

# Report: Future Forum of the English-speaking community

March 31

# 2013

The Future Forum was held on November 24th, 2012 from 9 am - 2 pm at Eastern Québec Learning Center in Quebec City, Québec. The purpose of the event was to share opinions on the current state, needs and challenges of the English-speaking community while generating a shared vision for our future.

**Be a voice in your  
community!**

FUTURE FORUM

of the English-speaking community

2012



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# Overview

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The Leadership Table would like to thank everyone who came out to participate in the Future Forum of the English-speaking community on Saturday November 24, 2012. We had an impressive turn-out of community members willing to open the panel on important issues to the community's vitality and well-being. Many dedicated institution leaders and representatives rubbed shoulders with our younger and sometimes newer community members, demonstrating a balanced and open dialogue on the future of our community.

The presence of Mr. Royal Orr as key moderator was very much appreciated, as were the two informative presentations by Mr. Richard Walling, Executive Director at Jeffery Hale Community Partners and Mr. Louis Hanrahan, Director General of Jeffery Hale - Saint Brigid's, with concluding remarks by Mrs. Helen Walling, President of Voice of English-speaking Québec. Three guest Vision Speakers also spurred the afternoon discussions: Mr. Bob Donnelly, Mr. Farnell Morisset and Ms. Juanita Craig. A fact sheet compiled by VEQ and the order of the day are presented on the next page.

The extensive feedback we have collected from this event will enable the institutions and organizations serving the community and represented by the Leadership Table, to address areas in need of more assessment and propose potential strategies to strengthen our on-going development as a community\*.



\*The opinions expressed in discussions have not been validated and do not represent the views of the Leadership Table.

# FACT SHEET

## Welcome to the Future Forum of the English-speaking community!

We believe that the presence of a strong and dynamic English-speaking community represents an asset not only to the institutions dedicated to it, but also to the development and vitality of the greater Quebec City region it contributes to. We are a small and dynamic, integrated but not assimilated, community with a strong culture of community involvement.

Our goal today is to address the priorities of the English-speaking community, to clarify and refine common objectives, and to establish a collective vision for our future, thereby ensuring its continued growth.

The institutions and organizations serving the community will use this feedback to specify and focus on issues of importance, to identify areas in need of more assessment and to guide them in planning for the future.

Here are a few facts about our community.

- **Demographics:** The English-speaking community of the Quebec City region according to English mother tongue declared is represented in the table below from 2011 census, which indicates that our community represents just under 2% of the population, that is 14,145 people.
- **Community Resources:** Over 60 community groups, organizations and institutions are dedicated to serving the English-speaking community of Quebec City. This network consists of 1 hospital, 1 health and social services centre, 1 CEGEP, 3 high schools, 7 elementary schools, 1 cultural historical centre, 1 adult education/vocational training centre, 1 community learning centre, among others.
- **Newcomers:** Every 5 years, 25% of our region's English-speaking population is renewed by newcomers. Based on a 2009 study about newcomers served by VEQ (funded by PARI), there are over 200 newcomers, immigrants and migrants, living in the Greater Quebec City region (Quebec City, Lévis, Shannon, Stoneham, St-Gabriel-de-Valcartier). More than 65% are migrants from another

Canadian province, while 35% are immigrants from out of Canada. Most are young (60% 25-44 years old) with households of 2 or more, educated (60% university degree), and are rapidly improving their knowledge of the French language.

- **Communications:** The 2 major modes of communication providing the latest local and regional news in English are Radio – CBC Radio 1 and Print – *Quebec Chronicle-Telegraph* newspaper and *Life in Quebec* magazine.

Detailed mother tongue	Québec (Census Métropolitain Area)	Québec
	Total	Total
Detailed mother tongue	756,405	7,815,950
Single responses	750,690	7,663,135
English	10,850	599,225
French	717,770	6,102,210
Non-official languages	22,080	961,700
Multiple responses	5,710	152,820
English and French	3,295	64,800
English and NOL	215	23,435
French and NOL	1,995	51,640
English, French and NOL	205	12,950

\*NOL = Non-official language

- **Partnerships:** The development and vitality of our institutions, businesses and organizations are due in no small part to our collaboration with the French-speaking majority of Quebec City and the Greater

Quebec City region. Over the past 20 years we have successfully worked with the three levels of government in power to the benefit of our community and the greater population.

