Rates in Economic Regions, Quebec, 2001



Source: *The Evolving Demographic Context of the Anglophone Communities of Quebec*. Official Languages Support Programs Branch, Canadian Heritage, February 2004. Data: 2001 Census of Canada, 20% sample. Language definition is First Official Language Spoken with dual responses distributed equally.





## VISION FOR EMPLOYMENT

The Employment Plan presents the following **vision** for the English-speaking communities of Quebec.

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

*The employment sector will respect and work in full partnership with employers, workers, community support services (educational and training) government and other funders.*

*The partners will thrive economically in a globally connected environment.*

## EMPLOYMENT - PRIORITIES AND ACTIONS

### **Identify and act on strategies to allow English-speakers who want to stay and work in Quebec to do so, especially in the regions.**

- Develop, implement and secure funding for marketing campaigns to increase awareness of job opportunities. There are jobs.
- Promote availability of support systems (Employment Services Roundtable, governmental agencies in the Employment sector) and support structures (daycare, transport).
- Promote the importance of language training to all job seekers. Promote the asset of bilingualism, especially to youth.
- Provide outreach to French and English universities to encourage graduates to stay in Quebec.
- Allow greater access to English language services for new arrivals - mentorships.
- Encourage cooperation between license awarding bodies, MEQ, HRDC and employers to address the shortcomings associated with the foreign accreditation process. The English-speaking community can collaborate with French-language organizations that work on behalf of new arrivals.

### **Provide increased accessibility to language and skill training to strengthen job readiness**

- Provide programs at affordable cost. Identify gaps where training access has been limited. Offer support during training to increase access (daycare, bus passes, living expenses).
- Develop innovative strategies to offer vocational training programs, particularly in regions where critical mass does not support enrolment.
- Encourage mentorship and internship programs in local businesses for English speakers
- Build incentives for companies to offer language training.
- Provide better marketing and information on employment services, particularly to newcomers and the ethno-cultural communities.
- Provide for better integration of job seekers who face barriers in addition to language (i.e. age, handicap, youth will special needs, newcomers). Encourage employers to facilitate access to employment opportunities for these job seekers. ▶ ▶ ▶



**Improve capacity to serve clients through greater collaboration among English-speaking employment service providers, employers and government partners**

- Expand the Employment Services Roundtable into a province-wide network linking employment service organizations 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).

**Provide adequate resources (including diversified funding) to allow service organizations to respond to diverse client needs**

- Develop a knowledge base - undertake a community needs analysis of the employment sector (in collaboration with the education sector). This analysis should lead to building community capacity based on local community assets (e.g. tourism) leading to self-sustaining economic (and employment) opportunities.
- Lobby for core funding (minimum 3 years) for employment service organizations.
- Conduct ongoing collective visioning and reflection.
- Create a university chair of English Quebec studies.
- Seek financial support from the private sector; Increase funding for support services to newcomers.

**Remove barriers to set up small businesses**

- Provide interactive links (Web sites) to develop business plans in all regions.
- Provide quality English language materials on small business set-up and expansion.
- Recognize the entrepreneurial spirit and successes of the English-speaking communities.

**Encourage employers to hire qualified English-speaking job seekers**

- 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.
- Promote (among employers) that required French language skills should be directly proportional to the job. Promote the need for language standards for professional occupations.

**Increase the representation of English-speakers in the public sector**

- Lobby business to show them the benefits of the government hiring a representative proportion from the English-speaking population especially in light of the anticipated retirement of a significant percentage of this workforce.
- Encourage English-speakers to apply for public service positions.
- Systematize and expand the process by which employment service organizations are advised of public service job openings.



