



Creating Spaces for Young Quebecers:

STRATEGIC ORIENTATIONS FOR ENGLISH-SPEAKING
YOUTH IN QUEBEC

JANUARY 2009

MESSAGE FROM THE QCGN YOUTH STANDING COMMITTEE

Over the past decades, Francophones in Quebec have taken formal steps to preserve and promote their language and culture. To most English-speaking youth growing up in Quebec today, this makes sense and we agree that steps should be taken to protect Quebec's uniqueness in North America. However, young English-speakers living in Quebec - from Montreal to the North Shore to the Gaspé - face their own set of unique challenges. In small English-speaking pockets scattered throughout the province, young English-speakers struggle to become bilingual, access services, create strong ties with their communities, participate in Quebec society and define their own identities.

The members of the Quebec Community Groups Network (QCGN) Youth Standing Committee have worked together over the last year to ensure that this document represents the perspectives of as many youth as possible from a wide array of regions and backgrounds. We have also worked to ensure that the process has been directed by youth and that the voices we have heard are heard by others as well.

This is the first time that a significant percentage of English-speaking youth in Quebec have come together from across many regions to address the barriers young people face. It has been exciting to discuss our Quebec roots, our desire to remain in this province and our willingness to move past the linguistic tensions of previous generations. In consultations across eight regions, followed by a provincial forum, we have generated strategies for moving forward together.

This document outlines strategies that youth have recommended to help achieve our collective vision for English-speaking youth in Quebec. We encourage the QCGN to work towards this vision for English-speaking youth in Quebec in collaboration with community partners, all levels of government and Francophone organizations.

BRENT PLATT AND SHAWNA DUNBAR
CO-CHAIRS OF THE QCGN YOUTH STANDING COMMITTEE



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CREATING SPACES FOR YOUNG QUEBECERS:

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Executive Summary

Young English-speakers in Quebec acknowledge the charged political history of the province and are ready to fully leave the “two solitudes” behind them through open collaboration and bilingualism.

We are now in a unique position to directly address challenges facing English-speaking youth in Quebec in an inclusive, sensitive and non-threatening manner.

Youth favour strategies such as **fostering bilingualism, increasing collaboration, breaking down socio-cultural and linguistic barriers, and frank discussion.**

This document is based on the input of four hundred English-speaking youth in Quebec, aged 16 - 29. It provides insight, recommendations and clear action steps that young English-speakers believe will effectively assist them in remaining in, and contributing to, Quebec's English-speaking communities. In order to ensure the authenticity of this document, it was developed using a participatory process including youth-led consultation and analysis. Key messages which have emerged from this consultative process are:

English-speaking youth want to stay in Quebec and contribute to Quebec society. Although youth face difficulties integrating into Quebec society, they have a strong sense of attachment to their communities and wish to remain in the province.

English-speaking youth want to be bilingual. Improved levels of bilingualism can be used as a powerful tool to tackle many multi-faceted barriers English-speakers face in participating fully in Quebec society, the job market, educational institutions and their communities.

English-speaking youth wish to foster better relations with Francophone youth. They acknowledge the charged political history of the province, and are ready to fully leave the "two solitudes" behind them through new partnerships, collaboration and increased participation. They want to participate in frank and open discussions with their Francophone counterparts to avoid carrying negative patterns into the next generation.

English-speaking youth want to use a collaborative and inclusive, youth-led approach. The approach favoured by today's youth is one that is open and direct, inclusive and focused on building partnerships. Youth want to use this approach in the implementation of the strategies described in this strategic document.

English-speaking youth want to stay in Quebec and contribute to Quebec society



Over the next five years, the strategies proposed in this document will bring English-speaking youth closer to their aspirations:

- » Youth in Quebec are full participants in Quebec society
- » Youth are fully bilingual (biliterate)
- » Youth feel a valued part of Quebec and see themselves reflected in their society
- » Youth feel connected to each other and to their Francophone counterparts
- » Youth have strong identities
- » Youth have a strong sense of belonging to their communities and to Quebec
- » Youth have increased access to education and employment opportunities in Quebec
- » Youth instigate change in an inclusive, bilingual and empowering way

Progress will occur through strategic efforts to increase the level of bilingualism, to address barriers to community participation and to creatively collaborate to bring resources to the regions. Networks must be fostered and developed and youth themselves need to provide the leadership and drive required to advance these strategies and actions.

They need to form partnerships with youth organizations within the Francophone community and create cooperative spaces for open and authentic dialogue. In this way, English-speaking youth will be supported - and will support each other - in their goal of remaining in and contributing to Quebec.

Very broadly, key recommendations in this plan include:

1. INCREASE AWARENESS OF EXISTING RESOURCES AVAILABLE TO ENGLISH-SPEAKING YOUTH, PARTICULARLY IN THE REGIONS	2. INCREASE SUPPORT AND RESOURCES AVAILABLE TO ENGLISH-SPEAKING YOUTH, PARTICULARLY IN THE REGIONS	3. IMPROVE COMMUNICATION AND COLLABORATION WITHIN THE ESC AND WITH FRANCOPHONE ORGANIZATIONS	4. CREATE A PERMANENT NETWORK OF ENGLISH-SPEAKING YOUTH IN QUEBEC TO ADVANCE THE INTERESTS OF YOUNG ENGLISH-SPEAKERS
<ul style="list-style-type: none">» Survey existing resources in each region» Publicize under-utilized resources to the English-speaking communities (ESC)	<ul style="list-style-type: none">» Use technology (videoconferencing, websites) to expand existing programs» Create new programs to address gaps (see Appendix D for a list of possible resources)» Work with Francophone organizations such as <i>Carrefour jeunesse-emploi</i>, <i>Maison des Jeunes</i>, <i>Forum Jeunesse</i>, <i>Place aux Jeunes</i>, <i>Centre locale d'emploi</i> and others to enable English-speaking youth to access their resources	<ul style="list-style-type: none">» Encourage collaboration and joint initiatives at the community level between organizations such as <i>Forum Jeunesse</i>, <i>Maison des Jeunes</i>, Community Economic Development and Employability Committees (CEDECs), QCGN member organizations (see appendix E for a list of QCGN members), <i>Carrefour jeunesse-emploi</i>, Community Learning Centres (CLCs) and other organizations with a mandate to serve youth» Increase provincial-level collaboration and cooperation. Work with organizations such as <i>Secrétariat à la Jeunesse</i>, <i>Forum Jeunesse</i> and <i>Conseil Permanent de la Jeunesse</i>» Create a collaboration table to discuss issues relevant to English-speaking youth» Encourage increased representation within Francophone youth organizations	<ul style="list-style-type: none">» Continue to reach out regularly to youth through tools such as the Young Quebec Facebook group and email updates. Expand reach through the creation of a high-quality website for the Network» Design and implement a network development and sustainability strategy with input from youth throughout Quebec

Defining English-speaking Youth



However the term “English-speaker” is defined¹ - whether by first official language spoken, language spoken at home or identity affiliation - those who speak English before speaking French face challenges integrating into society, much as young Francophones do in other parts of Canada.

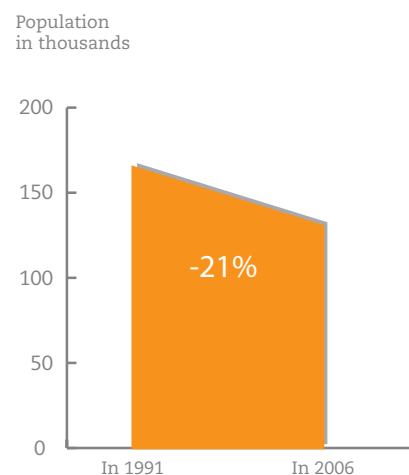
English-speaking youth in Quebec face lower political participation and representation and higher unemployment rates compared to their Francophone counterparts. Due to the unique challenges they face, English-speaking youth tend to leave the region they grew up in to search for education or employment opportunities in Montreal or out of province².

While the number of English-speakers in Quebec aged 15 to 19 increased between 1991 and 2006 by 6.6%, the number of those aged 20 to 34 decreased by 21%³. This youth out-migration is even more pronounced than the exodus faced by minority Francophone communities outside Quebec. This decline has an obvious effect on rural communities, adding to the challenges the ESC faces in maintaining community vitality.

Being part of a linguistic minority often results in increased barriers to communication, education and employment, a sense of exclusion and isolation, and low representation in leadership positions. Affirming one’s identity and accessing resources also becomes more difficult for those living in a minority context. In addition, as the ESC is particularly diverse, many English-speaking youth who are visible minorities face additional challenges. The challenges facing those in layered minority situations can intersect and make it especially difficult to fully participate in society, as is evident from statistics showing that almost 4 in 10 English-speaking Black youth in Montreal are unemployed⁴.

In Quebec, the situation becomes increasingly complex as the Francophone majority are themselves a minority community within Canada. Over the past decades Francophones in Quebec have taken formal steps to preserve and promote their language. This has caused English-speaking Quebecers to re-examine their place in Quebec society resulting in linguistic insecurities within and between both communities. The result has been a substantial demographic shift in Quebec as a significant number of English-speakers have left the province⁵. Indeed, this exodus continues and is driven by youth.

English-speakers aged 20 - 34 in Quebec



¹ For the purposes of this document, the term “English-speaker” refers to those who self-identify as English-speaking, including allophones and those who identify with both the English-speaking and Francophone communities.

² Jedwab (2004): *Going Forward: The Evolution of Quebec’s English-speaking Community* for the Office of the Commissioner of Official Languages

³ Statistics Canada, 2006

⁴ Torczynner JL and Springer S. The evolution of the Black community of Montreal: change and challenge. Montreal (QC): McGill Consortium for ethnicity and social planning; 2001: 50. Youth in this context refers to ages 15 – 24.

⁵ Bourhis (2008): *The English-speaking Communities of Quebec: Vitality, Multiple Identities and Linguicism*

This complex situation leads to exclusion on several levels. Even when bilingual, young English-speakers experience economic exclusion, as shown by higher unemployment rates (7.5%) than bilingual young French-speakers (5.5%)⁶. They experience political exclusion, as evidenced by a lack of English representation on decision-making bodies and in consultations⁷. They also experience social exclusion, which is evident from numerous studies and reports citing feelings of alienation, not belonging and disconnection, and shown indirectly through low rates of public participation and high rates of exodus from their communities⁸. For a closer look at the challenges English-speaking youth face integrating into Quebec society, see the entries in the bibliography entitled *Report on Youth Consultations*.

On a positive note, today's youth clearly express their desire to stay in Quebec and contribute to Quebec society. They wish to move away from past conflicts and insecurities as they embrace bilingualism, social cohesion and an authentic desire to put an end to the "two solitudes". The ESC is in a unique position to directly address challenges facing English-speaking youth in Quebec in an inclusive, sensitive and non-threatening manner.