## ORDER OF THE DAY

EVENT SCHEDULE							
9 – 9:30 AM	9:30 – 10:30 AM	10:30 – 11:20 AM		11:30 – 12:20 AM		12:30 – 1 PM	1 - 2 PM
Opening Statements Participants, Moderators & Presenters by Mr. Royal Orr (in Gym)	Presentation 1 “Where are we now? Portrait of our community institutions” by Mr. Richard Walling	Community Identity & Renewal	Rm 121	Community Identity & Renewal	Rm 121	Forum Luncheon All Participants (in Cafeteria)	Concluding Remarks All Participants by Mr. Royal Orr (in Gym)
		Community Schools, a Service-Based Learning Model	Rm 127	Community Schools, a Service-Based Learning Model	Rm 127		
	Presentation 2 “Our changing demographic: the English-speaking community” by Mr. Louis Hanrahan	Future of our Institutions & Organizations	Rm 118	Future of our Institutions & Organizations	Rm 118		
		Relationship with Regional Majority	Rm 123	Relationship with Regional Majority	Rm 123		
		Partnership Communication & Collaboration	Rm 114	Partnership Communication & Collaboration	Rm 114		

### Members of the Leadership Table



# Discussions

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## Community Identity & Renewal

Moderated by Bridgitte Wellens

Community renewal relies on the accessibility of a community to the public, the awareness of its shared activities or community life between members and the vitality of its services. The discussions for Community Identity and Renewal focused on the meaning of community which today has evolved into a multifaceted concept, putting into play a dynamic mix of sense of belonging and affiliation. Several participants shared that they did not feel they were part of only one community but rather of many different communities (based on languages spoken, cultural heritage, schools attended and faith practiced). Members expressed that they feel they belong to many parts of a whole. Though the “English-speaking” component in some ways umbrellas these affiliations or “communities”, most expressed that they felt the identity of the English-speaking community has and continues to evolve to be much more diverse and differentiated from its ethno-cultural roots, as we welcome an influx of migrant and immigrant members (where English constitutes a second or third language spoken). Hence we face a struggle to cultivate a sense of cohesiveness in the community.

Another key point was that English-speaking families of Quebec City are gradually becoming more bilingual and integrated population. The prevalence of French-English couples & parents make up a large portion of our present generation. According to one interpretation of recent 2011 census data, 205 570 thousand people living in Quebec City consider themselves (first official language spoken) both French *and* English speakers. Evidently, the rate of bilingualism in the global community is rising and the English-speaking community of Quebec is no exception. Bilingualism gives our children the choice to choose what groups they belong to, which will determine in no small part where they feel they will concentrate their community involvement and career efforts later on. All agreed that mother tongue creates a strong affiliation to the community which is a bit hazier for bilingual French and English-speakers that constitute the younger generation. In a bottom-up approach, a focus on our schools to share more information about the English-speaking community, its services and what is going on was suggested. Since schools are commonly a place of identity-building, this may be the first line of dissemination which can help create a better framework and foster a sense of belonging to the community for our youth. In elementary, high school and CEGEP, youth can be made aware of the better half of their dual community identity. Of course for young members who cannot assist CQSB schools, a strengthening of interest in activities hosted by organizations such as VEQ can be explored.

- Evolving and diversifying of community
- Next generation bilingual youth & sense of belonging
- Newcomers & networking
- Shared concerns for career orientation, education, community involvement and employment

A concern over retaining our community members, especially youth, in the region was voiced. Helping youth find their place was identified as a challenge. In a community where not many members themselves feel in touch with the going-ons of the community as a whole, due in part to the spread of our members over the Greater Quebec City region, it is not surprising that touching base with community resources proves difficult. In response to this, a stronger, more accessible network that will open up connections between members as well as organizations to facilitate and encourage the involvement of youth was proposed. Some group members affirmed that there *is* an interest in volunteering in the community at the high school level but there is no reference such as a youth volunteering network to sustain it throughout the year. To develop a culture of volunteering in youth and break isolation of new arrivals while increasing community involvement between

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members at large through a sustainable volunteering program could be an important goal for the future. Members remarked that there was a lack of knowledge of activities and not necessarily lack of interest, which may be contributing to the lack of community affiliation. This may fit into efforts to build a community marketing & networking strategy. What Youth Support programs can we team up with? Others suggested that we do a communications project that incorporates students as interns or focus groups. This would promote the sharing of ideas and capitalize on the principal concerns of youth – career orientation, education, community involvement and employment.