# SECTOR PLAN: ARTS & CULTURE

## BACKGROUND

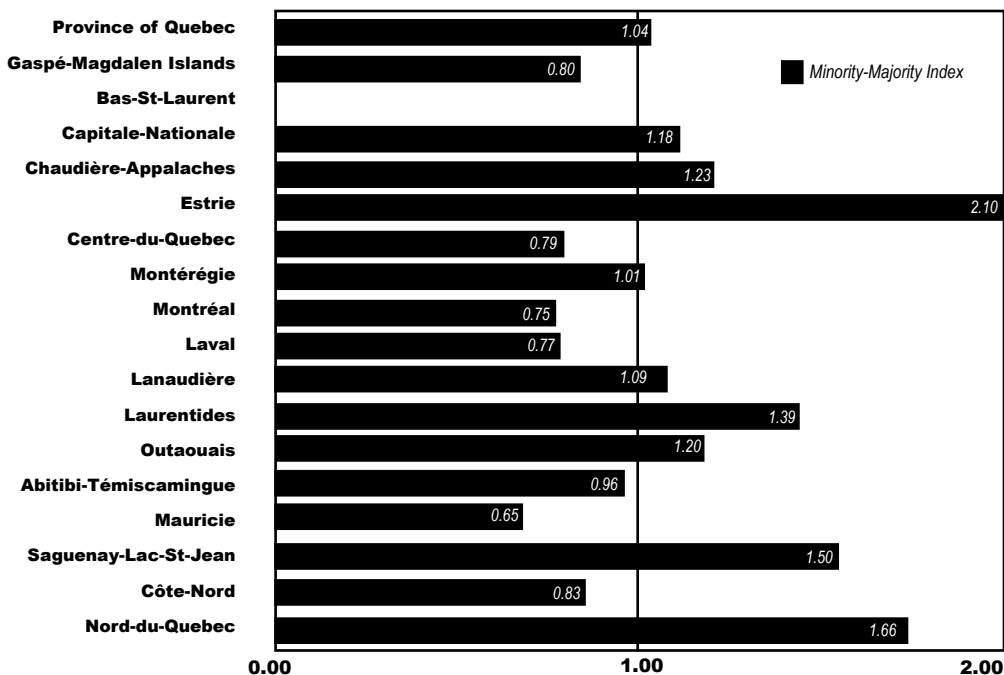
The arts & culture sector refers to all disciplines within the creative arts including visual, media arts (television, film), performing and writing, in all their individual formats and interpretations. It does not include heritage, but recognizes that cultural heritage, as a creative and expressed form of artistic endeavour, 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.

English-speaking Quebec shares the challenge of artists and art organizations everywhere in 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 of local artists. In the performing and visual arts sectors, this type of thinking is further compromised by the Francophone culture, which also embraces the “star system.” › › ›

### Population 15+ Employed in Arts & Culture

In Official Language Minority Communities Relative to the Majority Population, 2001



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20 % sample, pop. 15+. (The Minority-Majority Index (MMI) compares the value for the minority community with that of the majority community. First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).



**Proportional funding:** Arts funding needs to be examined to determine if a sense of inequality is based on fact. The Canada Council, the federal arts agency, has long been accused of allocating less funding to the Quebec artistic community (French and English) 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, for the past four years, Canada Council has partnered with Canadian Heritage to create an IPOLC fund which has ensured that additional funds were allocated to English-speaking artists in Quebec. The IPOLC fund is expected to be renewed for another 3 years. These additional funds have both strengthened and encouraged our artistic community.

Quebec government support for English-speaking artists and organizations is believed to be significantly lower (on a proportional basis) relative to French-speaking artists and organizations, but CALQ denies this. It is important to establish the facts to shape realistic expectations and devise effective advocacy initiatives. Within the English-speaking community there is a need to pay attention to proportional funding for ethnocultural communities and, in doing so, recognize the multi-cultural tapestry of Quebec.

**Short-term vision:** The system of allocating grants 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. 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. The ongoing involvement of the English-speaking communities in community-based arts and culture needs to be recognized and encouraged.

**Free Trade:** The issue of free trade and the arts as a tradable commodity further threatens the creative and artistic independence of our artists. The possibility that culture from outside can overshadow what is created here is a concern shared by both English-language and French-language artists. It is essential to distinguish between entertainment product, such as Hollywood films, and culture. Art which reflects local identity is essential to every living culture.

**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."

**"Within the English-speaking community there is a need to pay attention to proportional funding for ethno-cultural communities and, in doing so, recognize the multi-cultural tapestry of Quebec."**

- Community  
Development Plan



What often is left is frustration and anger and, in many instances, poverty, burnout and departure. These artists need to feel valued and recognized inside and outside Quebec.

