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# *OFFICIAL LANGUAGES RESEARCH ISSUES*

## SYMPOSIUM

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Château Laurier Fairmont Hotel, Ottawa, Ontario  
January 10 and 11, 2008

### Report

Prepared by:



For the Official Languages Secretariat  
Canadian Heritage

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## A. INTRODUCTION

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### FOREWORD

This report summarizes the discussions of the *Symposium on Official Languages Research Issues* held in Ottawa on January 10 and 11, 2008. The Symposium's objectives were as follows:

- Take stock of the current state of official languages research in Canada
- Identify avenues for making research on official languages more relevant and increasing its use in policy development and community development
- Generate a commitment
- Provide a networking opportunity.

The program included various presentations and sector workshop discussions, identification of common issues, and development of future prospects for those issues. About 165 persons participated in the Symposium, coming from a variety of organizations: the federal government, provincial and territorial governments, universities and communities. Most of the presentations are available on the Web site of the Canadian Institute for Research on Linguistic Minorities (CIRLM), at <http://www.cirlm.ca> (see Appendix 10).

### WELCOME AND GOAL OF THE SYMPOSIUM, 1998-2008-2018 CONTEXT

Jérôme Moisan, chair of the Symposium organizing committee, opened the Symposium by inviting Ms. Judith LaRocque, Deputy Minister of Canadian Heritage, to make her opening remarks.

#### **Judith LaRocque, Deputy Minister, Canadian Heritage**

Ms. LaRocque welcomed all the participants to the Symposium. She underscored their shared mission: to ensure that our two official languages are given their rightful place in our society, and to highlight the important role of research in the accomplishment of that mission.

She reviewed the objectives of the Symposium, emphasizing the link between research and policy, and the improvement of dialogue between researchers and statisticians on the one hand and politicians and managers on the other. She spoke of the importance of empirical data and its analysis in the development and evaluation of government policies and programs.

Ms. LaRocque closed her remarks by thanking the organizers and wishing everyone an excellent symposium.

### PRESENTATIONS OF PARTICIPANTS AND EXPECTATIONS FOR THE SYMPOSIUM

After reviewing the agenda of the Symposium, facilitator Kathleen Connelly invited the participants to introduce themselves at their tables and to share their expectations for the two days. Here is a summary of the expectations noted at that time:

- Learn and acquire new knowledge: receive and share information on various subjects relevant to research in official languages
- Strengthen the network: networking at the Symposium, and discussion of ways to improve intersectoral coordination, orchestration of efforts between Anglophone and Francophone minority groups, and coordination and synergies between research and policy
- Know more about the vision for the future, the federal direction and game plan for the next five years
- Discuss knowledge sharing and communication with the public



- Discuss the sharing of research data
- Explore different and innovative approaches
- Discuss funding

## **B. STATUS OF RESEARCH ON OFFICIAL LANGUAGES IN CANADA IN 2008**

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This part of the agenda was designed to share the major themes emerging from the post-censal survey and the 2006 census, and to present the status of official languages research in the country.

First, the participants heard five presentations offering an overview of the infrastructure of official languages research in the country. These presentations are summarized below, and most of them are posted on the CIRLM Web site.

### **RESEARCHERS, NETWORKS AND MAJOR RESEARCH THEMES**

Rodrigue Landry, of the CIRLM, opened his presentation with a brief history of official languages research networks in the country, as well as a description of the existing networks, new developments and future prospects.

He then discussed the connection between the research institutes, centres and chairs and the lines of research on which they are working. He reviewed the channels of dissemination of research findings, and spoke of the results of a survey of the CIRLM on research requirements. He mentioned that the research reports presented in Statistics Canada's *The Daily*, whose findings are summarized in the country's newspapers, rarely present analyses that are based on the two official languages of Canada.

He closed by presenting five major challenges: for the Anglophone communities of Quebec, an infrastructure that is inadequate for all the work there is to be done; for the Francophone communities outside Quebec, underfunded research and an uncertain research succession; for both communities, the need for more synergy between researchers, communities and governments; the need for comparative studies; and lastly, the lack of funding.

### **DATA ACCESS**

Gustave Goldman, of Statistics Canada, presented a continuum of secondary data research sources offered by the federal agency – data available to the general public, analytical data for researchers and students, and the research data centres (RDC) network. He spoke in a little more detail of the network of RDCs, which are secure centres staffed by an on-site Statistics Canada analyst to support researchers and provide them liaison with the agency. He explained the requirements that researchers have to satisfy to access the RDCs, noting that there is also a mode of access for government researchers, to whom the same process applies. In closing, he showed some of the data access site screens, explaining the various functions.

### **USE OF RESEARCH FINDINGS IN COMMUNITY DEVELOPMENT**

Two different presenters spoke on this subject.

Diane Côté, of the Fédération des communautés francophones et acadienne (FCFA) du Canada, stressed the importance of moving in the near future to implementation of a real partnership that engages the communities at all stages of research. She also stressed the issue of the accessibility of research, and the

lack of resources and support for the publication, dissemination, popularization, interpretation and use of the data.

The challenges she mentioned include the development of a learning culture, training and sufficient support for community stakeholders, building of capacity to collect data and research in communities, and building of capacity to coordinate research within the FCFA.

In closing, she suggested a few courses of action: development of capacity to coordinate research, capacity to produce research, and capacity to use research.

Richard Bourhis, of the Université du Québec à Montréal (UQAM), sketched a quick picture of the linguistic profiles of the Anglophones and Francophones of Quebec, including the situation of bilingualism, emphasizing the limited organization of Anglophone community research. Lastly, he spoke of the sense of belonging to the linguistic community and of migration processes and their effects, both for Anglophones in Quebec and for Francophones outside Quebec.

## **USE OF RESEARCH FINDINGS IN POLICY DEVELOPMENT**

Jean L. Kunz, of the Policy Research Initiative, provided an overview of the Initiative since its creation in 1996. She noted that the Initiative's objective was to increase interdepartmental cooperation on common policy issues. She described the evolution of the permanent Policy Research Secretariat that resulted from this.

She described four aspects of the Secretariat's operations: identification of new trends; more in-depth understanding of certain issues; identification of deficiencies and capacity building; and transfer of knowledge to decision makers.

Ms. Kunz also presented an example of cooperation with the Department of Canadian Heritage, namely a multiculturalism project launched in summer 2006. She spoke of the issues identified, research questions, the collaborative process and the project's results. From this she drew three key lessons: the importance of asking the right questions and setting objectives; of consulting broadly and communicating clearly with decision makers in their own language; and of timeliness.

## **BUILDING BRIDGES: LINGUISTIC DUALITY**

Nicole Thibault, of the Canadian Association of Second Language Teachers (CASLT), concluded the panel presentations by talking about linguistic duality in the majority communities. She explained the role, programs and research objectives of the CASLT, and presented an overview of the evolution of research on linguistic duality since the early 1990s.

She suggested certain themes of concern, including institutional barriers and the lack of importance ascribed to the dissemination of research findings. The themes she mentioned included linguistic duality in the context of diversity of language profiles, and the need to examine the different motivations for language learning.

She also presented an overview of research on second language learning. She suggested different approaches for improving the learning of French and English as second languages: placing learning in a broader perspective, beyond the academic context; revitalizing our learning methods; recognizing language competencies; providing for the training, recruitment and retention of second-language teachers; establishing networks of collaboration and knowledge sharing; and learning of French as a second language as a way of supporting the Francophone minorities.

## QUESTION & ANSWER SESSION

The panelists' presentations were followed by a Q&A session. There was considerable interest in the post-censal survey, its sampling process and its definitions; these questions were carried forward to the next presentation on data. The participants also commented on the challenge of institutional barriers. One participant asked whether the FCFA was considering acquiring a research budget, and the answer was that this was not possible in light of current financial resources.

## C. THE DATA

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### MAJOR TRENDS OF THE 2006 CENSUS AND OTHER SURVEYS

The presentation by Réjean Lachapelle, of Statistics Canada, concerned three main themes, using the data from the 2006 Census with those of previous censuses.

First he spoke of the demolingistic situation of the Francophone minorities. He noted that for at least 50 years there has been a steady decrease in the relative weight of French as mother tongue, as language spoken at home and as first official language spoken. He then compared a classic indicator of the anglicization of Francophones (fraction of persons with French as mother tongue who speak French most often at home) to the non-transmission of French mother tongue to those under 18 years old, an indicator that is more direct but less utilized than the first. Another theme he highlighted is the aging of the Francophone population outside Quebec and, as a result, the low number of children and young adults with French as both first official language spoken and mother tongue.