Some students and young professionals at the crossroads may not be aware of our institutions, organizations and groups enough to say they know they have a place to contribute to. Information needs to be out there on a common platform, promising that there is a place for their skill sets here. Some young career people with post doctorates from Laval or other international institutions who want to establish their life in Québec are at a road block when looking for work. These professionals need more than foreign student services from Laval. Group members suggested that institutions reach out through technology via twitter, linkedin and facebook to help build a stronger web presence. The strategy on how to draw them into our network will need much thought. A few group members suggested that it would be interesting to study what other organizations are doing with similar issues, in order to garner successful strategies we can adapt to our context and needs. It may be promising to do another Youth Forum to spearhead that in schools. Our young professionals need to know there are companies and international businesses with trades in Quebec City that need them. Make them feel like valuable contributors of local and large-scale development, as they represent a force for economic development that is vital to Quebec City. If they go elsewhere for higher education, then remind them they are welcome to return with their export knowledge. We need to find ways to plug in interesting English-speaking/ bilingual jobs in our institutions and promote them. It's important to put them in touch with people in the industry and make this more available to them.

The community renews and refreshes itself every year with newcomers, migrant or immigrant, and it would be a great help for them to have access to the English-speaking community and the resources we can offer them. How does a newcomer discover Québec now? Thirty years ago, they went to church, were guided and went to an English school. Now migrant and immigrant English-speakers have to send their children to a French school, creating more of a transient come and go for newcomers in our community. While they are here, they need to know English speakers have a presence and feel they can be involved in the community. As one member pointed out, it takes a year to settle and you need to have an entry point. Several newcomers found it very difficult to make contact and tap into the community not only to make resources for themselves but to help share it with others, which defines a sense of community. A few voiced that there was no frame of reference for finding the community and many struggled to get involved in a club or a group that could have helped them make contact. New arrivals expressed the need for a “plug-in” to introduce them to and help rapidly bring them up to speed on our English-speaking network (visibility of services that educate newcomers about the tools we have and can offer them). For the first time we may question the increasing need to serve as an integration and adaptation program to support newcomers. Members strongly agreed that it would be important to find ways to help immigrants learn to navigate the technical hoops upon arrival which would provide a smoother integration into the larger French-speaking community. Our help may ease the struggle that permeates all aspects of adaptation and integration such as job hunting [accessibility and skill-level required], issues of discrimination towards foreign immigrants and overall self-esteem issues and feelings of isolation.

# Partnership Communication & Collaboration

Moderated by Diane Kameen

The Partnership Communication and Collaboration discussion focused on searching for ways to build more collaboration and stronger partnerships both within the community and with public partners in an effort to increase knowledge and relevance of services to members and the general public. How can we strengthen collaboration within our community network? The need for a superior strategy on how to reach all our silos of people was addressed.

A stronger, more stable collaboration between community organizations was proposed in order to produce a cohesive leadership that can drive our future forward. Group members expressed a need to revisit coordinating information amongst themselves (show willingness to share the information) and communicating it in an effort to inform the community and break isolation. Sharing with partners can strengthen our overall community organization, permitting more effective coordination of all projects we undertake (funding, grant proposals, event dates and joint projects). Members felt it was critical to coordinate information, suggesting that key players in communications – CBC, QCT, VEQ newsletters and websites – could convene on interchanging upcoming activities [including clubs or clicks that happen in English] and services to structure and boost their exposure. The effective use of diverse mediums (depending on target audience age and access) of communication should also mean more organized advertising given there is a media table coordinating it. It is important to be proactive in communicating services through popular forms of media, notably through the use of social media platform to reach youth.