**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. 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:** Up until recently, there has been no collective voice to represent all diverse interests of the English-speaking arts and culture sector. Consequently, concerns and needs were not presented on a comprehensive level to funding bodies. Opportunities have been limited to communicate and build links between the various regions and disciplines - or to create alliances with the French-speaking sector. A vehicle to finally address these concerns now exists since the recent formation of the English-Language Arts Network (ELAN).

## VISION FOR ARTS & CULTURE

The Arts & Culture Plan presents the following **vision** for the English-speaking communities of Quebec:

***As an English-speaking minority group, we are a multilingual, multicultural and multigenerational artistic community open to collaboration amongst diverse voices and realities.***

***We will draw people out of their homes and capture the imagination of audiences so there is greater investment in community expression. We will recognize artistic excellence within our communities.***

***We welcome innovation. Our children will be taught to value art as a fundamental expression of who we are. We will constitute viable cultural industries that contribute to the economy.***

▶ ▶ ▶



## ARTS - PRIORITIES & ACTIONS - ELAN'S DEVELOPMENT PLAN

On November 25, 2004, the Quebec Arts Summit brought together for the first time in the history of the province English-speaking artists from all disciplines. The consensus from the Summit was that establishing an organized network would clearly benefit English-speaking artists. During the weeks that followed, the English-Language Arts Network (ELAN) was formed. One of ELAN's first activities was to put together a development plan to lead the community towards growth, celebration and excellence. The strategies put forward by ELAN's development plan reflect the priorities of the Arts & Culture Plan and are presented below. Further detail can be found on the ELAN Web site.

### ***ELAN's Mission:***

***The English Language Arts Network (ELAN) is a meeting place for Quebec artists who use English as their first language. Although most members are comfortable in both official languages, and have chosen Quebec as their home because they value its cultural richness, ELAN celebrates and promotes that part of our identity which is rooted in the English language.***

***ELAN also provides a forum to make common cause with the French-speaking community and our Francophone colleagues by bringing together English-language artists from all disciplines and all parts of the province to forge new alliances, build new audiences and seek new sources of support.***

### **Bring the English-Language Arts Community Together**

- Make ELAN known to English-language artists in Quebec so that they can plug into the network. Reach a first-year target of 500 to 600 members (individuals and organizations).
- In order to bring the artists together, ELAN will provide its members with concrete tools to facilitate dialogue and to provide information (events calendar, member bulletin board, electronic newsletter, talent bank, grant information).
- Adopt a formal structure. As the network strengthens during the first year, ELAN will be in a position to gradually evolve its operations towards a more formal structure.

### **Engage in Research, Empower through information**

- Secondary data: Create a centralized body of existing knowledge. Build a centralized depository (resource centre) of documentation concerning the English-language arts community in Quebec.
- Primary data: Seek out essential information. Study models, plans and strategies used by other arts organizations across the country, with a particular focus on Francophone minority groups.

### **Adopt and Celebrate an Identity**

- Facilitate a dialogue within the arts community: Explore identity issues - How do English-speaking artists see themselves? Share the dialogue with the Francophone arts community and the arts community across Canada.