He also addressed the situation of the Anglophones of Quebec. He noted that the proportion of people with English as mother tongue and as language spoken at home remained stable between 2001 and 2006, while the proportion of those with English as first official language spoken has increased. He briefly described the changes in migration processes and language transfer from 2001 to 2006 and pointed out that, for all ages, those with English as first official language spoken clearly surpass, in absolute numbers, those with English as mother tongue, especially among adults.

He demonstrated the increase of bilingualism among Quebec Anglophones, and finally the decrease of bilingualism among young Anglophones outside Quebec.

### FIRST RESULTS OF THE SURVEY ON THE VITALITY OF OFFICIAL-LANGUAGE MINORITIES (SVOLM)

Jean-Pierre Corbeil, of Statistics Canada, presented an overview of the results and a few emerging themes of forthcoming research based on the survey findings, noting that the report is available on the Statistics Canada Web site. He spoke of the sense of belonging and subjective vitality of the French-language and English-language communities. He stressed the importance of "ecological" factors such as the proportion of the minority relative to the majority. Other themes he addressed were the use of languages in daily activities and during access to health care services. He also provided a list of topics that Statistics Canada is studying in partnership with different departments, including early childhood and development of early literacy in the minority language, language practices at work, immigration, and linguistic trajectories from childhood to adulthood.

### QUESTIONS

- The question of the sampling and analytical potential of the SVOLM was raised, and Jean-Pierre Corbeil said that what is particular about this survey is the emphasis placed on the official-language minorities,

which affords greater analytical potential. He also said that certain initiatives have been started to create partnerships in order to increase use of the database. He pointed out however that it must be kept in mind that a refined geographic analysis is more difficult than for the census.

- One participant mentioned a CROP survey done in 1982 and suggested that the data has potential for developing some interesting analyses. Réjean Lachapelle said that he had participated in the development of the linguistic community profiles by province in the late 1980s, which called upon data drawn from the CROP survey.
- Another participant suggested it would be important to go beyond language used at home and to consider as Anglophones or Francophones persons who use the language in public places. According to the Statistics Canada presenters, the problem was that this would require adding new questions to the census, when it already contains a rather large number of questions about language, and the size of the questionnaire has reached a limit. The questions about language of work and the choice of questionnaire language could be indicators, and the post-censal survey also contains data that could help to better delimit the situation.
- One participant mentioned the difficulties resulting from the media's use of certain information when that information is published with no cautions regarding definitions and their use. Mr. Lachapelle said that Statistics Canada's choices are guided in part by the constraints associated with long-term monitoring of trends. Mr. Corbeil added that discussions about definitions have been ongoing for many years now, and that continued debate is certainly needed on the definition of the concepts of "Francophone" and "Anglophone" in Canada.
- One question concerned use of the media by Francophones outside Quebec: is this solely a matter of availability, or are there also elements of identity here? Mr. Corbeil suggested that it might be advisable to do a specific survey on use of the media. The SVOLM asked a certain number of questions, but it is difficult to identify the exact causes – clearly accessibility is a factor, though on the other hand, media are increasingly available on the Internet.
- Another question concerned comparison of Statistics Canada data with data from provincial government departments, e.g. a survey in Quebec in 2005 in which 80% of Anglophone respondents said that the English-speaking community is important to them. Mr. Corbeil confirmed that Statistics Canada has done a summary comparison with data published by the provincial governments, notably with regard to school attendance, but it would be advisable to explore this question further. He also mentioned that the close to 73% response rate to the post-censal survey is similar to the other non-mandatory surveys of Statistics Canada.
- Finally, one of the participants asked that the presentation material be sent before the minutes are prepared.



## D. SECTOR WORKSHOPS

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In the afternoon of the first day, the Symposium participants were divided into sector workshops according to their field of interest. In each workshop, based on the presentation of an overview of the sector, the participants discussed and explored the state of research and the results of the post-censal survey and the 2006 Census. They also identified priority issues and challenges specific to the sector. The six sectors were health, immigration, education (second language learning and the minority community), economic development and culture. Two of the groups reported at the end of the afternoon, and the others the morning of the second day of the Symposium. Summaries of the reports in plenary session are presented below; more detailed reports for each sector are appended. Most of the presentations made at the workshops are posted on the CIRLM Web site (see Appendix 10).

### HEALTH

Denis Prud'homme reported the results of the sector discussion on health. He noted some of the points raised by the speakers, including the problems accessing health services in the minority language, the gaps between the provinces, the impossibility of establishing the state of health of populations, especially young children, a major deficit in action research to improve access, the need to augment the critical mass of researchers, and the emphasis on promotion and prevention.

He then listed the following issues identified by the workshop participants:

1. Better crosscutting communication between different organizations to better articulate the various programs with a view to adding value.
2. Identification of the linguistic identity of patients and health care staff; link to the Health Canada module on access related to the state of health of the population.
3. Go beyond the number of Francophones in a region to consider the index of linguistic interaction in the mother tongue.
4. An infrastructure to support and speed up the development of research in minority communities: e.g. a joint commission with action strategies.
5. Better document the demography of the official-language communities, particularly their human resources.
6. Very specific issues, e.g. more research on small rural communities, action research.
7. Lack of communication – lack of portals for disseminating research, doing promotion, centralizing best practices, for different clienteles, in French.
8. Language skills and effectiveness of the various programs: continue to promote use of simple language, and continue to increase patient literacy, especially for elderly patients.
9. Lack of researchers – accentuate recruitment, if possible from different levels of communities.
10. Terminology and directories for the linguistic identification of health institutions in Canada, e.g. Anglophone institutions capable of offering services in French.
11. Significant increase in immigration, particularly Francophone, which is often to be found in minority communities, creating a twofold issue of language and culture.

12. Existential issue: the definition of health services may seem obvious, but not everyone interprets this term the same way.

## Questions

The following exchanges took place in plenary session following this summary:

- Did the group consider the increase in the number of health professionals from other countries? There are in fact many more immigrants in health faculties and among health professionals, and it will be very important to include a cultural training module in the training so that they are better able to understand the patient.
- Is it possible to list the health services providers that offer linguistically and culturally appropriate services, so that they can be promoted? It is extremely difficult to access this sort of information, partly due to provincial regulations. Very few institutions track the language of patients and the language in which care is requested.
- Would it not be advisable to formulate the problem in terms of language competencies instead of the ethnolinguistic identity of patients and health care personnel? The discussion in fact took place within the parameters of the competency philosophy.

## EDUCATION

Hubert Lussier said that the education group first listened to three presentations together before splitting in two for the discussions on issues. He then reported on the concerns identified in the workshop on education in the minority language, grouping them into four categories.

### Education in the minority language

He spoke first of what was desired in terms of the research that should be conducted, particularly on people's behaviours and determinants of educational paths, from the viewpoints of parents as well as students. He then noted the need to develop arguments to convince governments, decision makers and even the private system of the benefits of the existence of minority education systems at all levels. Thirdly, he spoke of research on minority education systems, with emphasis on literacy training and the system's capacities for instruction. Lastly, he noted the need to improve or develop better practices in sharing and communicating research, and in developing projects more tailored to the community's needs.

### Second language

The results of the second workshop on education were presented in plenary session by Nicole Thibault, who also identified four main topics of discussion. The first topic was the status of the French language, and an exploration of the way that school systems devalue French in their systems and practices. Next she mentioned the exploration of a bilingual identity and the whole aspect of social cohesion extending beyond language. The third topic was evaluation of skills, the process used for approval and implementation, and best inclusion practices. Finally she touched upon the linkages between researchers and teachers, and the linguistic and social partnerships that should be established.