Many members emphasized the need to tweak our communication methods and create a better strategy for the success of our community calendar. Recognizing the need to bonify the tools we have, group members recommended that all newsletters serving to inform the community should link and reference to the larger community calendar. General consensus was that the Quebec Chronicle Telegraph needs to have a larger distribution in our schools to get youth and parents plugged in beyond their school-related newsletter in order to promote community events outside of school. Problem areas for the current management of the community calendar include that activities are less centralized and doubling-up problems of events on the same day still occur, causing organizers to miss the opportunity to group resources. After all, the shared goals of our community network are to meet the needs of community.

- Coordinate information to boost exposure
- Use of diverse mediums for outreach and visibility
- Strategies of collaboration, joint projects to maximize capacity to serve community
- Partnerships and promoting the network

Consensus built around an interest in having more joint projects between community groups within Quebec City. Creating more opportunities to communicate, collaborate [pool projects] and look for grants together is absolutely essential in order to achieve a greater scope and impact over the community while maximizing our capacities to serve it. More communication would be needed between and through community organizations to promote and to increase visibility of each other's services as a network (much like the Community Directory). Finding information on services available as well as tapping into the community network was a particular concern raised by newcomers. We could be searching for ways to encourage out of province institutions and sister organizations to advertise the English-speaking community of Quebec City and form partnerships with provincial services for referral.

More work remains to be done to highlight and promote partnerships already in place to continue our growth. The best way to build real awareness and sustainable partnerships is to make connections not only at the institutional level but on a personal level through social events aimed at networking our communities. Some members emphasized that we needed to remember that partnership building requires eye-to-eye contact and one on one networking with live people. Youth seeking employment or seeking to finding their place may profit from representing on a greater forum their added value of being part of the English-speaking community (for instance, serving as bilingual intermediaries in the workforce). Broadening a market outside of Québec involves acquiring personnel with strong English-language skills. Perhaps this is where we can advantage a partnership with Laval University from an employability perspective. Fostering partnerships with the regional majority (ie. Ville de Québec) to increase visibility and access to our community could help us reach our bilingual youth and our migrant and immigrant arrivals. Building bridges with Laval to be a liaison in selling the English-speaking community as an asset to Québec in the international arena (much like CEGEP St. Lawrence does) could be an attractive opportunity to promote our community network on a larger-scale.

# Future of our Institutions & Organizations

Moderated by Ann Martell and Jennifer Johnson

How do the pillars of our community, our institutions and organizations such as CQSB schools, Jeffery Hale – St. Brigid’s, VEQ, churches (etc.) support the community they serve? The relevancy of institutions can be seen on two levels: providing a service to English-speakers and making people feel pertinent to the institution. The relevance of institutions granting access to services in English appears to fluctuate by the different stages of our lifespan: youth –educational services in English, seniors– health care services in English. A member remarked that the key times in a typical English-speaking Quebecers life where they will be looking for services in their mother tongue will be for their children’s education (CQSB) and their parent’s well-being (St. Brigid’s). Another clientele strongly in need of services in English are the newcomers representing a growing portion of younger families. There is a perception that our institutions are increasingly serving newcomers and the regional majority instead of our long-term English-speaking residents of Quebec who are bilingual and choose services closer to home or at their convenience. With increasing bilingualism, we must ask how relevant are our English-speaking services for long term English-speaking residents of Québec? For instance, when the demographic served does not feel they *belong* to the community (such as kids attending English schools), how do we justify the need for institutions targeting an English-speaking community?