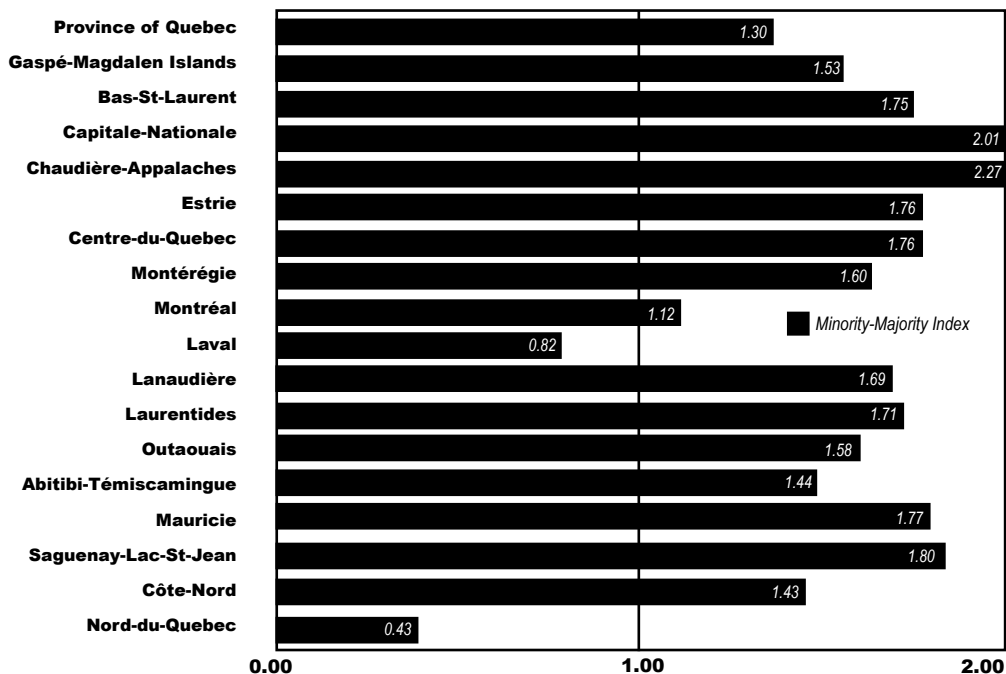
- Promote greater visibility outside the community: English/French media campaign to promote ELAN's network to the greater community. Cross-promotion between arts companies and disciplines. Encourage the network to share mailing lists and piggyback on mailings. Share discussions regarding identity with the general public. Encourage qualified English-language arts journalism throughout the province. Encourage disciplines to piggyback art forms. Encourage involvement in art and cultural festivals across the province.
- Establish a multi-disciplinary arts event/festival dedicated to English-language arts celebration (Les Anglofolies). *Longer-term*
- Promote more recognition for artists inside Quebec through awards, festival participation.
- Show respect to English-speaking audiences who, as a minority community, may feel removed from the development of the arts (pre- and post-performance discussions in English).
- Promote visibility outside Quebec. Showcase Quebec artists across Canada.

**Recognize and Support Individual Artists and Organizations**

- Lobby for measures to improve the quality of life for individual artists and to ensure sustainable, proportional funding for organizations: Initiate contact with arts associations/ government agencies. Define funding needs based on target proportional levels. Pursue greater government funding to ease translation cost burden. Appoint a lobbying-funding committee. Develop creative funding approaches. Prepare and present briefs. Participate in key meetings/hearings. Channel findings back to the ELAN network. ▶ ▶ ▶

Proportion of Population with Multiple Ethnic Origins

In Official Language Minority Communities Relative to the Majority Population, Quebec, 2001



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20% sample. (The Minority-Majority Index (MMI) compares the value for the minority community with that of the majority community. First Official Language Spoken is a derived variable based on the responses to language questions in the Census of Canada).





- Facilitate professional development: Create a directory of business professionals offering services to the arts. Examine opportunities for sharing translation services to defray costs. ▪ Clarify/communicate government requirements for grant applications to be translated into French or submitted in English. Seek project funding to sponsor workshops. Provide shared professional resources (longer-term).
- Pursue the quest for a permanent Montreal space: Inventory current space used and rents paid by English-speaking arts organizations. Establish community needs for shared space. Visit potential spaces. Seek funding for optimal space. Rent or buy a community space.

**Build links with Education Partners**

- Engage in dialogue with education partners to determine how to most effectively communicate, inform and lobby: Add education information to ELAN's Web site. Appoint an Education committee. Examine innovative models in place and bring these to the educators. Create links between education and regions. Examine strategies to help artists work through the bureaucracy. Provide English translations of relevant information.

**Promote Community Arts in the Regions (rural and remote)**

- Establish a regional network: Identify ELAN resources in each region. Establish a dialogue between these contacts through a regional committee.
- Respond to regional priorities: Identify existing spaces, resources and gaps in the regions. Work with regional media to promote artistic activity and artists. Identify other regional priorities such as extended residencies for visiting artists, assisted touring, etc.

**Build Links with the Francophone Arts Community**

- Initiate key contacts: Become a member of MAL and Culture Montreal. Establish dialogue with all Quebec arts associations. Establish close relations with CALQ and MEQ.
- Promote ELAN to the Francophone Arts Community: Use the ELAN Web site. Disseminate interesting stories about the English-language arts community to French media. Support cross-cultural showcases/festivals, such as the Blue Metropolis International Literary Festival and *Voix d'Amériques*.

**Community Snapshot**

The English-speaking community in Quebec declined from 925,830 in 1996 to 918,958 in 2001.