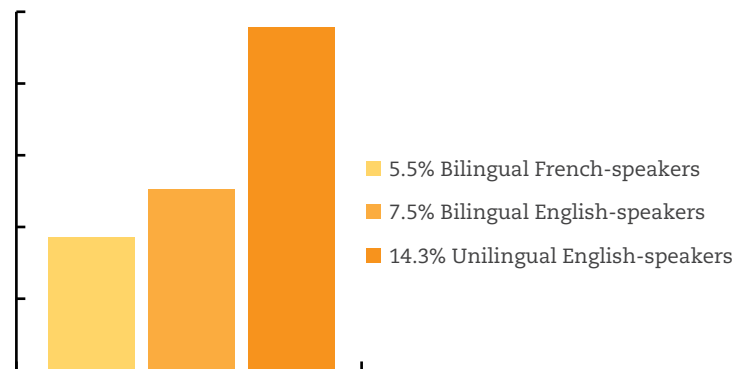
The strategies laid out in this document aim to help English-speaking youth build a future for themselves in Quebec through bilingualism, collaboration, breaking down socio-cultural and linguistic barriers, and frank discussion. Youth have led this process thus far and they intend to stay involved in the implementation of these strategies ensuring that their future is created by youth and for youth.

Economic exclusion: A process through which groups are excluded from full participation in the job market due to various structural and other barriers to participation

Political exclusion: A process through which groups are excluded from full participation in political processes due to various structural and other barriers to participation

Social exclusion: A process through which groups are excluded from full participation in society and social networks due to various structural and other barriers to participation in society

Youth unemployment rate

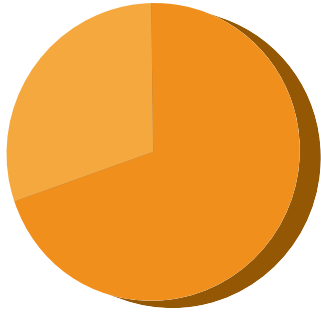


⁶ In 2001, the unemployment rate for bilingual English-speaking youth (mother-tongue Anglophones aged 25 to 34) was 7.5 percent, compared to bilingual Francophone youth experiencing a rate of 5.5 percent. Meanwhile, unilingual English-speakers experience unemployment at 14.3 percent. From: *Going Forward: The Evolution of Quebec's English-speaking Community* by Jack Jedwab (2004) for the Office of the Commissioner of Official Languages, p. 25

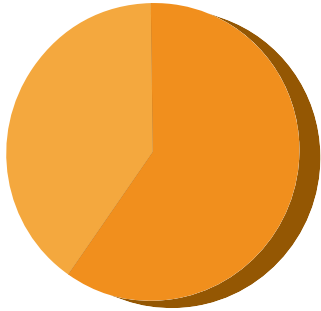
⁷ *Conseil permanent de la jeunesse* (2003): Discussion Forum for Representatives of Young Anglophones of Quebec

⁸ See regional reports such as *Taking Our Place: An Empowerment Project for Laurentian Youth* (2008) by the 4 Korners Family Resources Centre and documents such as *Unpacking the Diversity of Quebec Anglophones* by Jack Jedwab (2006)

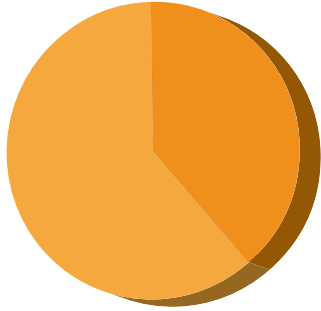
Bilingualism:



■ 70% of English-speaking Quebecers can conduct a conversation in French. However, in some regions this number is much lower



■ 60% can read French well



■ 39% can write French well

Those who speak English before speaking French face challenges integrating into society

Source: Statistics Canada 2006 and QCGN Youth Consultations 2008

How *Creating Spaces* was Developed



Much research has been undertaken to identify issues affecting youth; however the vast majority has not distinguished between English-speaking and Francophone youth or have under-represented English-speakers in their sample population. This was the case during the consultations leading up to the Government of Quebec's Youth Action Strategy 2006 - 2009 and for many of the regional youth consultations that have occurred throughout the province in recent years.

In 2008, the Quebec Community Groups Network (QCGN) undertook a province-wide youth consultation, with funding from the department of Canadian Heritage, in order to provide a comprehensive assessment of this population before moving into an action phase. The data from this in-depth consultation reaffirms the findings of previous initiatives such as the Gaspé Youth-Turn Forum (2006) and the Laurentian Youth Forum (2008) and provides a cohesive call to action⁹.

With guidance provided by the QCGN Youth Standing Committee, consultations took place in which some three hundred English-speakers aged 16 to 29 participated. Through individual interviews, focus groups and questionnaires in eight regions of Quebec, the consultations were carried out by QCGN member organizations and a local youth coordinator.

Data such as information on bilingualism, education levels and employment that was gathered during these regional consultations was analyzed quantitatively. However, the data was much more extensively analyzed in a qualitative manner, recognizing themes that emerged in most or all of the regions, while noting regional nuances and particularities.

Five prominent themes were explored from these consultations: bilingualism, identity and isolation, education, employment and community life. Arts, culture and heritage was a sixth topic that was important to youth, but it was often interwoven with other themes, or brought up as missing altogether from their communities. Therefore, this sector was dealt with as part of each of the five themes, rather than on its own. This is not an indication of its importance, or lack thereof.

These themes were the focus of the GENERATION Provincial Youth forum, held on September 27 and 28, 2008 in Montreal. The forum brought 100 participants from across the province together to collaborate on strategic recommendations and concrete project ideas to address challenges related to these five themes.

In addition to several English-language organizations, forum participants were assisted and supported by representatives from organizations within the Francophone community, such as the *Conseil Supérieur de la Langue Française* and the *Fédération des Jeunes Francophones de Nouveau-Brunswick*.

Participants worked in small workshops and then validated their ideas together as they moved through activities in which they created a shared vision for Quebec, identified challenges and assets in the English-speaking community, proposed strategic recommendations and offered concrete project ideas. This document presents their ideas and recommendations.

Creating Spaces conveys the perspectives of youth from a wide array of socio-economic



⁹See entries in bibliography for source information

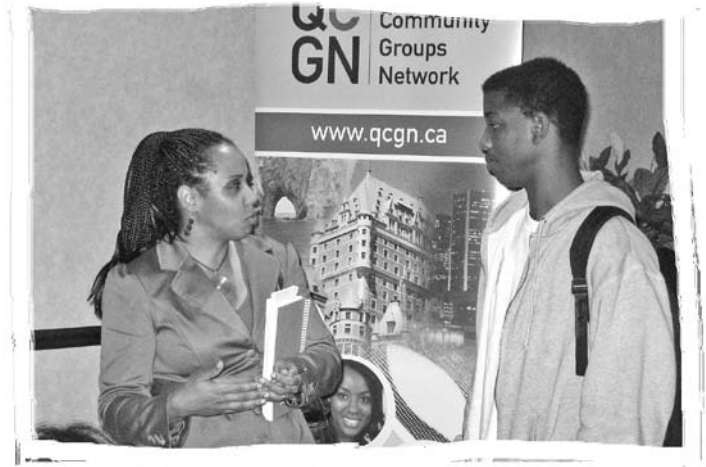
and cultural backgrounds across the province. Inclusivity was strived for using diverse recruitment methods in a variety of regions. Recruitment took place in schools, through community, youth organizations and interest groups, and through personal connections of youth in eight regions. Northern Quebec was underrepresented, however age, socio-economic status, and cultural and religious backgrounds were reasonably represented.

QCGN guides consultation process

300 youth consulted on challenges facing English-speaking youth in Quebec

100 youth collaborate on solutions at GENERATION Provincial Youth Forum

Creating Spaces is developed to carry forward the solutions created by and for youth





Formulating Strategic Recommendations

VISION: English-speaking youth in Quebec are full participants in Quebec society. Improved French second language skills allow youth to have increased access to education, employment and civic engagement opportunities in Quebec. Increased collaboration and dialogue among English-speaking youth and between English-speaking and Francophone communities present opportunities for youth to explore their identities, to connect with others and to have a greater awareness of the resources available to them. Youth are committed to an approach which is inclusive and collaborative, fosters bilingualism and is youth-led and youth-driven.



After creating a collective vision for English-speaking youth in Quebec, participants collaborated on generating strategies and concrete actions for achieving that vision. As part of the process, youth identified strengths and assets of the ESC that could be built upon in order to reach these goals.

Identifying the strengths and assets of a community is part of a SOAR analysis (Strengths, Opportunities, Aspirations and Results), a common technique for assisting a group in pursuing their most desirable future. The analysis is rooted in the asset-based planning approach *Appreciative Inquiry*, which focuses on strengths rather than weaknesses and is optimistic in nature. Specifically, the SOAR analysis was created in response to the more traditional SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis that tends to focus on problems within a competitive framework. The data from the SOAR analysis of the ESC is as follows:

Strengths

- ✓ Relatively high existing levels of bilingualism
- ✓ Youth wish to stay in Quebec
- ✓ Desire to learn French
- ✓ Live in French or bilingual milieus
- ✓ Many opportunities in urban centres
- ✓ Youth in remote areas have access to technology such as the internet and videoconferencing equipment
- ✓ Strong sense of belonging to community in some regions
- ✓ Many regional, youth-oriented, cultural and official language minority community organizations and other resources in the ESC
- ✓ Organizations in the Francophone community
- ✓ Organizations in the First Nations and Inuit communities

Aspirations

- ✓ Youth in Quebec are full participants in Quebec society
- ✓ Youth are fully bilingual (biliterate)
- ✓ Youth feel a valued part of Quebec and see themselves reflected in their society
- ✓ Youth feel connected to each other and to their Francophone counterparts
- ✓ Youth have strong identities
- ✓ Youth have a strong sense of belonging to their communities and to Quebec
- ✓ Youth have increased access to education and employment opportunities in Quebec
- ✓ Youth participate to bring about change in an inclusive, bilingual and empowering way

Opportunities

- ✓ Communications technology can facilitate collaboration.
- ✓ Access to Francophone communities offers many opportunities to improve bilingualism
- ✓ English school boards could play a key role in improving levels of bilingualism
- ✓ Partnerships can be formed between organizations of all levels to deliver increased programs to the regions
- ✓ Coordination between organizations can lead to improved access to existing resources
- ✓ Ideal time for new partnerships between English-speaking and Francophone communities and organizations

Results

- ✓ Best practices established
- ✓ Increased access to (and awareness of) opportunities
- ✓ Bilingualism (to a biliterate level) among English-speaking youth is increased
- ✓ English-speaking youth more engaged in their communities
- ✓ Increased intercultural awareness and appreciation for both English-speaking and Francophone youth
- ✓ Increased social cohesion between English-speaking and Francophone youth
- ✓ English-speaking youth see their experiences reflected in Quebec society
- ✓ English-speaking youth have a stronger sense of identity and belonging
- ✓ Increased emphasis on the community value of English school boards

Based on this process, participants generated strategic recommendations by theme, which are detailed in the following sections on bilingualism, isolation and identity, education, employment and entrepreneurship, and community life. General recommendations that apply to all sectors follow.