The need to develop a dynamic strategy for each institution and organization to continue servicing its public and retaining its value to the region is critical. For instance, the need to have a bilingual emergency hospital was imperative for the Jeffery Hale or else it wouldn’t have had enough people to staff nor serve it. For McGreevy Manor, on the other hand, the institution knew it was an English-speaking milieu and made it into an English service since the community needed it to be that way. We should not be apologetic about meeting the reality that there was a specific need for it and they wouldn’t get it elsewhere. The QCRC Life Long Learning program serves over 100 people, 60% Anglophone – 40% Francophone aged 50 + that want intellectual stimulation in English. The demand is there to help bilingual retirees of the greater population learn in a second language. We have to understand there are different strategies for each need in the community and our diversity spells our richness in this matter. Naturally, not all institutions or organizations can transform themselves into something hybrid or amalgamated as was successfully done for other projects. It would be helpful to have a table of institutions and organizations meet more regularly to respond to a specific need and see where it can be met best within our groups and institutions. This could help avoid more than one institute pulling on the same blanket to fund similar issues. It could even encourage joint-proposals to strengthen selection for grants. The reality of what we are going to be facing is the need to create common projects giving us more financial viability for funders. Shared agreements to pool resources and strengthen funding for all is a point we need to improve on. The strength of our community will come out of our collaboration.

- Representing a value to the region requires different strategies for institutions
- Pool resources, increase funding
- Investing in our institutions and organizations for access to English services and clubs
- Opportunities for involvement, success stories

Our English-speaking institutions and organizations are essential to the vitality and the collective presence of the community. These institutions and organizations have value, but are we investing in them?

Our community would benefit from feeling that our institutions represent our presence and our place in the Québec region. The institutions that are associated with their buildings, like St. Vincent’s Church, are being lost and these represent an English-speaking presence lost in Quebec City. That being said, if we don’t support our organizations or our institutions and in turn express what value they have in our lives, they simply will not prosper. This is where collaboration between institutions and within the community becomes one and the same.

Some responsibility remains on members to put their money where their mouth is by supporting activities produced by such organizations as QAC, VEQ and LAHS. For instance, the *Quebec Chronicle-Telegraph* has been on-going for 250 years as of next summer and we need to be proud of it, subscribe to it and use this communication tool or we will lose our community newspaper. Members that devote their time to maintaining and supporting strong institutions create a better future for the whole community.

A concern was put to the table that the longevity of our institutions was also related to the succession of our common goals. There is a wealth of knowledge that needs to be passed down in the next 20 years. How do we interest young people in our institutions and prepare them for the transfer of leadership? We need internships and jobs put out there for the younger generation to carry on in the future. Group members confirmed that they sensed youth want a chance to build up from where we are with their own visions. But the question is: are we providing the opportunity for individuals to get involved in our institutions? How can we create those places for youth to truly participate and change who we are to be more reflective of the people we will serve. It will be necessary for our institutions to expose our youth to our presence and inform them on what we do. Overall, there isn't much clarity on our network, leading to confusion on what our institution's places and functions are, hindering perhaps member's support of the institution and our ability to protect them. One contributing factor may be that very little sharing of our successes occurs in our community institutions and organizations. The sharing of those stories would not only be informative but could be more constructive, as institutions and organizations would share successful strategies and collectively learn from each other's mistakes. We need to be aware of what attracts members to these organizations and push for them. We also need to talk ourselves up. Talk about the things happening in English and why they matter. Again, diversity being our richness might attract people to our institutions.

# Community Schools, a service-based learning model

Moderated by Helen Walling

The Community Schools discussion focused on how a service-based learning model benefits our youth and the community. The school system becomes vital in what defines the English-speaking community, after all schools *are* community! As one member pointed out, there is no closer link. We have to use our schools conductively, our schools not only teach them all they need to know but the skills they need to know to be successful as the future leaders of our community. So how do we get them to get the English, French, Math and Sciences skills they need to be successful and build leadership within our kids while getting them to recognize that there is a network of institutions servicing the community – servicing them! That they can get involved with Voice of English-speaking Québec, that the Jeffery Hale Hospital is just down the road and that they can go to an English CEGEP in town. Our priority will be to make sure that when these children grow up and have families that feel a sense of belonging to the English-speaking community of Québec and use the services that are out there. Our kids are bilingual, they can choose the language of their services as they like, the question is will we retain enough need and interest for access to services in English based on their sense of belonging now? Our priority should be to nurture a connection and sense of belonging to our institutions and our community network for youth.

A community service model in schools goes a long way if we want to reach youth early on. It would be important to be present in their lives and find a way to bring them in and then follow up for years to come. Youth are also the key to pulling in families, friends and acquaintances – a top down approach. Youth don't need motivation to be involved, they need a program to framework them. Drawing on their involvement in the community may incite them to feel they belong and that they have a place in the community. When more opportunity is directed at youth to help them grow in a community framework, more personal affinity will grow in turn for their future in it.