At the same time, the Francophone community increased from 6,047,405 to 6,149,343 over the same period, thereby dropping the English-speaking proportion from 13.1 per cent to 12.9 per cent.

Source: The Evolving Demographic Context of the Anglophone Communities in Quebec, Official Languages Support Program Branch, Canadian Heritage, 2004





# SECTOR PLAN: HERITAGE

## BACKGROUND

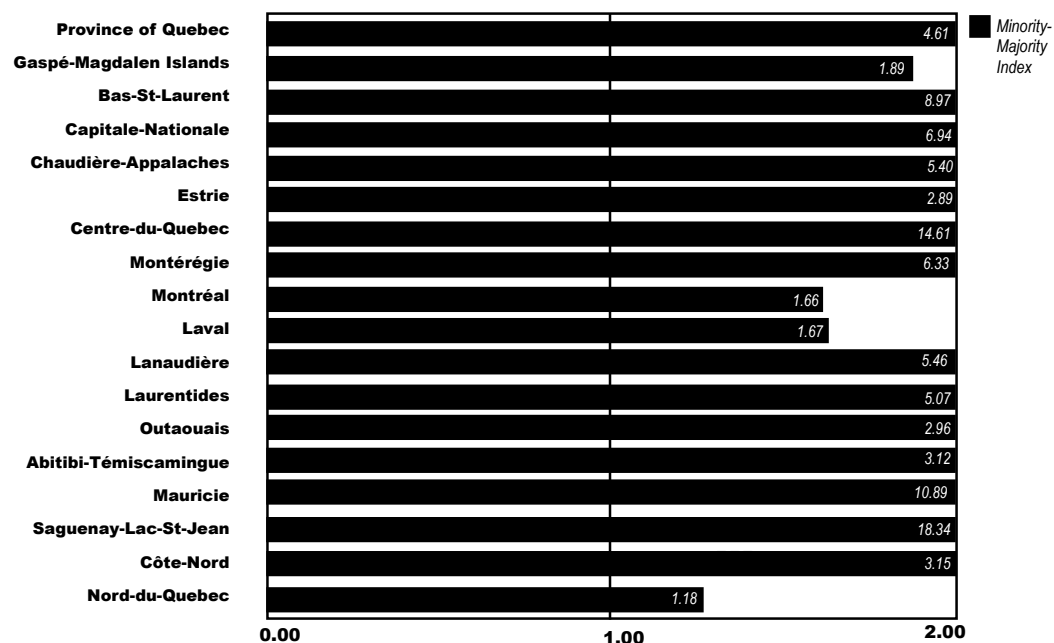
Heritage includes all those things which shape us and by which we arrive at our sense of our own identities; whether as individuals, families, communities, cultural communities or nations. Heritage begins at birth. Each individual possesses a personal heritage which develops over time. In addition to that personal heritage, each of us has access to a collective, community heritage.

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. 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.

John Naismith pointed out that as globalization develops, and borders fade, community distinctions and cultural identities would take on new importance and the value of heritage would increase. Interest in heritage on the part of the wider community and the government has been rising during the past 10 to 15 years. This interest is generated, in part, by economic opportunity - the boost that the heritage sector offers to tourism, real estate and community development in general. Despite this increased attention, the English-speaking heritage sector - which includes many cultural heritages - faces the following challenges.

**Socio-cultural shifts:** The English-speaking communities need to define their identity in response to rising bilingualism, intermarriage and multiculturalism. The English-speaking communities of Quebec need to celebrate the full range of their cultural identity. ▶ ▶ ▶

Proportion of Population Who Are Members of Visible Minority Groups  
In Official Language Minority Communities Relative to the Majority Population, Quebec, 2001



Source: Research Unit, Official Languages Support Programs Branch, Canadian Heritage, February 2004. Based on 2001 Census of Canada, 20% sample. (See glossary for definitions of Minority-Majority Index and First Official Language Spoken).



English-speaking heritage is no longer defined in terms of British ancestry. The sector needs to adapt to the increasingly diverse nature of the community.

**Political climate:** The sector operates in a highly political environment. 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, and there is no coordination or assurance 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 adopt a holistic community approach. 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 been reflected in 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 among groups and individuals working in the sector. Limited resources and the geographical spread of the population challenge effective communications. While the channels are there and some information is getting through, there is too little mutual awareness across the province. This has led to duplication of efforts.