GENERAL RECOMMENDATIONS

1. INCREASE AWARENESS OF EXISTING RESOURCES AVAILABLE TO ENGLISH-SPEAKING YOUTH, PARTICULARLY IN THE REGIONS	2. INCREASE SUPPORT AND RESOURCES AVAILABLE TO ENGLISH-SPEAKING YOUTH, PARTICULARLY IN THE REGIONS	3. IMPROVE COMMUNICATION AND COLLABORATION WITHIN THE ESC AND WITH FRANCOPHONE ORGANIZATIONS	4. CREATE A PERMANENT NETWORK OF ENGLISH-SPEAKING YOUTH IN QUEBEC TO ADVANCE THE INTERESTS OF YOUNG ENGLISH-SPEAKERS
<ul style="list-style-type: none"> » Survey existing resources in each region » Publicize under-utilized resources to the ESC 	<ul style="list-style-type: none"> » Use technology (videoconferencing, websites) to expand service areas of existing programs » Create new programs to address gaps (see Appendix D for a list of possible resources) » Work with Francophone organizations such as <i>Carrefour jeunesse-emploi</i>, <i>Maison des Jeunes</i>, <i>Forum Jeunesse</i>, <i>Place aux Jeunes</i>, <i>Centre locale d'emploi</i> and others to enable English-speaking youth to access their resources 	<ul style="list-style-type: none"> » Encourage collaboration and joint initiatives at the community level between organizations such as <i>Forum Jeunesse</i>, <i>Maison des Jeunes</i>, Community Economic Development and Employability Committees (CEDECs), QCGN member organizations (see appendix E for a list of QCGN members), <i>Carrefour jeunesse-emploi</i>, CLCs, and other organizations with a mandate to serve youth » Increase provincial-level collaboration and cooperation. Work with organizations such as <i>Secrétariat à la Jeunesse</i>, <i>Forum Jeunesse</i> and <i>Conseil permanent de la jeunesse</i> » Create a collaboration table to discuss issues relevant to English-speaking youth » Encourage increased representation within Francophone youth organizations 	<ul style="list-style-type: none"> » Continue to reach out regularly to youth through tools such as the Young Quebec Facebook group and email updates. Expand reach through the creation of a high-quality website for the network » Design and implement a network development and sustainability strategy with input from youth throughout Quebec

Bilingualism

VISION: English-speaking youth in Quebec graduate from secondary school fully bilingual and are aware of extensive opportunities to improve their French. Their bilingualism allows them to fully integrate into the job market, educational institutions and Quebec society without losing their English-speaking identity or cultural heritage.



Quebec's English-speaking youth want to be fluently bilingual, spoken and written, so that being an English-speaker does not pose a barrier to fully entering the job market, French-language educational institutions or society. They envision graduating from secondary school fully bilingual and aware of extensive opportunities to improve their French. It is important to note that while becoming fluently bilingual, youth do not wish to lose their English-speaking identity or cultural heritage.

Of those youth who participated in consultations, the average felt that they were "proficient" in spoken French and could write "some" French. In other words, most could communicate well in French, but not well enough to work professionally or attend higher education in French. Very few participants reported either extreme of French language competence (complete fluency or a total lack of French).

The lack of total fluency, or biliteracy, creates barriers when trying to build a future in Quebec. English-speaking youth frequently have to travel to access higher education in English. Distance education options are available, but there is a lack of awareness of them among youth. In addition, these options do not always appeal to youth, as the social aspect of attending a school or college is valued. Employment options are limited for those not completely fluent in French and language barriers can decrease the level of inclusion and involvement young Quebecers feel in their communities.

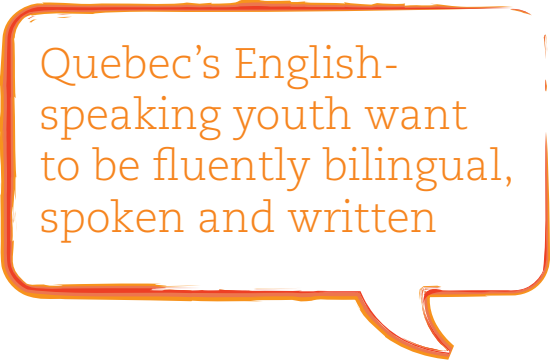
While there is significant interaction between English-speakers and Francophones in some urban areas such as Montreal, and some rural communities with small English-speaking populations such as Rouyn-Noranda, there is less interaction between the linguistic groups

in more isolated regions such as the Gaspé or the North Shore. Youth report that they are often discouraged from interacting with Francophone youth due to a variety of community and institutional factors (such as English and French school boards discouraging interaction to avoid conflict).

French language instruction for adults, while readily available in Montreal, is difficult to access in most regions. English-language elementary and secondary schools are almost universally felt to not adequately prepare graduates for a bilingual life in Quebec.

Youth are enticed by greater employment opportunities outside Quebec, where their functional bilingualism serves as a significant advantage. Once English-speaking youth leave their regions, they often don't return.

Youth want access to increased French language training at all levels in order to become bilingual and to fully participate in Quebec society. They emphasize the need for a truly bilingual secondary education. They want to overcome socio-cultural and linguistic barriers between English-speaking and Francophone youth and work to increase collaboration and partnerships at the community level.



Quebec's English-speaking youth want to be fluently bilingual, spoken and written

Bilingualism

1. ENGLISH-SPEAKING YOUTH HAVE INCREASED AWARENESS OF AND ACCESS TO OPPORTUNITIES TO IMPROVE THEIR FRENCH

- » Create an inventory of French language training available in Quebec and survey the community's awareness of these services. Collaborate with the *Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS)*, *Emploi-Quebec*, Quebec English School Boards Association (QESBA), *Office Québécois de la Langue Française (OQLF)*, Canadian Parents for French (CPF), post-secondary institutions and others
- » Create a public awareness campaign to increase awareness of services that the community may not be accessing
- » Create a collaboration table of key stakeholders to discuss ways to work together to improve delivery of French language learning options
- » Create a "one-stop shop" for youth in the form of a high-quality website. This website will offer information on regional opportunities to learn French

2. SECONDARY SCHOOL GRADUATES HAVE AN INCREASED LEVEL OF BILINGUALISM

- » see *Education section (p.29, no.1)*

3. ENGLISH-SPEAKING YOUTH HAVE INCREASED OPPORTUNITIES FOR FORMAL AND INFORMAL LINGUISTIC EXCHANGE WITH FRANCOPHONE YOUTH

- » Identify barriers to informal interaction between English-speaking and Francophone youth through surveys and consultations
- » Design and implement programs to address these barriers (for example, if negative stereotyping between English-speaking and Francophone youth is found to be a barrier, implement a program to directly address stereotyping in communities)
- » Design and implement programs to encourage interaction between English-speaking and Francophone youth, such as peer to peer tutoring, French and English school twinning and linguistic shadowing days



4. ENGLISH-SPEAKING YOUTH, WHILE INCREASINGLY BILINGUAL, MAINTAIN THEIR CULTURAL HERITAGE

- » Design and implement projects that allow youth to explore their cultural heritage; draw on experiences from groups such as Quebec Anglophone Heritage Network (QAHN), Blue Metropolis, multi-cultural organizations and Francophone youth groups outside of Quebec
- » Work at the school level to increase awareness of the importance of teaching the history and multi-cultural heritage of the ESC
- » Use a high quality website to allow youth to download and upload content (i.e. podcasts) pertaining to heritage. Incorporate existing projects by QAHN and others



Identity & Isolation

VISION: English-speaking youth in Quebec have a strong sense of belonging to their communities and to Quebec and feel a valued part of Quebec society. They have an enhanced sense of identity which includes being English-speaking and being a Quebecer.



Quebec's youth wish to feel a strong sense of belonging within their communities and within Quebec. While moving towards complete bilingualism, they stress the importance of maintaining a distinct identity and cultivating awareness and pride for their diverse cultural heritage. The goal for youth is to be empowered to participate fully in Quebec society. They wish to contribute to the notion that diversity, multiculturalism and multi-linguicism are assets to Quebec and can be celebrated in a way that does not threaten the Francophone majority community. They want to see themselves reflected in Quebec society and have their contributions recognized and appreciated.

According to the youth consultations, participants from every region reported feeling isolated, not belonging or being disconnected in some sense. This was often expressed as feeling uninformed about events, opportunities and resources in their communities and in the province as a whole. Youth are frustrated in their attempts to fully participate in Quebec society.

Studies such as Finn's (1989) identification-participation mode show that unless people feel welcomed, valued, and respected in their communities, they will never reach their full participation potential¹⁰. Having a sense of belonging and value in one's community is very important.

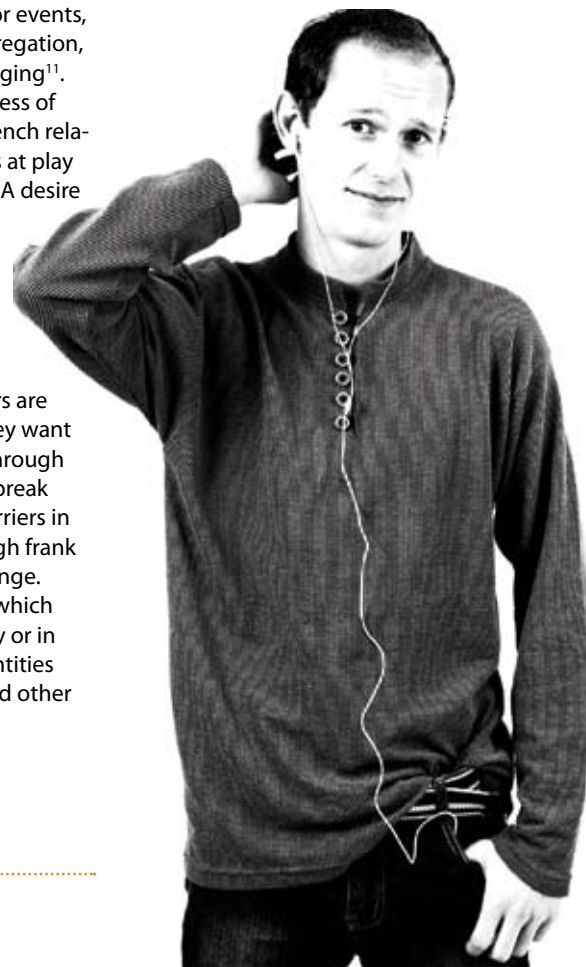
The lack of history and heritage taught in schools about the English-speaking community was identified as a factor contributing to a lack of cultural affirmation and identity.

Access to information was a common theme. Even for those reporting fluent levels of spoken and written French, English-speaking youth feel that they do not know where to

find information they need on topics such as grant applications, health and social services, employment services and local events. This is experienced most strongly by those in the regions with a low bilingualism rate; however, even for those living in Montreal who are fluent in French, there is a feeling that they are "out of the loop". Even those fluent in French were not comfortable accessing information on certain topics such as health and well-being in French.

Tenuous relations between English-speaking youth and their communities, and between English-speaking and Francophone youth, were identified by most. While some reported that English-speakers feel "shy" about participating in French-language activities or events, others reported feelings of social segregation, being unwelcome and a lack of belonging¹¹. Many participants showed an awareness of the influence of historical English-French relations and sensitivity to various factors at play in this sometimes negative dynamic. A desire for discussion and projects to directly address English-French tensions in their regions was expressed.

Despite these nebulous and indistinct challenges of identity, isolation and exclusion, young English-speakers are remarkably clear about solutions. They want to be connected and communicate through real and online spaces. They wish to break down socio-cultural and linguistic barriers in their communities and regions through frank dialogue and opportunities for exchange. Ultimately, they would like spaces in which they can get together - either virtually or in person - to explore their multiple identities as English-speakers, as Quebecers, and other affiliations they may feel.