## Questions

The following exchanges took place in plenary session following this summary:

- Could you explain a little more what you mean by the schools' devaluing of French? Some examples: when secondary students select their courses, abandonment of the French course is encouraged because it is less useful than sciences for university; or the creation of French as second language courses without a classroom for storing materials and without allotting sufficient time for real learning; or

- One thing that concerns us is cultural disengagement, when students at French-language schools move to English-language schools, a phenomenon that is at the level of 20% between Grade 6 and Grade 9. The school administration says that it knows the reasons for this, so why have we been unsuccessful in curbing the outflow? There are issues of numbers, rejection of the French school, better positioning to pursue postsecondary studies, and in some cases, disproportionate ambition. Was this question raised in the workshop? Yes, it was mentioned by several persons. Based on what was heard in the afternoon, we have to better understand the motives for deciding to persevere – is this a matter of programming choices in Grade 12, the cultural dimension, etc.
- The morning presentation showed a decline in the capacity of the school system to maintain acquisition of French as a second language, concurrently with an increase in the utilitarian basis. One may wonder why, shortly after the adoption of certain policies by Canada, we find ourselves in a situation where the school system devalues the acquisition of French by Anglophones.
- The role of researchers is to fully understand the dynamic and dialectic between institutions, communities and individuals at the time of transitions, i.e. to fully understand them but not necessarily to take a position.
- We have to go further in developing new arguments, and in particular carry out macro-economic studies of investment in bilingual education systems and the resulting benefits to society. If we consider the sub-par education of minority students outside Quebec, quick calculation of an improvement suggests economic benefits in the millions of dollars. We could take a retrospective approach to calculate the benefit to Canada of this radical change to the schooling of Francophones. We could also do a forward-looking study to find results to justify investment in the postsecondary education system. This is indeed an interesting discussion. Certainly we have made tremendous progress in terms of diplomas and education, but since these minorities have become bilingual, there is a danger of saying that therefore services in French are no longer necessary.
- Did you talk about immersion schools and their impact on minority-language schools? A levelling-off has been observed in most regions, although there has been an increase in certain provinces such as British Columbia. There are questions of motivation, and more could be done to fully understand best practices and spread them to other communities. I think it is a myth to say that immersion schools “steal students” from the Francophone system, since in many cases there are no French schools available for these students. The post-censal survey documents the number of eligible students who enter the immersion system, but this is raw data that does not tell us enough.
- The levelling-off is not necessary a levelling-off of demand. In various regions we observe considerable demand for other immersion classes, but this is not due to lack of financial resources or the good will of school boards. Not always offered does not mean that the demand is not there.
- The results of the post-censal survey support the hypothesis that non-availability, distance and quality of programs are significant factors in the choice of immersion schools rather than minority schools.
- Times of transition, and the persons who intervene at these pivotal times, are a subject of interest to researchers in education. During times of transition, students and parents need information, and it would be good to have data on the elements that are positive and those that are not.

## CULTURE

The reporter for the culture workshop began by pointing out that research already exists in the culture sector; Mr. Kelly Hill presented some interesting facts, trends and results of this research at the workshop, such as the change in participation rate for cultural activities between the linguistic groups. The reporter also reviewed some general questions presented by Mr. Hill, including the coherence of the analysis, the different definitions, the research priorities, availability of data, knowledge transfer, and the difficulty of measuring quality of impact.

He summarized the discussions, noting first of all that a lot of research exists, but there is no mechanism for sharing and communicating knowledge. The group therefore identified some avenues for dealing with this matter. He spoke of the gaps in the research, including a lack of depth and of analysis of the reasons for what is being observed, and a lack of quantitative data. He spoke of questions concerned with identity building, construction of organizations (e.g. how to ensure a youth succession for the survival of organizations), artists in minority settings, cultural infrastructures, fragmentation of cultural groups, and the work still to be done to sensitize decision makers to the importance of the arts and culture for community vitality.

### Questions

- One of the participants asked whether the workshop participants had spoken of the research requirements to understand the role of culture not only for the community but also for second-language learners. Although it was not significantly featured in the plenary session, the idea of the need for a definable national Francophone culture was raised. The discussions were more broadly concerned with youth rather than the academic context specifically, although youth is of course a very important topic.
- Another person encouraged the Symposium participants to adopt a much more critical level of analysis, for example with respect to the lack of organization of cultural policies of the federal and provincial governments, as a result of which there is no money to repair infrastructures; or the matter of power and the power imbalance with respect to access to resources – how do we end up with something in common where there is so much variation?
- Another question concerned cultural issues affecting Quebec Anglophones, such as whether the schools are transmitting the Anglophone culture. When the workshop participants spoke of young people, they noted that there are many factors that influence the development of identity and that cultural education is important; the state of research is not highly developed, but we have a good picture of current arts instruction, particularly since this is a provincial responsibility. There were also discussions of the difference in the number of artists per 1,000 citizens between Francophones outside Quebec and Anglophones in Quebec, with the latter number being much higher.
- One of the participants said there is a French-speaking culture in Canada, but it needs to be nourished to enhance its vitality and its influence. He mentioned the important role that Canadian Heritage could play, and the need for research in order to better understand the levers of intervention.
- Another participant noted that the underfunding of arts and culture was also discussed at the workshop, and that it is really important to show the impact of the arts and culture on economic development and other areas.
- It was suggested that the fundamental problem is a cultural prejudice which holds that the arts are entertainment and therefore a luxury, and that artists are going to create anyway, since it is part of human nature, so why support them. To go further, this prejudice has done no service to our communities, since research shows that arts and culture play an important role in the vitality of

- There was a comment about young people's lack of interest in research on recreation, such as minority-language participation in events such as the Francophone games, or exchanges, which were said to yield positive results and yet there is no real research on them.
- It was also suggested that we not wait for the authorities to take the first steps in certain research projects: for example, the effect of Quebec's language policy on Anglophone culture, or the effect of immersion programs on culture.
- One participant suggested other avenues of research with respect to Francophone culture in Canada, with an emphasis on the transition from 16 to 29 years of age: how culture influences the choices made during this transition.
- Another person informed the participants that there is presently discussion of the possibility of a "satellite account on culture" in order to better understand the data at Statistics Canada, and that a language filter might perhaps be added to this project. He also spoke of the disparate data that exists in the field of culture, coming from research done at the federal level. In fact, in the culture workshop, one of the avenues identified for a better grasp of existing research was to incorporate the language variable in all future research.
- The last participant to speak on this subject noted that the discussions underscore how vast the field of culture is, and how it can be analyzed from a great many perspectives: the products, the players, their living conditions and influence, or consumers. He suggested that other important perspectives are the enculturation process, multiculturalism and culture as it relates to other sectors of society.

## ECONOMIC DEVELOPMENT

Danielle Poulin and Daniel Bourgeois reported five key messages from the discussions on economic development. First, it is necessary to ensure the **relevance** of research on the subject, which can be done by asking questions, and above all by making linkages – between the research and evaluation of the impacts of federal policies, and between language, culture and economic development. Next, it is necessary to understand the **context** of research on the subject – even though economic development has been a concern of minority communities for a long time, research in those locales is less rich than in other sectors, and structures there are still non-existent. There is a need to make up ground quickly, on certain definitions and issues that cannot be found in the usual economic literature; traditional methods are no longer suitable: priority must be given to research that serves to improve action, research designed according to the needs of and in partnership with the communities. Third, it is necessary to **create a space** for research on the subject – since economic development is vital and research on it is rare and disparate: we have to generate interest and associate the interested parties in order to move the work ahead, create synergies and build capacity. Next, it is necessary to provide **access** to the data, to ensure that Statistics Canada asks questions about language in its economic surveys; this is important, but it must not be relied on exclusively, and the communities have to appropriate the data. Lastly, it is necessary to **transfer knowledge** – without minimizing the importance of basic research, we have to give priority to research that yields results that are useful, engaging communities and governments from the outset so that we have policies based on research and so that research findings are integrated in action.

### Questions

- One workshop participant expanded on the importance of going beyond what is necessary to ensure vitality and of considering how language and multilingualism constitute important assets in the new

- The issue of the community's involvement prompted a few interventions. One participant spoke of economic activity as resulting from a series of cumulative individual actions that have an impact. He mentioned certain studies which demonstrate that when a community takes charge of its own development and mobilizes, results are obtained, and that this process needs to be better understood so it can be more effectively implemented. This view was supported by another stakeholder, taking as an example the situation in Hearst, in Northern Ontario, and the important role of the sense of community, via the cooperative movement, in the economic turnaround.
- One participant asked whether the sustainable settlement of new immigrants, through creation of their own employment via micro-business, is a theme that was discussed. The workshop did not have the time to deal with this subject, but this is an interesting aspect that deserves attention. One research project in Quebec last year raised the question of new immigrants who speak English at home, and the lack of support from the provincial government to help them create new businesses. According to one official from Immigration Canada, most provinces have initiatives related to immigration and plans for making it a priority theme.
- Jean-Pierre Corbeil, of Statistics Canada, responded to the recommendations to add language variables to their studies by pointing out that one of their objectives is to work in partnership, and that they have made a lot of headway in making data more accessible. On the other hand, one aspect that is not so well known is that a very large percentage of the surveys done by Statistics Canada are done on behalf of other departments, on a cost-recovery basis, and in those cases the decisions are made by those departments.
- Another participant enjoined the others attending not to lose sight of the issue of the language of economic development: if the credit unions in the West abandon French as language of work, if tourism takes place mainly in English, this may help the economy but it will not help linguistic development.