- Fostering a sense of belonging by linking community and schools
- Student's cultivated by their community reap multiple benefits
- Mentoring and guest-speaking : a community presence in learning
- A positive impact on community

The vitality of our English-speaking community is really dependant on our schools, a lot of what we should be focusing on is not only getting them to CEGEP but also bridging links early on to see what interests them and what the community has to offer them. If a student wants to become a mechanic on the other hand, who in the English-speaking community could we get in contact with? Even if they will have to go to a school in French, if they could have the opportunity to learn and have a connection with someone who speaks English who is a mechanic, this would enrich them *and* their connection to the community. It also pays it forward, when we in the community need someone to fix our car we can have someone English-speaking to help us there. It's to get students to look and say, "Ok, I can do this and still be part of the community". Community Learning Centers (CLC's) basically bridge the gaps in the community between the institutions and the schools. When teachers, organizations or institutions have ideas on what to offer kids, who can say no to involving not only the school and its teachers but our community members? Moreover, bringing in interesting guest speakers and figures in English across Canada to be involved and work with the kids [QHS recording studio] is a priceless example of collaboration and community representation.

Community schools are a different way of thinking, not only with the community but beyond the institution. The strength of a school is based on the strength of its community efforts. If we have community members strong in the arts, we will use them to enrich our arts programs. If we have members strong in environmental issues, lobbying for something by speaking powerfully for the environment to kids or members involved in athletics that

come to the school. Everyone finds benefits, those coming in and students who will learn throughout. These are just some initiatives demonstrating how our community and our schools CLC's are currently collaborating towards our student's success which offers a very dynamic sense of community and sense of belonging to it. When star athletes go back and coach our teams or show a leadership role for our youth, it's priceless. The generation we are seeing now needs to be cultivated by our institutions and surrounded by our community in order for them to speak for it. That's the type of enriched student CLC's aim to developing in schools.

We are seeing there is a positive impact on the school climate when services are increased due to community collaboration whatever the examples are. The impact of community involvement down the road is hardly quantifiable but is in the development of charitable and conscientious character in our kids. We know that there are millions of secondary benefits to volunteering such as cultivating students into leaders who abstain from drugs, score better grades and have better overall applications for bursaries, future employment or higher education. One member emphasised that it is important to remember when relating projects back to schools that we need to be careful not to stretch the limits of our staff's time and energy for community projects. We ask a lot, and they are willing, but we need to manage it wisely. An added value to our schools is that they can offer a different approach to learning while being open-minded and remaining the guardians of what goes on in our schools.

# Relationship with the Regional Majority

Moderated by Taylor Ireland

Quebeckers recognize themselves as a culturally distinct nation living as a minority culture within Canada therefore the need to preserve and retain their traditions, and most importantly the language that defines them, remains strong. As apprehensive as the Francophone are of being absorbed into Anglophone Canada and losing their identity, we ourselves are also apprehensive of being absorbed and disappearing altogether as we see less community attachment in our kids. We share a common struggle; in fact, we are better placed to understand the French-Canadian struggle to preserve their language and culture than any other group in Canada. That being said we should be able to continue to evolve but maintain our unique place. After all, our English-speaking community is fairly unique in how we assemble 14,000 people in a hub whereas the French majority lives in smaller communities forming a whole. Like them, we are part of different communities. It could be important for both sides to recognize that neither community is homogeneous. With this comes a positive shift in the last decade towards accepting diversity in the region. As the business and global community expands the more Quebec City needs to - and finds itself- evolving towards diversity instead of representing a white, catholic, bureaucratic group. Though on a personal basis, members felt that their reception in the French-speaking majority is positive and accommodating, we still face the obstacles of our past image. There is felt to exist a glaring disparity of our political relationship or projected media image and our reality (everyday neighborhood experience). In order to bridge our communities towards a stronger partnership, there has to be more visibility, exposure of our community, its significant place and purpose in the region. There is no way we can work and prosper and survive without the French majority as we are surrounded by it and working within it. A community cannot work in isolation; it must be joined to the majority community. The question is: how can our English services be an asset to the region in an increasingly bilingual world? One example is the EQLC working in close collaboration with Carrefour Jeunesse Emploi since vocational training which has to be connected to the French majority and their greater citizen group.