¹⁰ Finn, J.D. (1989). Withdrawing from school. *Review of Educational Research*, vol. 59(2), pp. 117-142

¹¹ For a discussion on perceptions of discrimination, cultural identity, and feelings of belonging, see Bourhis (2008): *The English-speaking Communities of Quebec: Vitality, Multiple Identities and Linguicism*, particularly p. 151

Identity & Isolation

1. ENGLISH-SPEAKING YOUTH HAVE OPPORTUNITIES TO EXPLORE THEIR IDENTITIES

- » Design and implement projects that allow youth to explore their (multiple) identities. Work with organizations such as QAHN, the English Language Arts Network (ELAN), the Quebec Drama Federation (QDF), Assembly of First Nations for Quebec and Labrador, Black Community Resource Centre and other organizations representing minority communities
- » Use the “one-stop shop” website to allow youth to download and upload content (i.e. podcasts) pertaining to identity
- » Create spaces (such as conferences, discussion evenings, or online forums) for youth to explore and exchange ideas on identity
- » Work at the school level to increase interest in the history and multi-cultural heritage of the ESC
- » Encourage English school boards to see the value schools play in identity formation

2. ENGLISH-SPEAKING YOUTH HAVE INCREASED OPPORTUNITIES FOR EXCHANGE AND IDENTITY AFFIRMATION WITH FRANCOPHONE YOUTH

- » Identify barriers to informal interaction between English-speaking and Francophone youth through surveys and consultations
- » Design and implement programs to address these barriers (for example, youth report that English and French school boards sometimes discourage interaction in order to minimize conflict; therefore projects could be implemented to encourage inter-school board interaction and to address inter-cultural conflict)
- » Design and implement programs to encourage interaction between English-speaking and Francophone youth. CLCs, QESBA, *Fédération des commissions scolaires du Québec (FCSQ)*, *Maison des Jeunes*, Native Friendship Centres, QCGN member groups and social and cultural organizations could be key partners

3. ENGLISH-SPEAKING YOUTH FEEL A VALUED PART OF THEIR COMMUNITIES AND OF QUEBEC

- » Design and implement projects which enable English-speaking youth to take on leadership positions in their communities¹² (such as sitting on boards and committees, attending consultations and public events, organizing youth-led workshops, seminars and skill-sharing sessions)
- » Publicize the contributions made by English-speaking youth to their communities
- » Collaborate with *Forum Jeunesse* at the provincial and regional levels to ensure English-speaking youth are represented and included in youth political structures
- » Collaborate with the provincial and federal governments to ensure tangible measures are adopted to promote English-speaking youth as valued assets for Quebec



¹² Organizations are encouraged to think about making changes to create an organizational culture that is attractive to youth. For ideas, download *Apathy is Boring's Youth Friendly Guide for Organizations* at www.youthfriendly.com/english/ or tools such as *Youth Friendly Meetings*, *Youth Participation in Governance* and the *City of Halifax's Youth Engagement Strategy* at www.heartwood.ns.ca/tools.shtml

4. ENGLISH-SPEAKING YOUTH HAVE ACCESS TO ARTS, CULTURE AND HERITAGE THAT REFLECTS THE EXPERIENCE OF ENGLISH-SPEAKERS IN QUEBEC

» See *Community Life* section (p.37, no.3)

5. ENGLISH-SPEAKING YOUTH FEEL A STRONG SENSE OF BELONGING TO THEIR COMMUNITIES AND TO QUEBEC

- » Design and implement projects that affirm the value and place of English-speaking youth in Quebec
- » Promote positive images and stories of English-speaking youth in Quebec; use the “one-stop shop” website



Education

VISION: English-speaking youth in Quebec graduate from secondary school fully bilingual and can therefore take full advantage of education opportunities in Quebec. They are aware of and have access to increased learning options in English, including informal, technical and professional programs.



For those outside Montreal, a lack of access to post-secondary education in English is a major concern. Although some regions have English CEGEPs and universities and some technical or vocational programs in English, these options are usually quite limited and sometimes ill-matched to the local economy. In today's knowledge-based economy, having access to a variety of specialized educational programs is crucial for the future economic success of young people. In fact, a post-secondary education is a minimum requirement for many positions in today's job market. Even for those who express a high level of French language skill, many prefer to move away to study in English in order to access the activities and services in English that accompany such programs and also in order to avoid being at a linguistic disadvantage. Distance education opportunities are generally not known nor considered as a viable option by many.

Particularly in the regions, participants drew attention to the lack of professional training programs in English and the lack of support for English-speakers in French-language programs. They also pointed out the lack of French language training available for adults, especially regarding technical or industry-standard terms.

Many participants expressed their desire to access informal learning opportunities that will provide them with a competitive edge when entering the job market. Activities such as mentoring, job shadowing, workshops and seminars all offer opportunities for young people to gain skills, knowledge and a network that will provide them with a window into their future career. Schools have historically provided these types of opportunities as extra-curricular activities, but as a result of declining resources have become less available. By involving Francophones and English-speaking youth in these types of activities and delivering them bilingually, they also present an opportunity to improve participants' bilingualism. Further, youth-led initiatives such as community skill-shares offer young people the chance to develop their leadership skills.

Most significantly, participants called for a re-visioning of the role of English school boards in Quebec, inviting them to move away from their traditional focus on providing an English-language education and towards providing a truly bilingual education - one in which

graduates will be fully prepared to participate in the job market or post-secondary education options in French.

This resonates with findings by the *Conseil Supérieur de la Langue Française*, noting the need for improved French instruction in English schools, and a need to shift perception from valuing English schools primarily for English language instruction to greater appreciation for their cultural role in English-speaking communities¹³. Youth participants also called for greater collaboration between English and French school boards and increased interaction between students in the two systems. These calls for enhanced English-French collaboration and for a truly bilingual education are not new¹⁴; however the key will be to mobilize the necessary resources and support to make this change possible.

With a declining student population and consequently dwindling resources for English school boards, it may be an opportune time for re-visioning¹⁵. The role of English school boards in Quebec could shift to reflect the values of the current generation, who wish to be bilingual (bilterate) and full participants in Quebec society, without losing their culture and heritage. English schools would then become especially valued for their contribution to culture, heritage, community life and the vitality of English-speaking communities.

...lack of access to post-secondary education in English is a major concern...



¹³ Nathalie St-Laurent for le *Conseil Supérieur de la Langue Française* (2008): *Le Français et les Jeunes*

¹⁴ Quebec Advisory Council on the Future of English Public Education in Quebec: Final Report. (2006)

¹⁵ For a more detailed and historical discussion of the issues facing English education in Quebec, see Lamarre (2008) *English Education in Quebec: Issues and Challenges*

Education

1. SECONDARY SCHOOL GRADUATES HAVE INCREASED LEVEL OF BILINGUALISM

- » Create a collaboration table including youth, MELS, QESBA, Quebec Federation of Home and School Associations (QFHSA), First Nations Education Council, Quebec Provincial Association of Teachers (QPAT), CPF and other partners to work to identify steps needed to produce fully bilingual graduates and provide support with implementation

2. ENGLISH-SPEAKING YOUTH HAVE INCREASED AWARENESS OF AND ACCESS TO POST-SECONDARY LEARNING OPPORTUNITIES

- » Create an inventory of post-secondary learning options available in each region and survey the community's awareness of these services. Collaborate with *Emploi-Quebec*, *Carrefour jeunesse-emploi*, MELS, QESBA, Quebec Association for Adult Learning (QAAL), QFHSA, *La Fédération des commissions scolaires du Québec* (FCSQ) and post-secondary institutions, including distance and adult education
- » Increase awareness of programs that the community may not be accessing, especially distance education options that are aligned with regional employment demand
- » Create a "one-stop shop" for youth in the form of a high-quality website. This website will offer information on regional educational opportunities

3. ENGLISH-SPEAKING YOUTH HAVE INCREASED ACCESS TO INFORMAL LEARNING OPPORTUNITIES

- » Implement projects that foster peer learning exchanges, such as peer-to-peer workshops, youth-led seminars and youth interest groups; draw on experiences of organizations such as the Montreal Freeschool¹⁶
- » Implement projects that create informal and bilingual learning opportunities, such as community seminars, job shadowing programs, mentoring programs and discussion evenings

¹⁶ See <http://montrealreeschool.org/>

**4. ENGLISH-SPEAKING YOUTH HAVE
INCREASED AWARENESS OF AND
ACCESS TO OPPORTUNITIES TO
IMPROVE THEIR FRENCH**

» See *Bilingualism* section (p. 21, no. 1)



Employment & Entrepreneurship

VISION: English-speaking youth in Quebec have equal access to employment and entrepreneurship opportunities. They have had the opportunity to participate in learning exchanges, mentoring programs and entrepreneurship workshops from a young age, and have access to a permanent and sustainable structure which supports youth employment and entrepreneurship.



Youth would like to have access to - and better awareness of - support and resources for employment and entrepreneurship in English, while becoming more bilingual. They want more opportunities to be involved in their communities and participate in immersion and trade learning exchanges, starting in childhood. They would like mentorship and entrepreneurship programs.

Currently, English-speaking youth in Quebec experience consistently higher unemployment rates than their Francophone counterparts - in some areas, by quite a large margin. In 2001, the unemployment rate for bilingual English-speaking youth (mother-tongue Anglophones aged 25 to 34) was 7.5 percent, compared to bilingual Francophone youth experiencing a rate of 5.5 percent¹⁷. Meanwhile, unilingual English-speakers experience unemployment at 14.3 percent.

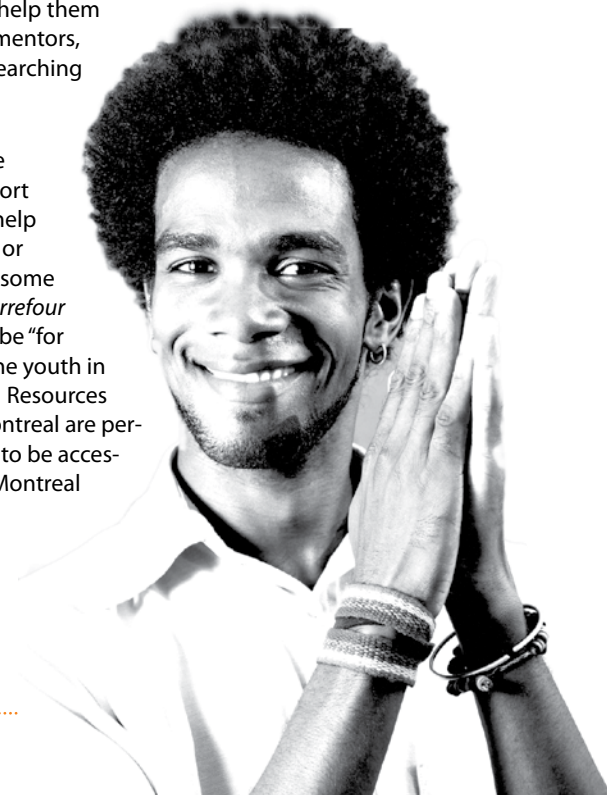
These figures indicate two things: first, that being bilingual is extremely important for young English-speakers in accessing the job market. Not only is there a significant difference in unemployment rates between unilingual and bilingual youth, but these statistics do not distinguish between “fully bilingual” and “somewhat bilingual”, using only the term “having knowledge of French”. Therefore, it can be reasoned that the gap in unemployment rates between fully bilingual youth and unilingual youth must be even larger. There is an urgent need for fluent bilingualism among English-speaking youth who wish to integrate into Quebec’s job market.