## IMMIGRATION

Diane Côté presented the report of the workshop on immigration. She spoke of the principles or premises underlying all research questions: the funding of research on Francophone immigration; the adaptation of research methods to small samples; the importance of hiring immigrants themselves in research projects; the definition of "Francophone" in relation to immigration; the addition of the official languages in all government research projects; dissemination of research; the importance of an analysis of the continuum of reception, integration and retention of immigrants; French-language reception structures for immigrants; integration in institutional structures – health, political, academic – and the importance of considering the value of French, retention and the offer of services in French. She also spoke of the difficulty related to the secondary migration of immigrants who arrive first in Quebec and then settle in French-language minority communities after exhausting all government support.

### Questions

This subject also prompted a good deal of discussion and many questions. Here is a summary:

- One participant raised the problem of evaluating the academic credentials of newcomers in the schools, and the resulting alienation for young people who are placed in channels that do not lead to university studies. She also asked whether the question of the expectations of Francophone immigrants who settle in Anglophone centres, in terms of the bilingual character of Canada, was raised. The second question had indeed been raised, but not the first.

- A few interventions concerned the issue of residential integration and the need for research on physical integration in the neighbourhoods, and not only at the regional level. The present residential segregation is limiting capacity to attract newcomers to minority schools. The question could also be explored further to study the notion of host communities in rural areas.
- The matter of the specific needs and role of immigrant women was raised. Among other things, what is the effect of role inversion in immigrant couples when the wife is the first to find work?
- It was mentioned that the workshop discussions were much concerned with recruitment and with the importance of understanding migration patterns in a context of increasingly mobile immigration. There are ways of doing this kind of research: there are data banks at Citizenship and Immigration Canada and Statistics Canada in which place of residence can be crosschecked.
- The question of recruitment of foreign students was also brought up at the workshop, now that such students can work off-campus and stay in the country after their education. More attention is also being paid to the increasing numbers of temporary workers and the possibility of their staying in the country.

## E. FUTURE PROSPECTS

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### GRAHAM FRASER, COMMISSIONER OF OFFICIAL LANGUAGES

Bruce Manion, Assistant Deputy Minister for Planning and Corporate Affairs at Canadian Heritage, introduced and welcomed the speaker.

Mr. Fraser spoke about the horizontal coordination of research and its advantages and benefits. He began by affirming his pride in being associated with this symposium, which had been organized in collaboration with the Office of the Commissioner of Official Languages.

He reasserted the importance of research on linguistic duality, which is essential both as a driving force and as a tool for assessing government action, as well as to identify the shortcomings that need to be addressed in the communities.

He began with an analysis of the degree to which English-speaking scholars take into account the work of French-speaking scholars, to raise some of the challenges of official languages research.

He spoke of the role of federal institutions under the new Part VII of the *Official Languages Act*, and the importance of developing partnerships between postsecondary institutions, researchers and funding agencies involved in research on official languages, communities and federal institutions.

He reviewed the recommendations of the study on the role of federal research funding agencies, published January 9, 2008 by the Office of the Commissioner: *The Role of Canadian Federal Research Funding Agencies in the Promotion of Official Languages*. He mentioned the crucial role that federal departments will have to play in future, and concluded his presentation by encouraging the participants to keep working together and developing partnerships between the main players.

The text of Mr. Fraser's speech is posted on the Web site of the Office of the Commissioner of Official Languages, at [http://www.ocol-clo.gc.ca/html/speech\\_discours\\_11012008\\_e.php](http://www.ocol-clo.gc.ca/html/speech_discours_11012008_e.php), and on the CIRLM site.

### Questions and discussion

One participant suggested that, beyond studies about perceptions, we need research on the research granting agencies that offers a more objective demonstration of the barriers to research on linguistic duality and to researchers from minorities. The Commissioner acknowledged that the report published by his office



mainly consisted of interviews with researchers from minority postsecondary institutions; although funding was considered, it was not possible to do a thorough analysis of data on the awarding of grants by the funding agencies.

One participant cited a quote from François Rocher and suggested that there is another division that is just as important – between French-language production in Quebec and French-language production outside Quebec. She said that it is very difficult to build a French-language intellectual community because of these differences, and the confinement of French to Quebec and English to the rest of Canada. She noted that for the first time in 40 years, we have a government in Quebec that is investing in minorities outside Quebec, and some degree of recommitment by Quebecers to the rest of the country is perceptible. This creates a new challenge for the minority communities and the federal government, which will have to adjust their strategies accordingly.

One participant asked whether OCOL intended to launch any new research initiatives. The Commissioner responded that some projects are already under way, for example, development of an inventory, with the Association of Universities and Colleges of Canada, of French-language courses and programs in Anglophone universities. On this question, he suggested that the Francophone institutions' fear of losing students to these Anglophone universities was not founded, and that on the contrary it was important to ensure that English-speaking students have the opportunity to learn and master French as a second language. The role played by Anglophone universities is different from the role of Francophone universities in a minority setting. OCOL is also considering research in social marketing, but has yet to make a final decision on the subject.

One participant suggested that government-funded researchers could be required to be familiar with research in their field in both the official languages. The Commissioner responded that it was an interesting idea, but perhaps not very realistic in the present context. He said that he preferred creating opportunities to imposing obligations.

Another participant asked the Commissioner to comment on the role of the communities in developing research priorities, as a means of involvement and of implementing results. He responded that this would largely depend on the community and the university in question; the reality of the larger universities like McGill and Concordia is not the same as that of the smaller universities in minority settings, such as the Université de Moncton or Laurentian University. The minority universities may put emphasis on community involvement, whereas the large universities have their eye instead on their American competitors and the global perspective. This can create challenges for the communities in identifying researchers who have the same concerns as they do.

The next question concerned the need to catch up in building research capacity, and how to ensure that expedited investments are made. While saying that it would be interesting to see what would be possible, the Commissioner suggested that this question rather falls within the jurisdiction of Canadian Heritage, which plays a coordination role with the other departments.

Bruce Manion thanked Graham Fraser and confirmed that Canadian Heritage would follow up on the last question in the months ahead.

## **RESEARCH THEMES LOOKING FORWARD**

This part of the Symposium included discussions at the tables and in plenary session on the themes identified on the afternoon of the first day. The themes identified were distributed among the tables, which described the issue, stated the objectives to be achieved and identified the strategies to employ to advance their theme. They then presented the results of their discussions in plenary session.



The relevance of the themes was confirmed when the groups reported in plenary, when it was possible to see how the themes were intersecting – for example, the group on funding which spoke of partnerships and popularization; the group on funding which spoke of partnerships; the group on partnerships which spoke of influencing government action and popularization; the group on qualitative and quantitative research which raised the necessity of ensuring that results are relevant to users.

In some cases, several tables addressed the same theme; the reports are grouped together and the summaries of the issues are presented below. Additional details of the groups' reports are presented in Appendix 7.

### **Action research (2 tables)**

One group spoke of achieving a balance between research and action, clarifying the roles of each in a respectful dialogue and maintaining the autonomy of knowledge and the integrity of each function. The other group spoke instead of knowledge and research findings, and how to translate them properly into action. They spoke of action research as a methodology, that is, application of a hypothesis and observation of a hypothesis "in the field" to obtain results.

### **Partnerships (3 tables)**

One group spoke of information sharing, access by all the partners to all phases of the research process, and creation of research projects that meet political and community needs or can be used by those stakeholders. A second group spoke instead of developing, strengthening and enriching effective partnerships among researchers, communities and government authorities. A third group chose to describe the issue in the form of questions: why have partnerships? among whom? (identification, representation); how? (methods, agreements, protocols, discipline); when? (participation at all stages, evolving); and with what resources? (human, financial, intellectual...)

### **Communication/Popularization (3 tables)**

The first group spoke of the need to communicate and distribute research findings broadly and effectively; for that, the findings have to be organized and written in a structured and popularized fashion; to be truly accessible, this research has to be available in a single location: a single portal with appropriate categories and links. The second group took up the same theme, using different words: at present, too often research is disseminated in specialized settings, and that is not enough: the current format, "tone" and length of research papers are often not accessible to the communities and to decision makers (and are too often full of inaccessible jargon). The third group took a more solutions-based approach: identification of target publics, market study of the target public, grants and recognition of the importance of dissemination at the time of evaluation; dissemination is not communication: popularization, ongoing synthesis and a strategic watch are needed.

### **Funding and resources (2 tables)**

The first group spoke of ensuring that research is appropriately funded to obtain the necessary resources (human, competencies, time) which are renewable according to need; it wanted programs to exist on an ongoing basis and for continuity to be assured. According to the second group, it is necessary to establish the conditions for successful research – build the necessary infrastructures in the universities, especially the smaller ones; better funding for professors so that better working conditions are offered; better funding for graduate and postgraduate programs (small universities); funding for students (scholarships); enhancement of action research; capacity of communities to accurately identify the issues that concern them.