Two very different approaches arose to viewing our community and steps to marketing it. The first was a call for an educational campaign to encourage people to connect to our shared ethno-cultural history and therefore find value in our long-standing English presence. The second suggested an altogether polar-opposite perspective which capitalized on the utility of our English-speaking community in the greater Quebec City society today.

- Evolving towards diversity
- Bridging communities on shared cultural heritage
- Raise our profile and promote our role and value in the region
- Reveal our chameleon side (bilingual professionals of the community)

In the first approach members agreed that there is a cultural link for our two linguistic communities. The Quebec Celtic Festival for instance promotes connectivity between our history and heritage, by bringing awareness of the basis of the French Canadian culture that has all sorts of undertones of English, Irish and Scottish involvement. We attempt to build bridges with this historical cultural link with the English-speaking community. There are many similar opportunities to foster this close relationship based on that. Another member remarked that there is less education in schools on the collective cultural heritage of the English, French, Scottish, Irish and Amerindians in Québec. Many out-of-province Canadians received a different education on the history of Québec. It would be perhaps healing to inform people and open discussions on our history. A bilingual conference on our shared history was proposed as an interesting and perhaps helpful initiative. VEQ has requested funding for an information series for newcomers on the history of Québec, as many have requested the need to take the time to understand the unique climate of our co-existing communities.

On the other hand, one member expressed their opinion that we will need to define ourselves differently for our community to survive in the future. The outmigration of young people may be explained by the feeling that they more closely identify to or will be better served by, a community that defines itself differently. The member called for open-mindedness and a willingness to adopt a vision that breaks from the ethno-cultural definition of the English-speaking community and its institutions. It was proposed that we define ourselves instead by the function we serve to the greater community. Such a proposition focuses on what value we bring to our region, which will in turn bring our region's value to us. According to one interpretation, 37.75% of the 544 495 people living in the Quebec City consider themselves bilingual French and English speakers. To that group of 205 570 people, English is most likely a tool – not an identity. Perhaps we should re-think how we see the community and its evolution of membership due to increasing bilingualism. English as the language of communication internationally is really important for Quebec City not just for Francophones but for immigrants/migrants with high levels of expertise coming in. English speakers can be the middlemen taking our existing and growing local skills and expertise, developed here in Quebec City, and turning it into profitable returns (pan-Canadian or internationally) that bring visibility to our community as well as wealth to the region. Members of the English-speaking community should be seen as the city's partners in economic, social, and cultural growth. Who better than one of us – one of those English speakers who call the unique cultural reality of this city our home – to specialize in helping export our city's businesses? The fact is, hundreds of thousands of Quebec City residents have already done this on their own, without any help or consideration from us. Just imagine what we could do if we made them realize the value of who we are as a group.

This raises the question, how visible or represented are we as a group (in the *Chambre de commerce de Québec*)? Should we be more present so we aren't perceived as the "Anglos" who every now and then show up on the grid? Because we've integrated so well, we have become chameleons. We are already out there but rarely do we show our true colours and display ourselves more proudly to the wider majority. There are some very successful people, fully integrated/ bilingual whom could be ambassadors, showing the majority who we are. We need better public relations showing the French community that we are contributing to our greater shared society and that we are an asset or added value to Québec. Re-branding to reveal the chameleon nature of our community may be of interest. A way to promote the reality – the different faces of the community– may be to simply highlight the everyday workers like doctors, lawyers, research professionals, real estate agents ect... whom speak French on a daily basis within their environment but whom have the added advantage of sharing a second primary language: English. We aren't a thing of the past – like the old rich English-speaking Sillery community. It may help to humanize the community and demonstrate ourselves as an integral part of the fabric of Quebec City. We need to show our chameleon side and network in *both* languages in order to move forward. Members of your own community are already key players in the region's mainstream structure, we are already contributing to joint success and it will simply be our mandate to reveal it more proudly.