Second, these figures also indicate that the problem could involve more than just language, since bilingual English-speaking youth experience higher unemployment rates than bilingual Francophone youth. The importance of social and professional network-building, information-sharing and increased resources for English-speaking youth cannot be ignored. These issues are experienced far more strongly by youth in the regions compared to Montreal.

The vast majority expressed the view that jobs are more easily available in “the west”. The perspective most youth share is that outside of Quebec, any ability to speak French gives job applicants a competitive advantage. Therefore, their major disadvantage in the Quebec job market - being English-speaking with some degree of French fluency - is transformed into a major advantage upon leaving the province. This encourages many to leave.

Most youth expressed the frustration they feel in attempting to integrate into the job market. In addition to the language barrier, many feel that English-speakers face discrimination in accessing jobs or realizing upward mobility. Whether bilingual or not, youth report a lack of support and resources to help them in improving their skills, finding mentors, accessing training programs or searching for jobs.

Finally, youth are largely unaware of resources such as grants, support programs or services that could help them open their own businesses or integrate into the job market. In some regions, resources such as the *Carrefour jeunesse-emploi* are perceived to be “for Francophones”, whether or not the youth in question is able to speak French. Resources for English-speaking youth in Montreal are perceived positively, but are not felt to be accessible to those living outside the Montreal region.



¹⁷ Jedwab (2004): *Going Forward: The Evolution of Quebec's English-speaking Community* for the Office of the Commissioner of Official Languages, p. 25 and Floch and Pocock (2008): *Emerging Trends in the Socio-Economic Status of English Speaking Quebec: Those Who Left and Those Who Stayed* p.38

It is clear that issues of exclusion, limited social and professional networks, and lack of information are contributing factors to the challenges youth face in employment and entrepreneurship. All of these issues contribute to the exodus of English-speaking youth from the regions to Montreal, and to other provinces. English-speaking communities, already small and fragmented, are particularly hard-hit by this exodus.

It is positive to see that English-speaking youth favour solutions that are practical and build on existing resources. They want to focus on strategies that increase awareness of and access to resources through partnership-building and collaboration, mentoring and training, and new opportunities to participate in their communities. As with other sectors, youth feel that increased bilingualism is a key component to moving forward.



They want to focus on strategies that increase awareness of and access to resources through partnership-building and collaboration, mentoring and training, and new opportunities to participate in their communities

Employment & Entrepreneurship

1. ENGLISH-SPEAKING YOUTH HAVE INCREASED AWARENESS OF AND ACCESS TO EMPLOYMENT AND ENTREPRENEURSHIP RESOURCES

- » Create an inventory of employment and entrepreneurship resources available to youth and survey the community's awareness of these services. Collaborate with *Emploi-Quebec*, Youth Employment Services (YES) Montreal, Community Table, *Carrefour jeunesse-emploi*, QCGN members, *Centres locaux de développement*, *Société d'aide au développement des collectivités* and others
- » Create a public awareness campaign to increase awareness of services that the community may not be accessing
- » Create or augment a collaboration table of key stakeholders to discuss ways to work together to improve delivery of employment and entrepreneurship resources
- » Increase delivery of employment and entrepreneurship resources to regions through partnerships between existing programs (such as those offered by YES Montreal and *Emploi-Quebec*)
- » Work with all levels of government to ensure English-speaking youth are able to participate in new job vacancies
- » Ensure that the "one-stop shop" website offers information on regional employment and entrepreneurship resources

2. ENGLISH-SPEAKING YOUTH HAVE REAL-LIFE EMPLOYMENT-RELATED LEARNING OPPORTUNITIES

- » Publicize and support mentoring and e-mentoring opportunities such as *Academos*, particularly in the regions
- » Create local mentoring programs
- » Investigate and promote programs which offer trade learning exchanges
- » Increase community-based informal learning opportunities through workshops, seminars, job-shadowing and peer learning exchanges

3. ENSURE THAT ENGLISH-SPEAKING YOUTH HAVE INCREASED ACCESS TO FRENCH LANGUAGE LEARNING OPPORTUNITIES WHICH FOCUS ON PROFESSIONAL OR TECHNICAL TERMS, AND HAVE A REAL-LIFE CONTEXT

- » Create French language programs for youth focusing on professional / technical terms
- » Create working exchanges between young English-speaking and Franco-phone professionals combined with on-the-job language assistance

Community Life

VISION: English-speaking youth in Quebec feel a valued part of their communities. They want to participate and be engaged in an open, supportive, empowering and democratic local community.



Youth want to participate and be engaged in an open, supportive, empowering and democratic local community. Youth living in different regions have widely differing experiences of life in their communities and, while some are locally engaged, many report low levels of participation in their communities. On the whole, youth surveyed identified more strongly to their local communities than to wider Quebec society.

Participants in Montreal diverged significantly from those in the regions in thinking about community life. While those in Montreal certainly feel that access to programs and services can be a problem, they also cite the availability of artistic and cultural life as a positive aspect of the city. However, those in the regions keenly feel the absence of recreational, artistic and cultural activities in English.

Generally, participants feel hesitant about joining local clubs, groups or activities in French, as they are concerned about social tensions due to language, have feelings of being unwelcome or are deterred by the stress of speaking French. However, some English-speaking youth feel fairly well integrated and report high levels of participation in mainstream society. Some show an insightful understanding about reciprocal factors which influence this social isolation, such as apathy.

Youth care about living in safe communities and wish to see better relationships between youth and authority figures such as law enforcement officials.

They favour actions which use innovative techniques to increase participation, inclusion and belonging in their communities. Increased bilingualism combined with decreasing linguistic and cultural barriers between English-speaking and Francophone youth will foster community participation. Modern technology should be paired with heritage, the arts and celebration of English-speaking culture, with a special appreciation for the community's diversity.

Increased bilingualism combined with decreasing linguistic and cultural barriers between English-speaking and Francophone youth will foster community participation



Community Life

1. ENGLISH-SPEAKING YOUTH EXPERIENCE FEWER LINGUISTIC BARRIERS TO PARTICIPATION IN COMMUNITY LIFE

- » Collaborate with organizations in designing and implementing Quebec-wide projects and programs which are bilingual and youth-friendly
- » Foster exchange between English-speaking and Francophone youth (see *Bilingualism section*)

2. ENGLISH-SPEAKING YOUTH EXPERIENCE FEWER SOCIO-CULTURAL BARRIERS TO PARTICIPATION IN COMMUNITY LIFE

- » Identify barriers to informal interaction between English-speaking and Francophone youth through surveys and consultations
- » Design and implement programs to address these barriers (for example, English-speaking youth often report worrying about shyness or being unwelcome at predominantly Francophone events and activities; therefore, a community project might have English-speaking and Francophone youth collaborate on creating open and welcoming community spaces that feel accessible to all)

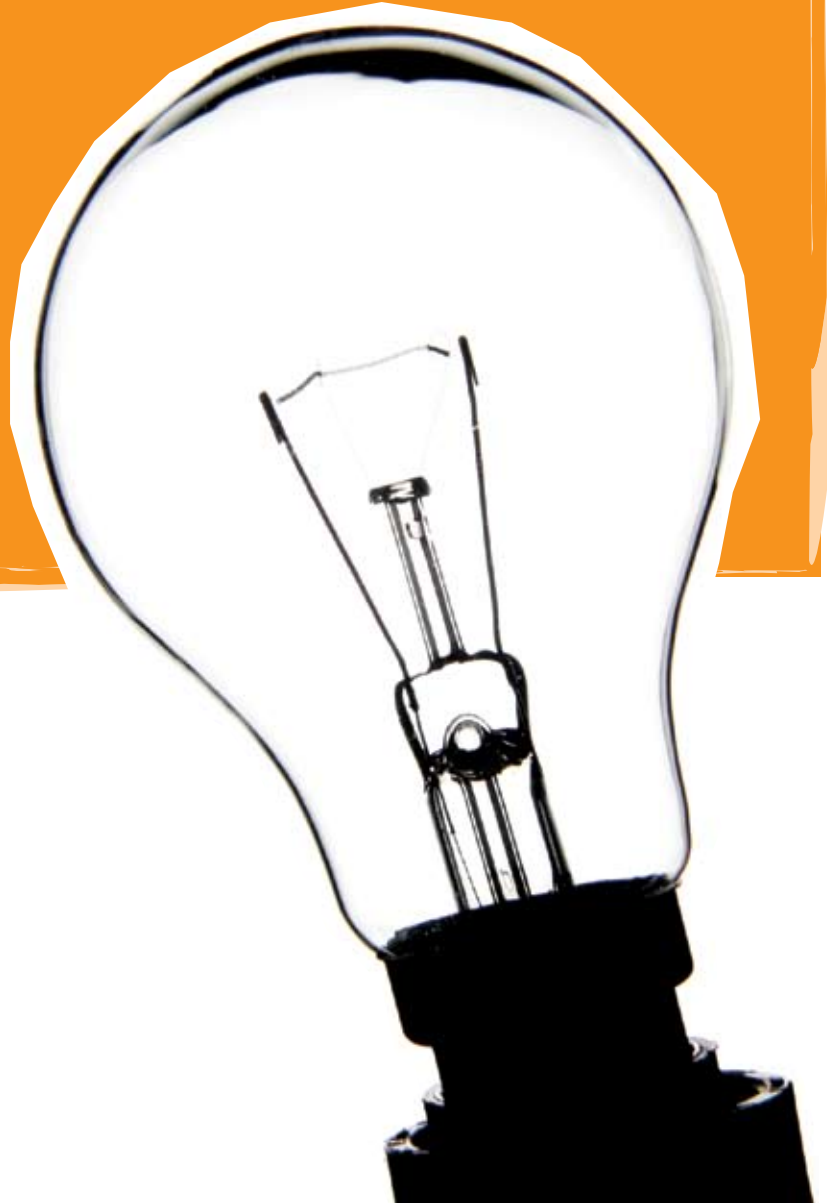
3. ENGLISH-SPEAKING YOUTH HAVE ACCESS TO ARTS, CULTURE AND HERITAGE THAT REFLECTS THE EXPERIENCE OF ENGLISH-SPEAKERS IN QUEBEC

- » Create an inventory of organizations supporting the English-speaking artistic community and survey the community's awareness of these services. Collaborate with QCGN members, *les Maisons de la Culture*, the *Conseil des arts et des lettres du Québec*, *Conseil de la culture* and others
- » Create a public awareness campaign to increase awareness of services that the community may not be accessing
- » Ensure the "one-stop shop" website includes information on regional arts and culture resources

4. ENGLISH-SPEAKING YOUTH PERCEIVE THEIR COMMUNITIES TO BE OPEN, SUPPORTIVE AND DEMOCRATIC SPACES

- » Design and implement projects that allow youth to contribute to and shape their communities through promoting youth leadership (see the *Identity and Isolation* section)
- » Promote authentic opportunities for youth to be heard and to contribute to local decisions; work with organizations such as Apathy is Boring, *Forum Jeunesse*, local CEDECs and QCGN member groups
- » Create local spaces for English-speaking youth to connect with each other
- » Create opportunities for youth to become engaged on safety issues and to improve relationships between youth and local police through projects that include youth-police collaboration (see Appendix B, *Building Bridges* project suggestion)

Conclusion



There is much work to be done in order to address the unique challenges that young English-speakers face as they attempt to fully participate in Quebec society; challenges that are not quite the same as those experienced by Francophone youth in Quebec, nor Francophone youth in minority situations in the rest of Canada.