### **Data production and access (1 table)**

This group described the issue as follows: certain data relevant to official languages does not exist, and a lot existing data is unknown; it would be a “positive measure” to produce this data or make it accessible.

### **Qualitative and quantitative research (2 tables)**

According to the first group, the data from Statistics Canada and other organizations offers a general description of the issues; other bodies have to provide qualitative data to explain, complete and interpret the meaning of the quantitative data. There is little administrative data that includes linguistic elements (data collected by the provinces and territories). The second group noted the need for a multiple perspective on the realities, a perspective allowing for understanding and awareness and for acting for and with the players – partnerships to understand and act upon problematical situations experienced by players in their areas of practice.

### **Research capacity (2 tables)**

One group took the approach of describing the context: with the exception of McGill and Concordia, the universities in official-language minority communities (OLMCs) are small and isolated and do relatively little research, and their institutional foundations and infrastructures are underdeveloped. The faculties and doctoral and postdoctoral programs are underdeveloped, professors have an excessive workload, and the research culture needs to be strengthened; there is no critical mass for creating research teams; there is limited diversity or versatility in the disciplines; however there is a desire to do research, and a need to catch up financially and speed up the building of research capacity. For the second group, capacity means different things depending on whether one is speaking of institutions/departments, communities/non-governmental organizations, or universities/research centres, although there are unsatisfied needs everywhere. The issues are to convince authorities of the need to allocate resources to this, the capacity to utilize existing research, produce indicators of results, and build the researcher succession.

### **Government action based on research (1 table)**

This group concluded that the planning and programming cycle does not systematically incorporate the research and evaluation components, that evaluation programs are not synchronized with programming cycles, and that research in this area must be carried out using a partnership approach.

### **PROPOSED RESEARCH TOPICS:**

During their discussion on future prospects, the participants were also invited to identify research topics of interest to them. A variety of topics were proposed, some very specific and others broader or of more general application. Here are some of the topics mentioned in plenary session:

- Institutional linguistic duality and multiplicity
- Identification of the economic engines that foster community development
- Assimilation
- Study of the linguistic behaviour of life choices, the connection to the government at key times in a person's life (is the government there?)
- Attitudes of the two language communities to each other
- Better understanding of the winning conditions for establishing a strong Francophone identity; exploring at greater depth in order to understand better
- How identity is built

- Developing a language learning culture in Canadian society

The complete list of topics proposed is presented in Appendix 7.

## F. CLOSING REMARKS AND EVALUATIONS

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Bruce Manion thanked the organizers, partners and associates in the organization. He mentioned the high level of enthusiasm and energy in the room, and the wealth of information, ideas and food for thought that emerged in the course the Symposium. He said that a formal report would be distributed to all the participants and posted on the Web site. In addition he made a personal commitment to take into account everything he had learned at the Symposium when the time came to renew the federal official languages plan, and to report on these discussions to the federal committees he would be chairing in the weeks ahead.

He closed by thanking all the participants for coming, and for bringing their energy and their passion for the subject.

Before leaving, the participants were invited to evaluate the Symposium. The form used included statements as well as open questions. Eighty-two forms were completed and returned to the organizers. Overall, the evaluations were very positive: the statement that the Symposium had been a success and was worth the trouble received an average score of 4.1 out of 5 (5 meaning strongly in agreement).

The aspects of the Symposium that the participants seem to have most appreciated were the networking, knowledge sharing, organization, diversity of perspectives, and in particular the presence of the three bodies concerned (governments, communities, academics), as well as the quality and richness of the ideas shared.

The respondents offered a variety of suggestions regarding the follow-up that should be given to the Symposium; often they repeated the strategies proposed at the discussions. A number of themes emerged:

- Publish the report and the presentations promptly
- Analyze the recommendations and respond to/take action on them: maintain the momentum
- Establish a working group to follow up on the Symposium
- Continue the dialogue between the three levels of stakeholders (governments, communities, researchers)
- Take account of the results of the Symposium when developing federal policies and priorities
- Hold another meeting
- Continue the dialogue and the work by sector
- Increase funding and resources allocated to research
- Act to encourage the dissemination and popularization of research
- Create a forum for dialogue

The evaluation data is presented in Appendix 8.

Facilitator: Anne-Marie Parent

Note taker: Nisa Mairi Tummon

### PRESENTATIONS

#### *Research Evidence to Support Official-language minority communities*

Roger Farley, Executive Director, Official Language Community Development Bureau, Health Canada

The presentation provided an overview of current research on official languages in the health sector and current research challenges, as well as introducing and seeking input on Health Canada's draft Research Plan on Official-language minority communities and Health. This research plan covers five main lines of research inquiry related to official languages and health: demand for health services in the minority language; satisfaction with health services received in the minority language; linkages between access to health services and improved health outcomes; inequity of access to health services between majority and minority linguistic communities; and best practices.

#### *Current State of Research on the Health of Francophones in Minority Settings*

Denis Prud'homme, Dean of the Faculty of Health Sciences, University of Ottawa

The research community presentation provided a framework for current research on health and Francophone minority communities as well as an overview of the activities of the Canadian Institutes of Health Research in this domain. In addition, it identified challenges encountered by the *Commission conjointe de recherche sur la santé des francophones en situation minoritaire*, which is funded by Health Canada and promotes health research in Francophone minority communities. Key challenges identified included consolidating and improving research capacity in official-language minority communities, improving access to reliable data, adapting research methods and tools, increasing applied research studies and partnerships, and accounting for the diversity within Francophone minority communities when conducting research projects.

Key messages from Q&A session

— The importance of research on the health of Francophone minority communities was emphasized, as well as the message that the present research gaps need to be filled. One participant raised the possibility of financing research as a stand-alone component under the next phase of the Action Plan for Official Languages.

— Health Canada was seen as having a facilitation role to play in bringing the parties concerned together. In particular, one participant noted that Health Canada could potentially support a broader *Commission conjointe* structure, or there could be more collaboration between Health Canada and that body, including the development of a joint research plan.

— The five lines of research identified in the Health Canada research plan all deal with access to health services. A participant suggested that this was a limited scope for the research plan, as it only addresses one of the determinants of health. Health Canada explained that the research plan was designed first and

foremost to meet public policy needs, i.e. to establish an evidence base and demonstrate results for investments to date in support of access to health services for official-language minority communities.

— A number of participants noted that some data on health and official languages is available but not well known or well distributed, particularly when it comes to administrative data collected by provincial and territorial governments. The importance of collaboration with provincial and territorial governments was highlighted, as well as the following challenges: gaining access to the data available from these sources; ensuring that language variables are included in health data collection as a matter of course; and ensuring the reliability and consistency of health data from one jurisdiction to the next.

## MAIN THEMES FROM THE CHALLENGES DISCUSSION

Priority Challenges	How to address the challenges
The need for health research that is more responsive to community realities.	<p>Form strategic partnerships between government, academics and the community, as well as between researchers themselves and research institutions.</p> <p>Support interdisciplinary discussions, for example, discussions on health in the immigration sector to address linguistic and cultural needs in an integrated fashion.</p>
The importance of having clear and commonly accepted terminology in health sector research, to ensure comparability across jurisdictions and the different health disciplines.	<p>Improve communication among health sector researchers to support the development of a common language: for example, even the term “health services” currently means something different from one jurisdiction to the next and one researcher to the next.</p> <p>Improve health promotion material offered in the minority official language and the health literacy of minority-official-language patients. In particular, facilitate communication with vulnerable populations such as seniors.</p>
The need for coordination of and access to health data gathered by provincial and territorial governments.	<p>Establish a national registry of health professionals that includes language profiles.</p> <p>Solicit the support of organizations like the Canadian Institute for Health Information, which already have expertise in the area of health data from provincial and territorial governments.</p>