Another avenue we could tap into is the promotion of our city by being a window to the world by helping to link in business with our English-speaking community. French-speakers may have little personal connection to the language component but if we present a win-win situation, they may find they want to share successes with us. They may not know what value we bring them until they visit our table. But as one member smartly stated, they won't know what they can gain or what they miss from not knowing us. We obviously need to be higher profile and show them. We need the French-speaking community, and they need to see what we offer them such as the international connection or even the cross-Canadian experience. The more vital to the system our minority community is the more stability and credibility we will continue to garner. Members of the group generally concluded that we should be proud of our increasingly dual language skills while being bold about using our mother-tongue language non-apologetically. The group felt that the English-speaking community should aim to increase the breadth of its outreach, visibility and inclusiveness towards the French-speaking majority as well as other emerging communities in Quebec City. Newcomers identified a need to include the French media more into community events to increase their understanding and overall projected image of the English-speaking community. Re-vamping the image of our community as a dynamic and internationally-savvy group of individuals who integrally contribute to our region is key.

# Annexe of institutions and organizations

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78th Fraser Highlanders  
Be Active Québec  
Canadian Heritage  
CBC Radio 1  
Community Economic Development and  
Employability Corporation (CEDEC)  
CEGEP Champlain St. Lawrence  
Central Québec School Board (CQSB)  
Chalmers-Wesley United Church  
Christ Church Valcartier  
Citadel Foundation  
Community Health and Social Services Network  
(CHSSN)  
Community Learning Centre (CLC) - Quebec  
High School & Portneuf Elementary School  
Congregation of the Catholics of Quebec  
speaking the English language:  
St. Patrick's Parish  
Church Society of the Diocese of Québec:  
Anglican Diocese of Québec  
Eastern Québec Learning Centre  
Evangel Pentecostal Church  
Everest Elementary School  
Fraser Recovery Program  
Holy Trinity Cathedral  
Irish Heritage Québec  
Jeffery Hale Community Services  
Jeffery Hale Community Partners  
Jeffery Hale Friends Foundation  
Jeffery Hale Foundation  
Jeffery Hale – Saint Brigid's  
Life in Québec Magazine

McGreevy Manor  
Morris Centre: Literary and Historical Society of  
Québec (LAHS)  
Québec Art Company (QAC)  
Québec Baptist Church  
Québec Chronicle-Telegraph (QCT)  
Québec City Reading Council (QCRC)  
Québec City Women's Club (QCWC)  
Quebec High School (QHS)  
Saint Brigid's Guild  
Saint Brigid's Foundation  
Special Needs Activities Community Services  
program (SNACS)  
St. Andrew's Presbyterian Church  
St. Andrew's United Church  
St. Gabriel's Catholic Church  
St. James Anglican Church  
St. Joseph's Catholic Chapel  
St. Michael's Anglican Church  
St. Patrick's Church  
St. Patrick's High School  
St. Paul's Anglican Church  
St. Peter's Anglican Church  
Ste - Foy Elementary  
Truth Baptist Church of Québec  
Valcartier Family Resource Centre  
Voice of English-speaking Québec (VEQ)  
VEQ Foundation  
Ville de Québec  
Youth Employment Services (YES)  
YWCA Québec

For more information, please contact Voice of English-speaking Québec at 418-683-2366 ext. 226 • visit [www.veg.ca](http://www.veg.ca)

# FEEDBACK

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“Vision speakers provided great insight into the English-speaking population of our region with humour and openness”

“The diversity of the vision speakers reflected the diversity of how we understand and experience our community”

“Great set up of perspectives both past and present”

...

...

“A lot of dynamic people with great ideas within the organization of the forum was a perfect combination”

...

...

“Presentations were informative and positive”

“In some instances, it’s an awakening. The English-speaking community “at large” has changed in the last 20 years or so and some of us needed the update.

Thank you”

...

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“Thanks to the professionalism (and rigour) of the moderators, we were able to realize that things were going well but could nonetheless be better still”

“Royal Orr was a terrific MC! “

“Loved the discussions, would have loved more”

...