As youth mapped out the assets and resources they saw in their communities, it became clear that the English-speaking community has much to draw upon, and that with further collaboration and new partnerships, a little truly can go a long way. As youth embrace bilingualism and collaboration between the English-speaking and Francophone communities, assets and opportunities will continue to grow.

While some challenges emerged as consistent themes in youth consultations - those of exclusion, social and linguistic barriers, and a lack of cohesiveness or awareness - so, too, have themes emerged as potential solutions. Key strategies are interwoven throughout the different visions, making the way forward much simpler. Improving bilingualism, for example, was highlighted by youth as a way to access education, integrate into the job market, feel connected and participate in their communities. Creating opportunities for cultural exchange between English and Francophone youth was similarly emphasized, along with the need for increased collaboration to ensure service delivery and awareness of resources in all regions.

This document will map the way forward for English-speaking youth in Quebec. It is hoped that individuals, groups and institutions, of both languages, can come together around these strategies in the spirit of collaboration and inclusion that youth themselves have shown in working on this initiative.

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APPENDICES

- A. Goals, Actions and Results chart by sector
- B. Specific project examples generated by youth
- C. 2008 Youth Consultations - Regional Nuances
- D. Resources
- E. List of QCGN member organizations

APPENDIX A: STRATEGY CHARTS

BILINGUALISM

Goals

Increase the awareness of and access to opportunities for improving the French language skills of English-speaking youth

Actions

- » Create an inventory of French language training available in Quebec and survey the community's awareness of these services. Collaborate with the *Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS)*, *Emploi-Quebec*, Quebec English School Boards Association (QESBA), *Office Québécois de la Langue Française (OQLF)*, Canadian Parents for French (CPF), post-secondary institutions and others
- » Create a public awareness campaign to increase awareness of services the community may not be accessing
- » Create a collaboration table of key stakeholders to discuss ways to work together to improve delivery of French language learning options
- » Create a "one-stop shop" for youth in the form of a high-quality website. This website will offer information on regional opportunities to learn French

Increase the level of bilingualism among English-speaking secondary school graduates

- » see *Education section (p.29, no.1)*

Increase the opportunities English-speaking youth have for formal and informal linguistic exchange with Francophone youth

- » Identify barriers to informal interaction between English-speaking and Francophone youth through surveys and consultations
- » Design and implement programs to address these barriers (for example, if negative stereotyping between English-speaking and Francophone youth is found to be a barrier, implement a program to directly address stereotyping in communities)
- » Design and implement programs to encourage interaction between English-speaking and Francophone youth, such as peer to peer tutoring, French and English school twinning and linguistic shadowing days

Ensure English-speaking youth, while increasingly bilingual, have greater means to maintain their cultural heritage

- » Design and implement projects that allow youth to explore their cultural heritage; draw on experiences from groups such as Quebec Anglophone Heritage Network (QAHN), Blue Metropolis, multi-cultural organizations and Francophone youth groups outside of Quebec
- » Work at the school level to increase awareness of the importance of teaching the history and multi-cultural heritage of the ESC
- » Use the high quality website to allow youth to download and upload content (i.e. podcasts) pertaining to heritage. Incorporate existing projects by QAHN and others

Results

Bilingualism (to a biliterate level) among English-speaking youth is increased

Increased availability of information on French language training

Better understanding of underutilized services

Increased awareness of services

Improved collaboration publicizing and delivering French language learning options

Increased availability of information

Long-term impacts

Increased social cohesion between English-speaking and Francophone youth

English-speaking youth more engaged in their communities

Bilingualism (to a biliterate level) among English-speaking youth is increased

Barriers identified and recommendations for further action made

Barrier directly addressed

Increased informal opportunities for English-speaking and Francophone youth to interact

Increased formal opportunities for English-speaking and Francophone youth to interact

Increased social cohesion between English-speaking and Francophone youth

English-speaking youth more engaged in their communities

Increased intercultural awareness and appreciation for both English-speaking and Francophone youth

Increased opportunities for English-speaking youth to explore their cultural heritage

Teachers, principals, and school board staff view including history and multi-cultural heritage of the ESC in curriculum as more important

Increased visibility and availability of information on cultural heritage of English-speaking youth

English-speaking youth have an enhanced understanding of their cultural heritage

English-speaking youth have a stronger sense of identity and belonging

The ESC identifies English school boards more closely with their community / cultural value

English-speaking youth have more opportunities to see themselves reflected in Quebec society

IDENTITY AND ISOLATION

Goals

Increase the awareness of and access to opportunities for English-speaking youth to explore their identities

Actions

- » Design and implement projects that allow youth to explore their (multiple) identities. Work with organizations such as QAHN, the English Language Arts Network (ELAN), the Quebec Drama Federation (QDF), Assembly of First Nations for Quebec and Labrador and organizations representing minority communities such as the Black Community Resource Centre and others
- » Use the “one-stop shop” website to allow youth to download and upload content (i.e. podcasts) pertaining to identity
- » Create spaces (such as conferences, discussion evenings, or online forums) for youth to explore and exchange ideas on identity
- » Work at the school level to increase interest in the history and multi-cultural heritage of the ESC
- » Encourage English school boards to see the value schools play in identity formation

Increase the opportunities for exchange and identity affirmation between English-speaking and Francophone youth

- » Identify barriers to informal interaction between English-speaking and Francophone youth through surveys and consultations
- » Design and implement programs to address these barriers (for example, English and French school boards sometimes discourage interaction in order to minimize conflict; therefore a project could be implemented to encourage inter-school board interaction and to address inter-cultural conflict)
- » Design and implement programs to encourage interaction between English-speaking and Francophone youth. CLCs, QESBA, *Fédération des commissions scolaires du Québec* (FCSQ), *Maison des Jeunes*, QCGN member groups and social and cultural organizations could be key partners

Ensure that more English-speaking youth feel a valued part of their communities and of Quebec

- » Design and implement projects which enable English-speaking youth to take on leadership positions in their communities (such as sitting on boards and committees, attending consultations and public events, organizing youth-led workshops, seminars and skill-sharing sessions)
- » Publicize the contributions made by English-speaking youth to their communities
- » Collaborate with *Forum Jeunesse* at the provincial and regional levels to ensure English-speaking youth are represented and included in youth political structures
- » Collaborate with the provincial and federal governments to ensure tangible measures are adopted to promote English-speaking youth as valued assets for Quebec

Provide English-speaking youth with increased access to arts culture and heritage that reflects the experience of English-speakers in Quebec

- » See Community Life section (p.37, no.3)

Ensure that more English-speaking youth feel a strong sense of belonging to their communities and to Quebec

- » Design and implement projects that affirm the value and place of English-speaking youth in Quebec
- » Promote positive images and stories of English-speaking youth in Quebec; use the “one-stop shop” website and partnerships with relevant organizations

Results

Increased access to (and awareness of) opportunities to explore identity

Increased access to (and awareness of) information pertaining to identity

Teachers, principals, and school board staff view including history and multi-cultural heritage of the ESC in curriculum as more important

Increased emphasis on the community value of English school boards

Long-term Impacts

English-speaking youth have a stronger sense of identity and belonging

English-speaking youth more engaged in their communities

The ESC identifies English school boards more closely with their community / cultural value

English-speaking youth have more opportunities to see themselves reflected in Quebec society

Barriers identified and recommendations for further action made

Barrier directly addressed

Increased informal opportunities for English-speaking and Francophone youth to interact

Increased intercultural awareness and appreciation for both English-speaking and Francophone youth

English-speaking youth more engaged in their communities

English-speaking youth have a stronger sense of identity and belonging

Increased social cohesion between English-speaking and Francophone youth

Increased leadership opportunities for English-speaking youth in their communities

Increased awareness of youth leadership in the ESC

Increased leadership opportunities for English-speaking youth at the regional and provincial levels

English-speaking youth see their experiences reflected in Quebec society

English-speaking youth more engaged in their communities

English-speaking youth have a stronger sense of identity and belonging

Increased exposure to positive messaging about the value and place of English-speaking youth in Quebec

English-speaking youth have a stronger sense of identity and belonging

English-speaking youth see their experiences reflected in Quebec society

EDUCATION

Goals

Actions

Increase the level of bilingualism among English-speaking secondary school graduates

- » Create a collaboration table including youth, MELS, QESBA, Quebec Federation of Home and School Associations (QFHSA), First Nations Education Council, Quebec Provincial Association of Teachers (QPAT), CPF and other partners to work to identify steps needed to produce fully bilingual graduates and provide support with implementation

Increase the awareness of and access to post-secondary learning opportunities among English-speaking youth

- » Create an inventory of post-secondary learning options available in each region and survey the community's awareness of these services. Collaborate with *Emploi-Quebec*, *Carrefour jeunesse-emploi*, MELS, QESBA, Association for Adult Learning (QAAL), QFHSA, FCSQ and post-secondary institutions, including distance and adult education
- » Create a public awareness campaign to increase awareness of programs the community may not be accessing, especially distance education options that are aligned with regional employment demand
- » Create a "one-stop shop" for youth in the form of a high-quality website. This website will offer information on regional educational opportunities

Increase the access English-speaking youth have to informal learning opportunities

- » Implement projects that foster peer learning exchanges, such as peer-to-peer workshops, youth-led seminars and youth interest groups; draw on experiences organizations such as The Montreal Freeschool
- » Implement projects that create informal and bilingual learning opportunities, such as community seminars, job shadowing programs, mentoring programs and discussion evenings

Increase the awareness of and access to French language learning opportunities for English-speaking youth

- » *see Bilingualism section (p.21, no.1)*

Results

Framework developed for producing fully bilingual graduates; support is mobilized

Increased access to (and awareness of) opportunities

Better understanding of underutilized services

Improved collaboration publicizing and delivering learning options

Increased access to opportunities

Increased local leadership opportunities for English-speaking youth

Increased informal opportunities for English-speaking and Francophone youth to interact

Long-term impacts

Bilingualism (to a biliterate level) among English-speaking youth is increased

Increased access to (and awareness of) opportunities

English-speaking youth more engaged in their communities

Increased access to (and awareness of) opportunities

English-speaking youth see their experiences reflected in Quebec society

English-speaking youth more engaged in their communities

English-speaking youth have a stronger sense of identity and belonging

Increased social cohesion between English-speaking and Francophone youth

Bilingualism (to a biliterate level) among English-speaking youth is increased

EMPLOYMENT AND ENTREPRENEURSHIP

Goals

Increase the awareness of and access to employment and entrepreneurship resources for English-speaking youth

Actions

- » Create an inventory of employment and entrepreneurship resources available to youth and survey the community's awareness of these services. Collaborate with *Emploi-Quebec*, Youth Employment Services (YES) Montreal, Community Table, *Carrefour jeunesse-emploi*, QCGN members, *Centres locaux de développement*, *Société d'aide au développement des collectivités* and others
- » Create a public awareness campaign to increase awareness of services the community may not be accessing
- » Create or augment a collaboration table of key stakeholders to discuss ways to work together to improve delivery of employment and entrepreneurship resources
- » Increase delivery of employment and entrepreneurship resources to regions through partnerships between existing programs (such as those offered by YES Montreal and *Emploi-Quebec*)
- » Work with the Federal government to ensure English-speaking youth are able to participate in new job vacancies due to Federal Public Service Renewal; collaborate with other government departments to support English-speaking youth through their programs and services demonstrating tangible evidence of positive measures implemented in response to the Official Languages Act, part VII
- » Ensure that the "one-stop shop" website offers information on regional employment and entrepreneurship resources