Priority Challenges	How to address the challenges
<p>Lack of data sources and the need to facilitate the production of data and access to data in a timely fashion.</p>	<p>Support the development of infrastructure to encourage research by and about official-language minority communities.</p> <p>Explore the establishment of a portal on research on official-language minority communities organized by theme or sector, with links to existing sites if appropriate.</p> <p>Work in collaboration with Statistics Canada to improve access to census and survey data through existing mechanisms.</p> <p>Improve data dissemination, ensuring that the language and formats used are accessible not only to academics, but also to a wide audience, including health professionals, patients and community members.</p>
<p>Need for better data documentation on the changing demographics and health situation of official-language minority communities, particularly with respect to health human resources in small rural communities.</p>	<p>Do research that goes further than just official-language community numbers, for example exploring the issues around training, recruitment, and retention of health professionals, not only the number of health professionals in a given location.</p> <p>Establish research projects that assess the role of language in patient-physician interaction, active offer of service, and comfort with using the minority language.</p> <p>Establish research projects on the importance of research on determinants of health.</p> <p>Ensure that research targets the specific situation and needs of small rural official-language minority communities.</p>
<p>The importance of building research capacity on official languages issues and ensuring the renewal of the body of researchers in this field.</p>	<p>Stable financing needed from government to support official languages research, in particular, to address the lack of research infrastructure and funding for small universities.</p> <p>Encourage young researchers to take up official languages and health as an area of study.</p> <p>Focus on the development of strategies for recruiting new researchers from the communities themselves and elsewhere.</p>
<p>The Anglophone community in Quebec is far behind Francophone minority communities with respect to research.</p>	<p>Improve communications between Anglophone and Francophone researchers so that the Anglophone minority community can learn from the experiences of Francophone counterparts doing research on official-language minority communities.</p>

Facilitator: Hubert Lussier

Note taker: Nicole Frenette

### PRESENTATIONS

#### *Educational Research and Minority Francophone Communities: Reflection on Challenges and Solutions*

Réal Allard, Ph.D., Adjunct Professor, University of Moncton

- ❑ Education in minority communities is both:
  - the cornerstone of the institutional completeness of Francophone communities
  - the cornerstone of the preservation and enhanced vitality of Francophone minority communities.
- ❑ There are many challenges facing minority Francophone education.
- ❑ These challenges, which are connected to the goal of cultural autonomy, must be the subject of research both “on” education and “for” education.
- ❑ More research “for” education has to be conducted in collaboration by players in the educational system and researchers.

#### *Research on English Education in Quebec*

Patricia Lamarre, Ph.D., Associate Professor, Département de didactique, Université de Montréal

- ❑ English education in Quebec has less access to research than does the Francophone minority education system.
- ❑ Schools are often the only minority-language institutions left in some Quebec regions.
- ❑ Schools are facing increased pressure to provide French-language instruction – often immersion alone is not considered enough.
- ❑ How to address some of these challenges: innovate in the manner of offering French immersion courses; shift strategies, actively pursuing new partnerships such as Community Learning Centres and partnerships with the Francophone majority; publicize our best assets.
- ❑ Some research subjects : Out-migration and related issues (job skills required, systematic obstacles; reasons for leaving and staying; cost of out-migration); preparing for a bilingual society and taking multilingualism into account; alternative solutions such as distance education and Community Learning Centres.

### KEY MESSAGE FROM Q&A SESSION

- ❑ The challenges of minority systems must be the subject of research both “on” education and “for” education, conducted in collaboration with players in the educational system.

## MAIN THEMES FROM THE CHALLENGES DISCUSSION

Priority Challenges	How to address the challenges
1) Understand behaviours and determinants	- Refine our knowledge of motivations and obstacles (of parents, students, teachers, new Canadians) to integration in minority systems.
2) Develop arguments	- Develop arguments to convince donors (governments, private sector) of the specificity of the minority systems in order to attract resources, clientele and interest.
3) Research <u>for</u> the minority system	- Refine our understanding of pedagogical needs in minority settings. This includes comparative studies of majority and minority settings and increased understanding of literacy and bi-literacy in minority settings.
4) Develop and disseminate best practices	- Improve the dissemination of research, in particular knowledge that is available but not yet exploited, and encourage linkages between researchers, decision makers and community representatives.



Facilitator: Nicole Thibault

Report writer: Sylvie Rochette

### PRESENTATIONS

#### *Major Challenges Related to Second-Language Research in Canada*

Larry Vandergrift, Ph.D., Institute of Bilingualism and Official Languages, University of Ottawa

Dr. Vandergrift presented in detail the major challenges related to second-language learning: teacher shortages; teacher qualifications; lack of prestige of second languages; revitalization of core programs; intensity of instruction in core programs; balance between fluency and accuracy achieved by students in French immersion programs; teaching resources in French immersion; and adoption of a common framework and inclusion of allophones in second-language programs.

Research exists in these areas, but there are gaps that need to be filled in order to address the subject thoroughly. The following are some of the research needs:

- Development of a teacher competency profile
- Research on how to raise the status of French in Canada
- National evaluation of core second-language programs
- Classroom-based research on the most effective feedback to give students on their oral and written performance
- Research on the implementation of a common framework for languages in Canada.

### KEY MESSAGES FROM Q&A SESSION

- Dissemination of existing research and popularization so that it can easily be used by practitioners and decision makers
- Make language learning part of the social agenda

## MAIN THEMES FROM THE CHALLENGES DISCUSSION

Priority Challenges	Possible Measures
<p>Motivations and choices</p>	<p>Explore how teachers, administrators, students, parents and society in general position themselves towards the official languages.</p> <p>Study what motivates people in order to understand how second languages can become a need in their lives and find the most effective approach to engage their interest (compulsory vs. choice).</p> <p>Explore whether school systems value or devalue French within their administration, their policies and their practices, and how they support teacher training and development. Identify barriers and potential solutions.</p>
<p>Bilingualism as part of the social agenda</p>	<p>Analyze bilingual identities and the socialization process of second-language learners, including new Canadians, in order to bring forward the advantages and usefulness of learning a second language and identify arguments for promoting the importance of being bilingual.</p> <p>Explore opportunities to use the second language in different settings, for different purposes, and at all stages of life: postsecondary education, working environments (businesses), culture, leisure, etc.</p>
<p>Pedagogy and evaluation</p>	<p>Explore how Canada can apply a common linguistic framework so as to better harmonize language learning expectations and skills evaluation.</p> <p>Study exemplary practices in adapting teaching methods and in making program structures inclusive of all students (special needs, etc)</p> <p>Explore methods to support teacher learning needs, whether for linguistic, cultural or methodological competencies.</p> <p>Explore the need for resources in greater detail.</p>
<p>Promotion and advocacy</p>	<p>Promote the advantages of second-language learning in order to dispel myths that it is only for the elite or is detrimental to first-language learning, and to argue instead that it is for everyone: motivate boys to stay in school, include allophones, promote diversity and the need for second-language skills in business, etc.</p> <p>Undertake studies on different clienteles (by gender, allophones and special needs students) to understand trends and support arguments.</p>
<p>Links between researchers and practitioners</p>	<p>Create a network of researchers (with their institutions) and teachers (with their organizations).</p> <p>Develop a common research agenda on second-language learning and linguistic duality, including the social and cultural aspects related to official languages.</p>

## APPENDIX 4 – REPORT OF SECTOR WORKSHOP ON CULTURE

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Facilitator: Claire McCaughey

Note taker: Violaine Guillerm

### PRESENTATION

#### *Research into the Arts, Culture and Official Languages in Canada*

Kelly Hill, President, Hill Strategies Research

There are research gaps in the arts, culture and official languages in Canada, whence the need to increase this research and provide it with more time and money. Work is needed on the consistency of analyses, particularly as regards the definition used for language (mother tongue, language spoken at home, etc.). The known research nonetheless proves that culture enhances understanding and social cohesion and contributes to the formation of a strong identity, but it is interesting to ask what this means for the official-language groups. An American study done in 2002 found that there is a strong correlation between the vitality of the arts and vitality of the community itself. Once again, it would be relevant to explore how the conclusions of this study can be applied to the context of the official-language groups.

An excerpt from a Hill Strategies study on cultural participation by language shows that Francophones in general and those outside Quebec in particular lie within the national average in terms of their interest in reading, patronage of art galleries and movie-going. However the Anglophones of Quebec have an interest in reading and art galleries that is well above the national average. Second, a study on artists in Canada shows that the proportion of Francophone artists outside Quebec is low (5.8 per 1,000) and the proportion of Anglophone artists is high in Quebec (13.8 per 1,000). More research is needed to better identify the reasons for the differences in consumption of cultural products among the linguistic groups.

### KEY MESSAGES FROM Q&A SESSION

The facilitator identified the challenges to launch the group's work:

- It may be difficult to know the social, cultural or economic impact of the grants given to certain official-language minority groups (such as the subsidized Francophones in Saskatchewan).
- Research is often the last concern when budgets are allocated.
- The relationship between researchers, sponsors and research users should be more harmonious.
- We need to resolve the problem of consistency of official languages definitions (mother tongue, language spoken at home, etc.) used in research generally.
- Key informants' "fatigue" with respect to research and studies sometimes makes the participation of stakeholders difficult.
- There can at times be difficulties in interpreting the findings of researchers, and time has to be invested for an in-depth understanding of the issues.