**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. As a consequence many misconceptions and myths persist concerning English-speaking heritage, whether anglo or ethno-culturally based.

**Reliance on volunteer resources:** The work and support in the heritage sector is overwhelmingly volunteer-based. Unfortunately, not enough volunteers are 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. More paid heritage sector jobs need to be created to broaden the base of the workforce.

**Aging heritage workforce:** With few exceptions, leadership in the heritage sector is provided by an aging population. The sector faces the challenge of attracting youth and young adults to participate in heritage activities now and to provide leadership for the future.

**Support from business:** Businesses, like many bilingual individuals, do not define themselves as exclusively associated with the English-speaking community. In addition, support for English-speaking heritage work is not a priority for the private sector. This is not to say that heritage support campaigns cannot call upon the business community, but the relationship and potential benefits must be clearly articulated.

**Support from education:** While the education sector is placing more emphasis on English-language heritage through informal initiatives, our youth do not see themselves represented in provincial culture and heritage.

**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 decline of fisheries in the Lower North Shore has serious implications on that region's cultural heritage.

## VISION FOR HERITAGE

The Heritage Plan presents the following **vision** for the English-speaking communities of Quebec.

*Through a well-integrated trans-Quebec effort the heritage sector must develop an improved sense of identity within 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.*

## HERITAGE - PRIORITIES AND ACTIONS

### **Celebrate and promote the cultural identity of English-speaking communities**

- Engage in dialogue with individuals and organizations serving the English-speaking heritage sector What does it mean to be an English-speaker in Quebec?
- Promote this dialogue (and identity) to English-speakers across the province.
- Promote this identity to the majority community, and in doing so, debunk myths and misconceptions; Promote this identity outside Quebec.

### **Establish a knowledge base on Quebec heritage which is accessible to all**

- Monitor the needs of heritage groups and their communities. Build on previous research of the Quebec Anglophone Heritage Network.
- Build and maintain a heritage inventory, which includes material and human resources (their activities, projects, skill sets/best practices).
- Create and maintain a heritage database to store and manage the gathered information; link the database to The Canadian Heritage Information Network.
- Promote the heritage database as a tool for learning at all ages and for tourism.

### **Build capacity in the sector by providing financial, human and material resources for training and obtaining work experience**

- Examine the profile of the heritage workforce.
- Clarify expectations and ideals between paid workers and volunteers. Identify approaches to involve those who are not part of the traditional volunteer network. ▶ ▶ ▶



**“The sector faces the challenge of attracting youth and young adults to participate in heritage activities now and to provide leadership for the future.”**

*- Community Development Plan*

- Identify and provide heritage groups with access to project development consultants.
- 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 in schools.

**Improve integration of networking and efforts at all levels**

▪ Create more contact between groups operating in the English-speaking and French-speaking heritage sectors through Web sites. Particular focus on the smaller and more isolated communities to strengthen regional connections.

- 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.
- Build links with educational institutions.
- Pursue stronger partnerships with all levels of government.

**Increase youth involvement in heritage**

- Study how heritage is meaningful for youth, recognizing that in order to build their appreciation, it is necessary to first earn their respect and attention.
- Work with primary and secondary schools to encourage a deeper appreciation of heritage through informal education initiatives - lively, interactive, social, hands-on, multi-sensory. (Formal education initiatives will occur over the longer-term, by ensuring an effective presence at consultative committees).
- Support the creation and development of heritage research groups and projects at the university level.

**Secure sustainable funding from government, business and communities for heritage groups and projects**

- Represent the interests of the heritage sector to funding bodies.
- Seek promotional funding from the Quebec government.
- Develop a formula to show a real monetary value for volunteer work as a standard for measuring in kind contribution.