Increase the real-life employment-related learning opportunities English-speaking youth have

- » Publicize and support mentoring and e-mentoring opportunities such as *Academos*, particularly in the regions
- » Create local mentoring programs
- » Investigate and promote programs which offer trade learning exchanges
- » Increase community-based informal learning opportunities through workshops, seminars, job-shadowing and peer learning exchanges

Increase the access English-speaking youth have to French language learning opportunities which target professional or technical terms, and have a real-life context

- » Create French language programs for youth focusing on professional / technical terms
- » Create working exchanges between young English-speaking and Francophone professionals combined with on-the-job language assistance

Results

Increased availability of information on resources
Better understanding of underutilized services
Increased awareness of services
Improved collaboration publicizing and delivering resources and services
Increased availability of information

Long-term impacts

Increased access to (and awareness of) opportunities
English-speaking youth see their experiences reflected in Quebec society
English-speaking youth more engaged in their communities

Increased availability of information on resources
Increased access to opportunities
Increased local leadership opportunities for English-speaking youth

Increased access to (and awareness of) opportunities
English-speaking youth see their experiences reflected in Quebec society
English-speaking youth more engaged in their communities

Increased access to French language learning opportunities
Increased formal opportunities for English-speaking and Francophone youth to interact
Increased access to opportunities

Bilingualism (to a biliterate level) among English-speaking youth is increased
Increased access to (and awareness of) opportunities
English-speaking youth see their experiences reflected in Quebec society
Increased social cohesion between English-speaking and Francophone youth
English-speaking youth more engaged in their communities

COMMUNITY LIFE

Goals

Decrease the linguistic barriers English-speaking youth experience to participation in community life

Actions

- » Collaborate with organizations such as Blue Metropolis in designing and implementing Quebec-wide projects and programs which are bilingual and youth-friendly
- » Foster exchange between English-speaking and Francophone youth (see *Bilingualism section*)

Decrease the socio-cultural barriers English-speaking youth experience to participation in community life

- » Identify barriers to informal interaction between English-speaking and Francophone youth through surveys and consultations
- » Design and implement programs to address these barriers (for example, English-speaking youth often report worrying about shyness or being unwelcome at predominantly Francophone events and activities; therefore, a community project might have English-speaking and Francophone youth collaborate on creating open and welcoming community spaces that feel accessible to all)

Provide English-speaking youth with access to arts, culture and heritage that reflects the experience of English-speakers in Quebec

- » Create an inventory of organizations supporting the English-speaking artistic community and survey the community's awareness of these services. Collaborate with QCGN members, *les Maisons de la Culture*, the *Conseil des arts et des lettres du Québec*, *Conseil de la culture* and others
- » Create a public awareness campaign to increase awareness of support for the arts the community may not be accessing
- » Ensure the "one-stop shop" website includes information on regional arts and culture resources

Increase English-speaking youths' perception of their communities as open, supportive and democratic spaces

- » Design and implement projects that allow youth to contribute to and shape their communities through promoting youth leadership (see *the Identity and Isolation section*)
- » Promote authentic opportunities for youth to be heard and to contribute to local decisions; work with organizations such as *Apathy is Boring*, *Forums Jeunesse*, local CEDECs and QCGN member groups
- » Create local spaces for English-speaking youth to connect with each other
- » Create opportunities for youth to become engaged on safety issues and to improve relationships between youth and local police through projects that include youth-police collaboration (see Appendix B, *Building Bridges* project suggestion)

Results

Increased access to opportunities

Increased informal opportunities for English-speaking and Francophone youth to interact

Barriers identified and recommendations for further action made

Barriers are directly addressed

Increased informal opportunities for English-speaking and Francophone youth to interact

Increased availability of information on resources

Better understanding of underutilized services

Increased awareness of services

Increased availability of information

Increased local leadership opportunities for English-speaking youth

Greater numbers of English-speaking youth have the opportunity to be consulted or participate in decision-making processes

New opportunities are available for English-speaking youth to be engaged

New opportunities are available for English-speaking youth to participate in safety oriented projects

Long-term impacts

Increased access to (and awareness of) opportunities

Bilingualism (to a biliterate level) among English-speaking youth is increased

Increased social cohesion between English-speaking and Francophone youth

English-speaking youth more engaged in their communities

Increased intercultural awareness and appreciation for both English-speaking and Francophone youth

Increased access to (and awareness of) opportunities

English-speaking youth see their experiences reflected in Quebec society

Increased social cohesion between English-speaking and Francophone youth

English-speaking youth more engaged in their communities

Increased intercultural awareness and appreciation for both English-speaking and Francophone youth

Increased access to (and awareness of) opportunities

English-speaking youth see their experiences reflected in Quebec society

English-speaking youth have a stronger sense of identity and belonging

English-speaking youth see their experiences reflected in Quebec society

English-speaking youth more engaged in their communities

English-speaking youth have a stronger sense of identity and belonging

APPENDIX B: SPECIFIC PROJECT EXAMPLES GENERATED BY YOUTH

The following project ideas are samples of those discussed at GENERATION Provincial Youth Forum in September 2008 and further developed with input from the QCGN Youth Standing Committee to create viable project options that community organizations could implement locally. Each of these potential projects draws on the strategic recommendations of youth and are inclusive, collaborative, and youth-led. They also foster bilingualism and social cohesion.

1. Local Leaders in Healthy Living and Sustainable Communities

This initiative will see a youth committee develop bilingual community workshops with a focus on building and maintaining healthy lifestyles and communities. The workshops will teach youth about personal health and well-being through healthy nutrition, sustainable gardening and cooking. Other workshops will focus on teaching youth about building and maintaining healthy and sustainable communities through an understanding of environmentally friendly consumer practices, permaculture, using energy efficiently, nature conservation and green technologies as well as the many career opportunities in the green economy. Workshops will be facilitated through hands-on learning while fostering leadership, identity development and community integration. Workshops will take place at least bimonthly and will culminate in an open community event or presentation involving local partners (institutions, private and public sector) to showcase the efforts of young people and to disseminate knowledge.

2. Intercultural and Bilingual Exchange Event

This initiative will see the planning and execution of a bilingual and intercultural youth event (festival, conference, celebration, forum, debate, etc.), which will act as a vehicle for youth to express and explore the identities, interests, and concerns of other youth through various means of expression (discussion or other activities). A theme for the event will be selected and a strategy to ensure that it is able to act as a vehicle for youth expression and exploration. A local youth project committee will undertake much of the planning for the event but must involve other groups, organizations and youth in the process. This project will culminate in the selected event which will take place over one half day to a week and will be presented in a bilingual and intercultural manner.

3. Arts, Culture and Heritage

This initiative will create a club which is bilingual and intercultural to focus on creating products or events related to arts, culture and heritage. The club may focus on music, visual art, artistic media / technology, theatre or other art forms or product in a bilingual atmosphere, enabling Francophone and English-speaking youth to get to know and feel comfortable with their own culture and that of the other.

For example, youth may develop a new media project (such as creating a podcast, video, creating an online radio station or other product that could be shared online) which represents English and Francophone youth in Quebec both today and historically.

This activity will incorporate a mentoring component whereby adults will transfer artistic knowledge and skills to participants on a regular basis, either through the establishment of one-on-one mentoring relationships, or through regular presentations or workshops. The club will meet at least twice per month and the project will culminate in a bilingual community presentation (i.e. theatre performance, art display, music show) or a workshop, launch or party in order to disseminate their final project, as well as making it available online.

4. Youth Skill-share Program

This program has a youth team develop a free informal learning network for youth in which youth share their knowledge and skills with each other in an inclusive and participatory manner. After seeking members and assessing what knowledge and skills members have to offer and would like to learn, workshops will be offered on a regular basis by youth, for youth. A physical (i.e. notice board) or online tool (i.e. website, Facebook) will be created to facilitate youth in sharing this information and signing up to teach or attend workshops.

At these workshops, participants are encouraged to learn, teach, and explore new knowledge in a new way which is not part of the traditional top-down method of teaching, in which there is a sharp division between *teacher* and *student* and various barriers prevent some segments of the population – often youth – from participating. This approach is decidedly youth-friendly. Furthermore, knowledge and skills that youth possess and that youth value are prioritized – skills such as bicycle repair, using Adobe Photoshop, vegetarian cooking, yoga, and introduction to chess. The possibilities are endless, limited only by the skill-sets available and by interest.

The program should include weekly bilingual workshops that can be open to the community but focus primarily on youth. By the end of

the program, the youth team will have produced a booklet, website, or some other dissemination tool in which their organization is presented with past and future workshops and information for further participation. The youth team will also, soliciting help if necessary, have produced a plan for financial sustainability.

Other Ideas, in brief:

- » **Class twinning:** Pairing classes of tweens in order for them to write to each other in their respective languages; a cultural and linguistic exchange
- » **Building Bridges:** Bringing police and youth together to build trusting relationships through activities such as ride-alongs, basketball tournaments, sensitivity training (for both youth and police). Incorporates the building of improved police accountability
- » **Go bilingual:** Youth-led marketing campaigns in schools to promote bilingualism and to increase awareness of opportunities to improve French language skills
- » **Au Pair:** Creating buddy systems between French and English institutions, including businesses, schools, sports teams, organizations, and so on, in order to facilitate linguistic and cultural exchange; can also pair an English and French school to collaborate on a community initiative
- » **Business Minds:** Creating mentoring relationships that are relevant for young entrepreneurs, and foster a culture of entrepreneurship in children and youth; can use existing e-mentoring programs such as *Academos* as well as creating local mentorships
- » **Youth Engagement & Best Practices:** Through various initiatives, providing youth with skills to be active in their community while increasing awareness of their importance; meanwhile, using the current project as a learning experience, develop a document containing best practices of youth engagement in Quebec and Canada
- » **Bilingual Leadership Conference:** Holding a conference where participants are exposed and interact in both official languages, including frank discussion on the relationship between English-speaking and Francophone youth, and finding solutions for shared challenges as linguistic minority communities
- » **Bilingual Community Events:** Holding various bilingual community events aimed at creating open and engaging spaces for English-speaking and Francophone youth to interact
- » **Immerse Yourself in Real Life:** Creating real life French immersion opportunities for English-speaking youth locally, such as through local exchanges, school partnerships, volunteer placements in the Francophone community, or other methods for local immersion
- » **Connect Online:** Creating an online space for the English-speaking community to network and share
- » **Young and Engaged:** Creating opportunities for children to get involved in their communities at a young age through bilingual events, interest groups, and volunteer projects
- » **Club Social:** Creating regular social events in communities for English-speaking and Francophone youth to gather in a relaxed and friendly atmosphere to learn about language and culture from each other
- » **Intergenerational Exchange:** Encouraging intergenerational exchange of knowledge and skills to ensure cultural heritage, history, and the traditional arts are passed on to youth while equipping older generations with modern skill-sets (such as accessing the internet). This could take place during a weekly or monthly exchange, or less formally, through community gatherings or intergenerational skill-share events.