## MAIN THEMES FROM THE DISCUSSIONS ON CHALLENGES AND HOW TO ADDRESS THEM:

Issues and Challenges	How to address them
<p>It is important to get decision makers to realize the impact of the arts and culture on the vitality of official-language communities. It is the general opinion that there is a great need to continue doing research, because certain persons still do not realize the importance of culture. The example of France was brought up: there, the budget for arts and culture is substantial, and has major economic repercussions, particularly through tourism.</p>	<p>-Possibility of doing a study comparable to the U.S. study, "Ten Characteristics of a Healthy Community: How the Arts Can Be Integrated, " Americans for the Arts, 2002, which demonstrates the social as well as economic impact of the arts on the community, validation of the relevance of the American conclusions to Canadian society.</p> <p>- Need to compile and communicate existing research showing the positive impacts of arts and culture (e.g. argument on the various impacts of community ratio)</p>
<p>Research exists, but it is not well known, disseminated or shared. It is important to verify what is already available, because we are not starting from scratch (notion of inventory).</p>	<p>-Creation of a partnership between the various research stakeholders:</p> <ul style="list-style-type: none"> <li>- either by using an existing forum and expanding it to all stakeholders, particularly the academic communities (e.g. multipartite agreement now about 10 years old, possibility of a research project on a cross-cutting theme)</li> <li>- or by creating a strategic working group on the arts and culture, with the objective of clearly identifying the impacts of arts and culture on immigration, the economy, health, etc.</li> </ul> <p>- Development of networking between all stakeholders.</p> <p>- Use of elements available from Statistics Canada (data mining)</p>
<p>Gaps in research exist.</p> <p>- Example: 26% of Francophones have a sense of belonging to the Canadian Francophones. Why? What made this sense of belonging possible?</p>	<p>- One of the priorities to be given to research</p>

<ul style="list-style-type: none"> <li>- Certain research may be underutilized or superficial.</li>   <li>- There may be a lack of qualitative or quantitative data on certain subjects.</li>   <li>- More resources must be allocated to research in connection with the official-language groups. The arts and culture sector is underfunded today: this is a more comprehensive problem.</li>   <li>- A certain "fatigue" about research exist.</li>   <li>- It should be possible to identify minority artists in order to move research forward (they are somewhat invisible today).</li> </ul>	<ul style="list-style-type: none"> <li>- In constructing new research, it is necessary to integrate the language variable so we can then obtain information about the official-language groups</li> </ul>
<p>Identity building is another major challenge, both in terms of research and the action to be taken:</p> <ul style="list-style-type: none"> <li>- Youth: need to address young people and find out what interests them</li>         <li>- Community organization: <ul style="list-style-type: none"> <li>- Ageing of workers (there is a succession challenge for the community sector</li>   <li>- Little or no research capacity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Need to carry out a number of sustainable actions over the long term instead of one major project that is time-limited</li>   <li>- Need to understand how young people can be triggered</li>   <li>- Investment needed in the artistic education and training of young people</li> </ul>



**Facilitator:** Ronald Bisson

**Note takers:** Julio Garasa, Ghislain Lafontaine

### PRESENTATION

#### *Economic Development of the Official-Language Minority Communities (OLMCs)*

Daniel Bourgeois, Canadian Institute for Research on Public Policy and Public Administration (CIRPPPA), Université de Moncton

Industry Canada retained the services of Mr. Bourgeois to present the status of economic research for the OLMCs and stimulate discussion among the Symposium participants. Mr. Bourgeois holds a doctorate in public policy analysis and public administration from Université Laval, a master's degree in public administration and a bachelor's degree in political science and economics from the Université de Moncton. He is the director of the Canadian Institute for Research on Public Policy and Public Administration (CIRPPPA), at the Université de Moncton.

Mr. Bourgeois presented a high-level profile of the OLMCs using research done by CIRPPPA for Industry Canada. He raised the different challenges related to economic development research in the OLMCs. These challenges are conceptual (e.g. the definition of a Francophone or minority economy); methodological (e.g. integration of the various data sources: census, special surveys, reports, etc.) and economic (e.g. analysis of the opportunity costs associated with actions taken to support OLMCs). He closed his presentation by offering some possible solutions to the challenges, in order to prompt discussion among the participants. Among those solutions, we note the following:

- Establishment of a partnership between the Canadian Institute for Research on Linguistic Minorities (CIRLM) and Statistics Canada to make access to research data free of charge.
- Establishment of a joint program of action research between government departments, researchers and communities. This program would be based on reciprocity between (1) policy-relevant research and (2) research-based policies.
- An analysis of the situation of the communities (by census subdivision) since 1971.
- Establishment of an ongoing action research program on economic development. Among the research topics suggested:
  - Added value to natural resources in rural communities
  - Transition toward the knowledge economy
  - Social economy, social capital, cultural centres
  - Research and innovation in rural communities
  - Youth entrepreneurship
  - Literacy and high school diplomas for those 55 and older
  - Location of federal jobs and offices in the OLMCs.

Mr. Bourgeois concluded his presentation by mentioning certain ethical foundations which must guide all researchers, including objectivity and neutrality.

## KEY MESSAGES FROM Q&A SESSION

There was no Q&A session at the workshop. We moved on to the team exercise and then the plenary session.

## MAIN THEMES FROM THE DISCUSSIONS ON CHALLENGES AND HOW TO ADDRESS THEM:

After Mr. Bourgeois' presentation, the participants considered the questions raised by the Symposium. The following table presents the highlights of the group's deliberations.

Priority Challenges	How to address them
Ensure that research is relevant	<ul style="list-style-type: none"> <li>- Research must be conducted in order to become more familiar with a problem and provide it with concrete solutions.</li> <li>- There must be a long-term, holistic vision.</li> </ul>
Understand the context of the research	<ul style="list-style-type: none"> <li>- There is catching up that needs to be done in research on OLMCs and the economic sector. The health field has benefited from a more complete research program. How can we draw from its best practices and apply them in the economic sector?</li> <li>- Define and standardize the economic terms and indicators related to OLMCs to ensure better consistency and understanding.</li> <li>- Prioritize research that can lead to action (concept of "action research").</li> <li>- Ensure that research is designed and conducted based on the needs of the OLMCs and in partnership with them.</li> </ul>
Create a "space" for research	<ul style="list-style-type: none"> <li>- A central location must be created for the coordination and dissemination of economic research.</li> <li>- Set up an infrastructure that will facilitate improved coordination among researchers, community stakeholders and government bodies, that will make it possible to:               <ol style="list-style-type: none"> <li>a) exchange perspectives and problems;</li> <li>b) identify disparities and respective priority needs;</li> <li>c) design, plan and execute the research;</li> <li>d) collect and analyze data in integrated fashion; and</li> <li>e) translate knowledge into effective respective actions.</li> </ol> </li> </ul>
Ensure access to data and research	<ul style="list-style-type: none"> <li>- Statistics Canada must include the appropriate questions in its surveys to facilitate research on OLMCs.</li> <li>- Make research available quickly and at low cost.</li> <li>- Develop additional data centres (additional to those of Statistics Canada).</li> </ul>



Priority Challenges	How to address them
Transfer "knowledge"	<ul style="list-style-type: none"><li>- Prioritize research according to its usefulness, without neglecting fundamental research.</li><li>- Facilitate action research (policy-relevant research)</li><li>- Popularize research findings to make them more accessible to the various stakeholders.</li><li>- Increase the capacity of the communities to appropriate and use research findings and data.</li></ul>

**Facilitator:** Caroline Brigitte Holloran

**Note taker:** Sylvie Moreau

### PRESENTATION

#### *Immigration and Official Languages: Challenges in Research*

Chedly Belkhodja, Université de Moncton, Atlantic Metropolis Centre

The purposes of Mr. Belkhodja's presentation were to provide an update on the major challenges in research on immigration and official languages and to generate discussion on immigration issues in Francophone minority communities. Mr. Belkhodja mentioned that the openness of Francophone minority communities to immigration is still recent, pointing out that since 1999 we have seen an increase in Francophone immigration outside Quebec. In the context, new issues are emerging in research on mobility, the dynamics of migration flows, regionalization of immigration policies, and identity and diversity issues with the Canadian Francophonie. The challenges of attraction and recruitment, and challenges related to the reception and integration of Francophone newcomers, are central to the main fields of research, where a need is noted to work in greater depth and to measure progress.

### KEY MESSAGES OF Q&A SESSION

Following the presentation, the participants basically discussed the definition of “Francophone immigrant” and the different criteria used for that purpose, especially in the academic and government research communities. The participants identified a need to clarify research instruments in order to study the question of Francophone immigration in a coherent manner and correctly understand the reality of the French-speaking immigrant.