# SECTOR PLAN: MEDIA

## BACKGROUND

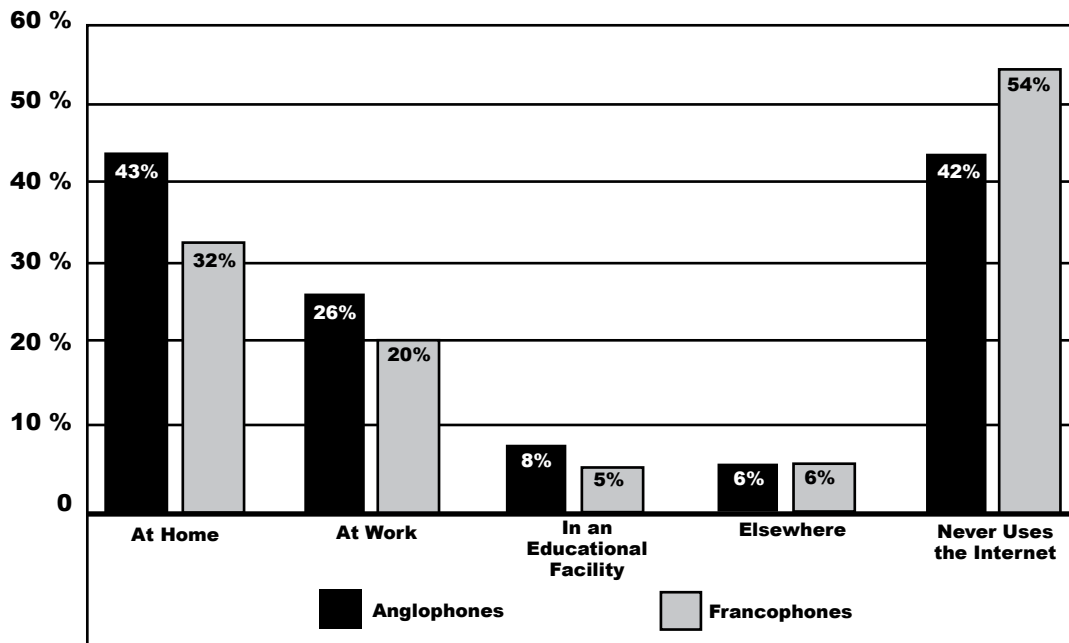
The media sector consists of organizations, which distribute information of public interest by whatever method. Its users are advertisers on the one hand, and readers, listeners and viewers on the other hand.

The Media Plan focuses largely on community media - newspapers, radio and television. Leaders of the ethno-cultural communities pointed out the need to include ethno-cultural media in future planning discussions concerning the English-speaking communities of Quebec. The ethno-cultural communities, for the most part, do not see their communities adequately represented by the media. Too often, events are reported as ethnic news and not as general news. Consequently, there is a concern that the media perpetuates myths that define cultural communities according to the “four d’s” of dress, diet, dance and dialect.

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 plus 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. >>>

Internet Access in Quebec



Source: The Missisquoi Institute, Survey on Attitudes and Experiences of ESC in Quebec, 2000-2001. Anglophones surveyed equal 3,126. Francophones surveyed equal 1,264. Maximum margins of error in 19 cases out of 20 are +/- 1.8 per cent for total Anglophones and +/- 2.8 per cent for total Francophones.



**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-speakers. 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.

**Misconceptions and undervalued media:** Current advertising practices suggest a misconception among advertising agencies about how to effectively reach English-speakers. Community newspapers and radio stations are often considered too small to bother with (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 impact the media sector and the English-speaking communities 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:** In the more remote regions, the cost of training staff outside the community is prohibitive. The cost of importing trained staff is also prohibitive and outsiders cannot be expected to make a long term commitment to the region. Innovative, low-cost education strategies involving distance education, etc could train locals who would be most inclined to remain in the community.

**Community Snapshot**

Francophones are more likely to listen and watch media in English, than English-speakers are to listen and watch media in French. This is particularly true for Francophones living in Montreal, the Outaouais and the Montérégie.

Anglophones have higher rates of Internet access than do Francophones.

Source: The Missisquoi Institute, Survey on Attitudes and Expectations of ESC in Quebec, 2000-2001

**Lack of coordination:** With the exception of the Quebec Community Newspapers Association and the National Campus and Community Radio Association, there is little formal coordination among the various players in the media sector. Student media structures play an important role and must be included in any development strategy.

**Need for proactive leadership:** The media sector, which by its nature must remain independent, recognizes the need for stronger proactive community leadership to support the interests and vitality of the English-speaking communities.

**Poor reading skills:** English Quebec is not immune to the problem of illiteracy in all age groups and all regions of the province.