APPENDIX C:

2008 YOUTH CONSULTATIONS – REGIONAL NUANCES

a) ABITIBI-TÉMISCAMINGUE

Post-secondary education and access to entertainment and activities were priorities. Overall, participants had higher than average levels of French and this might partially explain why these youth reported less difficulty integrating into the Francophone majority community. Here, many youth feel that being English-speaking is an advantage, since most Francophones in the area are not bilingual. Participants reported a strong sense of identity as English-speakers and strong feelings of belonging.

b) OUTAOUAIS

The two most prominent themes are the lack of employment opportunities and post-secondary education. Both of these issues are particularly affected by the proximity of Ottawa to the region, a big draw both in terms of its two universities, as well as the availability of jobs, including government employment. Most indicated a strong sense of belonging to their community. A lack of leadership development opportunities was highlighted.

c) MONTREAL

The central concerns for Montreal youth are bilingualism and barriers to participation in various aspects of society, from employment to politics to community life. Participants expressed interest in collaboration with the Francophone sector, projects to promote integration and cooperation and the need for programs addressing tensions between English and French speakers. They showed a desire to move away from the English/French binary and towards a bilingual identity for Montreal.

d) CHAUDIERE-APPALACHES AND ESTRIE

Youth in this region are most concerned with career opportunities. Education is also a concern; despite high levels of bilingualism, a lack of support for English-speakers attending CEGEP in French results in most students migrating to larger urban centres such as Montreal or Sherbrooke. Many from this area expressed pride in the identity of being an English-speaking Quebecer, despite difficulties in integrating into the wider community.

e) NORTH SHORE

Youth living in the areas of Baie-Comeau and Sept-Iles are primarily concerned with employment and education opportunities. Most youth indicated high levels of spoken and written French and expressed little difficulty in integrating into the Francophone majority community; however, many feel that the English-speaking community is weak and in decline and wish to see more activities, programs, and services available in English, as well as greater resources in order to be able to create better links with the majority community and to maintain its own vitality.

f) LOWER NORTH SHORE

Youth living in this area express strong feelings of isolation – not surprising, given their geographic remoteness and the lack of a major road connecting their communities. This community expressed a need for greater infrastructure, more programs and better support in the areas of French language instruction, recreation, community life and job training. The decline of the fishing industry has had a negative effect on employment in this region and forces many families to migrate elsewhere. In spite of these issues, participants report a strong attachment to the region and a high sense of belonging and community.

g) GASPÉ COAST

Gaspesian youth report enjoying their close-knit communities but find the issues of post-secondary education and employment difficult. Some report feelings of isolation and note that jobs go to those with connections, putting English-speakers at a disadvantage. The lack of history taught in schools about English-language settlement in the area was pointed out as a factor contributing to a lack of cultural affirmation and identity in the region.

h) MAGDALEN ISLANDS

Although post-secondary education opportunities are limited, youth discussed the positive impact that recent video-conferencing facilities and increased distance education options have had on the region. Employment and job training are the major concerns for young people, especially in terms of long-term job stability and career development. However, a strong sense of community and belonging was reported, as well as ample opportunities for leadership skills development.

APPENDIX D: RESOURCES

This list is by no means exhaustive, but may assist organizations in developing projects and activities.

Organization	Program Description
Caisse Desjardins	Desjardins supports many community initiatives, including those oriented towards youth and education. www.desjardins.com/en/a_propos/profil/engagement/commandites/education/
Canadian Heritage Young Canada Works	Young Canada Works (YCW) subsidizes up to 2,815 job opportunities. These wage subsidies are dedicated to offering summer jobs and internships to Canadian students and graduates, allowing them to gain valuable experience while putting their skills to the test. From an employer's perspective, fresh ideas and competitive skills are made available. www.pch.gc.ca/ycw-jct/html/prog_summary_e.htm
Commission Jeunesse	Located in each region, the <i>Commission Jeunesse</i> advises the <i>Conférence régionale des élu(e)s</i> (Regional conference of elected representatives) on issues concerning youth in the region they represent. Their main goal is to ensure and promote the presence of young people within the social, economic, political, and cultural development of the region.
Conseil permanent de la jeunesse	The CPJ advises the Minister responsible on all matters relevant to youth in Quebec and promotes and defends their rights. www.cpj.gouv.qc.ca
Forum jeunesse	There is a Forum Jeunesse in each administrative region of Quebec as well as in the Cree and Inuit Nations. Their mandate is to encourage youth representation in regions; encourage and maintain a dialogue between youth representatives and local and regional partners; advise on youth related matters; promote youth involvement in local and regional levels and financially support initiatives which mobilize youth.
Government of Quebec	Directory of Quebec programs and services for youth (French only). www.jeunes.gouv.qc.ca/programmes/repertoire_programmes.htm
HeartWood Institute for Community Youth Development	Based on their tested Model for Youth Engagement, Heartwood offers leadership training for youth and adults, facilitation, research, consulting, project management, and program development. Clients include youth agencies, community organizations, schools and universities, and government. www.heartwood.ns.ca

Organization

Program description

Place aux Jeunes du Québec

Place-aux-Jeunes strives to encourage youth (18 to 35-years-old) to stay in their rural communities by building a greater awareness of the opportunities that exist in these regions. The mission of *Place aux jeunes* is to stem the exodus and encourage regional and urban youth who have completed or are in the process of completing university, college or vocational training programs to migrate and thus benefit all regions of Quebec.
www.placeauxjeunes.qc.ca

Public Safety Canada National Crime Prevention Strategy

Crime Prevention Action Fund (CPAF)
Supports crime prevention projects in both large and small communities. Priority is given to projects that focus on individuals or groups with multiple risk factors.

Youth Gang Prevention Fund
Invests in communities where youth gangs are an existing or emerging threat and supports initiatives that clearly target youth in gangs or at greatest risk of joining gangs.
http://www.publicsafety.gc.ca/prg/cp/ncps_fundsindex-eng.aspx

Rural Secretariat

Assists rural communities in capacity building and strategic planning, focusing on learning and partnership development.
www.rural.gc.ca/programs/networking_e.phtml

Secrétariat à la jeunesse

The Secretariat advises the Premier on Youth matters. The Secretariat website lists all funding programs available to youth and organizations in the agriculture, culture, employment, environment, wildlife, tourism, training, research and social sectors. It also contains statistics and important information on Quebec youth.
www.jeunes.gouv.qc.ca

Service Canada

The Youth Employment Strategy helps young people, particularly those facing barriers to employment, get the information and gain the skills, work experience and abilities they need to make a successful transition to the workplace.
www1.servicecanada.gc.ca/en/epb/yi/yep/newprog/yesprograms.shtml

Société d'aide au développement des collectivités (SADC)

Provides funding for youth projects related to entrepreneurship and offers direct services and financial support for young entrepreneurs.
www.reseau-sadc.qc.ca/index.php?lang=en

Telus

Through its community investment program, Telus focuses on youth and showcasing innovative technology. Community investment efforts are focused in three areas - arts and culture, education and sport, and health and well-being in the environment.
http://about.telus.com/community/community_boards/en/community_funding/index.html

Youth.gc.ca

This site offers one-stop, on-line access to youth-related information and services such as skills development, work experience, career planning, education, health and wellness, travel, money and finances, local information, sports and recreation, the environment and more.
www.youth.gc.ca

APPENDIX E: LIST OF QCGN MEMBER ORGANIZATIONS

Regional Associations

Coasters' Association	Creates, supports and promotes ideas and actions that contribute to the vitality of the Lower North Shore.
Committee for Anglophone Social Action	Serves the English-speaking population of the Gaspé Coast by representing the community's interests and designing and delivering programs that respond to its needs.
Council for Anglophone Magdalen Islanders	Works to promote access to services in the following areas: social services, health, education, legal services, culture and preservation of heritage.
Heritage Lower St-Lawrence	Based in Metis Beach (Metis-sur-Mer), HLSL works towards the development of the English-speaking communities of the Lower St-Lawrence and enhancing their vitality.
Megantic English-speaking Community Development Corp.	Provides health and community services and organizes social and cultural activities in English for all age groups.
North Shore Community Association	Works to empower residents of the North Shore with information by working to make resources available, promoting access to services, and raising awareness amongst the greater community.
Neighbours Regional Association of Rouyn-Noranda	Serves the English-speaking population of the Rouyn-Noranda area through facilitating information sharing, promoting access to services in English and organizing social and cultural events.
Regional Association of West Quebecers	Serves and supports the English-speaking population of the Outaouais by fostering an environment in which it can thrive.
Townshippers' Association	Works to promote the interests of the English-speaking community in the historical Eastern Townships, strengthen the cultural identity of this community and encourage the full participation of the English-speaking population in the community at large.
Voice of English-speaking Quebec	Dedicated to the preservation of a dynamic English-speaking community in the Greater Québec and Chaudière-Appalaches regions and to the promotion of its interests.

Sectoral Associations

Black Community Resource Centre	Through a multi-intervention (holistic) approach, the Black Community Resource Centre helps Black, English-speaking individuals residing in the greater Montreal area fully participate in mainstream society.
Canadian Parents for French – Québec	Dedicated to the promotion and creation of French-second-language learning opportunities for youth.
Canadian-Italian Business & Professional Association Inc.	Cooperates in the development of its members within the business community in Montreal and helps foster trade and business dealings. It also assists and nurtures young members of the Italian community to develop and grow into the business and professional leaders of tomorrow.
Community Health and Social Services Network	CHSSN is a network of community organizations, resources and public institutions striving to ensure access to health and social services in English for Quebec's English-speaking communities.
English-Language Arts Network	The primary role of ELAN is to build bridges between artistic disciplines and also between English-speaking and Francophone communities.
English-Speaking Catholic Council	Works to develop a sense of community identity and common purpose, to encourage development of leadership in the community, to assist in coordinating human resources and to ensure effective representation before government bodies and on various boards, committees and councils.
Family Ties New Carlisle	A community centre which provides services and support to the families and individuals of New Carlisle, from pre-school to senior citizens.
4 Korners Family Resource Center	Dedicated to assisting youth, adults, seniors and their families in the Laurentian region to access information, resources and services in English.
Quebec 4-H	4-H clubs are community associations of boys and girls between the ages of nine and twenty-five, working together with the guidance of voluntary adult leaders. Youth and adults unite through self-development and community service programs.
Quebec Anglophone Heritage Network	Helps advance knowledge of the history and culture of English-speaking society in Quebec.

Quebec Association for Adult Learning	Supports those who support adult learners and acts as an advocate for a culture of life-long learning.
Quebec Community Newspapers Association	Dedicated to the professional and economic development of English community newspapers and their enterprises serving minority communities in Quebec.
Quebec Drama Federation	Encourages and maintains English-language theatre in Quebec by providing leadership in promotion, development and support.
Quebec Federation of Home & School Assoc.	Dedicated to the enhancement and well-being of children and youth. Through the involvement of parents, students, educators and the community at large, QFHSA acts as a voice for parents.
Quebec Farmers' Association	Defends the rights and advocates on behalf of the English-speaking agricultural community across Quebec.
Quebec Music Educators Association	Dedicated to the needs of all music educators and in particular those teaching in English throughout Quebec.
Quebec Writers' Federation	Promotes and encourages English language writing and writers in Quebec
Tyndale St-Georges	Provides services to members of the Little Burgundy community through programs extending from pre-school to adult development. Provides encouragement, tools, opportunities and support through educational, cultural, social, and recreational programs.
Youth Employment Services	A non-profit, community organization that delivers English-language job-search and self-employment services to Quebecers.