In the face of the foregoing challenges, the media sector 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; large 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

The Media Plan presents the following **vision** for the English-speaking communities of Quebec.

*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 will serve a community that will effectively use communication vehicles at its disposal. To be effective, English Quebec's media must have access to a variety of public and private resources, and benefit from collaboration in such activities as public education, promotion and research.*

## MEDIA - PRIORITIES AND ACTIONS

### Strengthen the knowledge base of the media sector

- Create an inclusive provincial round table to increase collaboration within the sector. Include ethno-cultural media.
- Review existing models and research.
- Develop a survey model, which reflects the reality of Quebec. Identify sectors to be sampled - inventory of existing media and survey of media audience.
- Design and refine the survey research tools.
- Determine cost sharing for the research.
- Conduct the survey, analyze the data, share the findings.
- Develop strategies based on the findings.
- Plan for follow-up research. > > >





**Increase revenue of all suitable types especially advertising from all sources**

- Lobby the federal government for advertising in English media equivalent to that in the French media.
- Lobby the provincial government to increase advertising in community newspapers and radio stations to compare with French-language media.
- Encourage participation of community groups in letter writing campaigns to MNAs, etc.
- Secure reliable data on readership (Priority 1).
- Engage an experienced, full time national sales person to sell retail advertising on behalf of community media (minimum three-year project).

**Increase audience participation in all types of media**

- Promote school newspaper subscription campaigns with teacher commitment. Encourage in-school “radio” stations.
- Target non English-speaking media users. Promote English media as a means to learn English.
- Increase community newspaper sales at existing sales points: over-the-counter sales are often under-rated in some regions.
- Identify/distribute community newspapers through new points (waiting rooms, lobbies, libraries, 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 in-house telephone sales solicitation for subscriptions (more effective than outside telemarketing).
- Organize a province wide media education 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).

**Educate target groups in the community on effective use of the media**

- Organize a federally/provincially funded campaign aimed at community groups, town councils, regional municipalities (MRCs), industry/employers, schools, etc. Tie in with the general public media education campaign.

**Provide appropriate training for community media**

- Provide distance education, focused modules, training for community journalists, etc. (refer to the Provincial Round Table).

**Provide succession planning for the community media sector**

- Refer to the Provincial Round Table.

**“Leaders of the ethno-cultural communities pointed out the need to include ethno-cultural media in future planning discussions concerning the English-speaking communities of Quebec.”**

*- Community Development Plan*





## MEMBERS OF THE DEVELOPMENT PLAN STEERING COMMITTEE

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(formerly Hugh Maynard, Ormstown)

### Arts & Culture

#### Task Force Chair

Jane Needles, Montreal

### Employment

#### Task Force Chair

Please contact Susan Grundy, GDP  
Resource Team (formerly James D.  
Hughes, Montreal)

### Media

#### Task Force Chair

Charles Bury, Cookshire

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#### Task Force Chair

Peter Riordon, Sutton

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Marion Standish, Rougemont

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#### Task force chair

Roderick MacLeod, Lennoxville  
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#### Task Force Chair

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 Chris Dye, Montreal  
 Brian Gignac, Thetford Mines  
 Tara Lee Lavallee, Quebec City/Lower North Shore  
 Nadira Ramharry, Montreal  
 Sharon Springer, Montreal

## GLOSSARY OF TERMS

**Mother Tongue:** First language learned at home during childhood and still understood by the individual.

**Knowledge of Official Languages:** Refers to the ability to conduct a conversation in English only, in French only, in both English and French, or in neither of the official languages.

**Official Language:** Language recognized by statute within a given country. Canada's two official languages are English and French.

**Bilingual:** Person who is able to conduct a conversation in two languages. Often used in a more restricted sense to designate a person able to conduct a conversation in English and in French.

**First Official Language Spoken:** Refers to the official language actually first spoken, which in most cases was the first language learned by the individual.

**Anglophone:** Person with English as a mother tongue.

**Francophone:** Person with French as a mother tongue.

**Allophone:** Person with a non-official language as mother tongue.

**The Minority-Majority Index:** Compares the value for the minority community with that of the majority community.

**The Relative Geographic Index:** Compares the characteristics of a local population with the characteristics of the corresponding group at a larger geography.



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