## MAIN THEMES FROM THE DISCUSSIONS ON CHALLENGES AND HOW TO ADDRESS THEM:

<u>Priority Challenges</u>	<u>How to address them</u>
<p><b>Continuum of reception - integration - retention of Francophone immigrants</b></p> <ul style="list-style-type: none"> <li>- Immigrant recruitment and mobility</li> <li>- Analysis of migration paths and their impact on the sense of belonging to Francophone communities</li> <li>- Problem of housing and segregation</li> <li>- Role of immigrant women in the adjustment and integration process</li> <li>- Education and immigration</li> <li>- Family dynamics and immigration</li> <li>- Intergenerational dynamics</li> <li>- Integration (permanent) of international students and temporary workers</li> </ul> <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>- Economic integration, openness of employment networks, and languages of work</li> <li>- Learning of French and English (access to courses)</li> </ul> <p><b>French-language reception structures for immigrants</b></p> <ul style="list-style-type: none"> <li>- Assess impact of the different reception mechanisms and structures on integration of Francophone immigrants</li> <li>- Spotlight exemplary reception and integration practices</li> </ul> <p><b>Integration (inclusion) of immigrants in institutional political, academic and health structures</b></p> <ul style="list-style-type: none"> <li>- Adapt institutions to immigrant realities</li> <li>- Analyze situation of Francophone immigrants in the context of the Francophone minority communities where they are found</li> <li>- Analyze intergroup relations and questions of identity building and multiple Francophonie</li> <li>- Identify immigrants' changing relations to their language: Relative value of French - affective language vs utilitarian language</li> <li>- Assess impact of offer of service in French</li> </ul> <p><b>Secondary migration from Quebec – potential</b></p> <ul style="list-style-type: none"> <li>- Exclusion from access to reception services during secondary migration</li> <li>- Speed of processing of applications to immigrate to Quebec compared with the rest of Canada – different processes</li> </ul>	<p><b>Research funding</b></p> <ul style="list-style-type: none"> <li>- Structures for funding research should give access to resources for research on Francophone immigration</li> </ul> <p><b>Add the official languages dimension in research projects relating to immigration</b></p> <ul style="list-style-type: none"> <li>- All departments should be responsible for adding an “official language” perspective to research projects related to immigration</li> </ul> <p><b>Research must allow for participation by the players concerned</b></p> <ul style="list-style-type: none"> <li>- Immigrants themselves should participate in research projects</li> </ul> <p><b>Definition of Francophone and Francophone immigrant</b></p> <ul style="list-style-type: none"> <li>- Further clarify the research tools and criteria that define “Francophone” and hence “Francophone immigrant” – beyond mother tongue, language spoken at home, and first official language spoken</li> </ul> <p><b>Sampling – Issues of small samples in Francophone minority settings</b></p> <ul style="list-style-type: none"> <li>- Adapt research methods to small samples</li> <li>- Also focus on qualitative research, e.g. action and community research</li> <li>- Encourage qualitative research that can show the real picture (e.g. reality of rural communities)</li> <li>- Encourage field surveys</li> <li>- Compare different Francophone communities</li> <li>- Understand the importance of the second generation</li> </ul> <p><b>Dissemination of research</b></p> <ul style="list-style-type: none"> <li>- Better publicize what already exists</li> <li>- See that communities have the capacity to make use of research findings</li> <li>- Ensure that research can provide input for public policy</li> </ul>

## APPENDIX 7 – DETAILS OF DISCUSSIONS ON FUTURE PROSPECTS

### ACTION RESEARCH (2 TABLES)

Description of the issue: One group spoke of achieving a balance between research and action, clarifying the roles of each in a respectful dialogue and maintaining the autonomy of knowledge and the integrity of each function. The other group spoke instead of knowledge and research findings, and how to translate them properly into action; they spoke of action research as a methodology, that is, application of a hypothesis and observation of a hypothesis “in the field” to obtain results. This group listed the advantages of action research:

- Winning formula for communities and researchers to join forces
- Better evidence
- Allows the community to appropriate the subject
- Guarantees success of findings using an objective approach
- Allows for disclosure of qualitative results
- Values the role of each of the parties involved
- Parties involved are in agreement on the research subject
- Research subject has a voice in the results
- Permits use of a level of popularization that can connect with the groups targeted by the research.

#### Objectives:

The two groups also stated different objectives. The first group spoke of developing a scientific culture within the communities so they would recognize the value and scope of research concerning them, of developing a culture of cooperation with the communities within research circles, and of providing spaces/forums that encourage exchange, dissemination and knowledge transfer. The second group spoke instead about emphasizing the “applicability” of the policies in place and evaluating methodology.

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Popularize the different models of collaborative research	Research community
Engage in the process at the time of needs formulation, design and dissemination	Researchers and community members
Disseminate research findings using “popular” methods conducive to appropriation by the communities	Researchers
Emphasize popularization and knowledge transfer in academic activities	Institutions: universities, granting agencies
Provide for the creation and maintenance of spaces/forums conducive to discussion, dissemination and knowledge transfer, and development of joint projects	All
Commitment and long-term supervision by bodies responsible for policy development	Partnerships essential between all key stakeholders
Set up a long-term planning strategy: management over 10 years, via activities that emphasize applicability, prioritization of areas of intervention	

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Understand interrelations between priority fields of intervention in the communities	
Encourage a process of continuous/regular/reflective evaluation which presents formative and summative findings	Participants/partners active in action research

### **PARTNERSHIPS (3 TABLES)**

Description of the issue: One group spoke of information sharing, access by all the partners to all phases of the research process, and creation of research projects that meet political and community needs or can be used by those stakeholders. A second group spoke instead of developing, strengthening and enriching effective partnerships among researchers, communities and government authorities. A third group chose to describe the issue in the form of questions: why have partnerships? among whom? (identification, representation); how? (methods, agreements, protocols, discipline); when? (participation at all stages, evolving); and with what resources? (human, financial, intellectual...)

#### Objectives:

There were certain overlaps and certain differences between the objectives of the three groups:

- Research that is more effective and more relevant
- Influence decision making at all levels
- Sustainable benefits that are of use to the community
- Value for money / maximize use of all resources
- Provide for better understanding of the issues and more support; conceptualize research so that it can be appropriated by all the sectors concerned
- Build a triadic process – government, community, researchers – and spaces for doing this.

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Condition of the sites / progress report; inventory of existing research; develop structure, methodology, management, communication; define research objectives / concrete results expected	Communities, researchers, decision makers
Prepare a progress report: examine and assess existing partnerships NB: at the stakeholder level, the concept of community includes representatives of public and parapublic bodies	All
Develop consultative mechanisms; use research to develop policies; develop appropriate implementation mechanisms; ensure that communities have the resources necessary to participate in partnerships	Communities, researchers, decision makers
Build on the basis of the Canadian Réseau de la recherche de la francophonie (RRF)	Government bodies, community stakeholders, researchers
Provide a unifying mode of coordination that has a watch system and continuous evaluation	
Acquire a continuous evaluation tool to ensure the smooth operation / achievements of government-community-researcher partnerships	

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Make researchers' information and publications accessible to community players, in appropriate language and format	CIRLM; postdoctoral researcher or professional communicator
Identification of partners; inventory of existing research; joint approach	
Identify and recruit strategic partners	
Set up a working group (tripartite; no more than 10 persons, based on the five themes addressed at the Symposium), to create a repository of key ideas identified, and provide for follow-up	
Support policy-relevant research	
Revitalize the Canadian Francophonie summer seminar, taking the communities' needs into account – course on the Canadian Francophonie	

### COMMUNICATION / POPULARIZATION (3 TABLES)

Description of the issue: The first group spoke of the need to communicate and distribute research findings broadly and effectively; for that, the findings have to be organized and written in a structured and popularized fashion; to be truly accessible, this research has to be available in a single location: a single portal with appropriate categories and links. The second group took up the same theme, using different words: at present, too often research is disseminated in specialized circles, and that is not enough: the current format, "tone" and length of research papers are often not accessible to the communities and to decision makers (and are too often full of inaccessible jargon). The third group took a more solutions-based approach: identification of target publics, market study of the target public, grants and recognition of the importance of dissemination at the time of evaluation; dissemination is not communication: popularization, ongoing synthesis and a strategic watch are needed.

#### Objectives:

The objectives of the different groups were very similar:

- Maximize knowledge transfer
- Maximize the impact of research; use of findings by decision makers (governments, others)
- Clear and accessible communication
- Inclusion of communities
- Realistic and constructive feedback for researchers

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Diversify strategies and methods for disseminating research findings: different formats, various opportunities (seminars, accessible portals)	Communication experts
Negotiate with agencies that fund research to "require" that a percentage of grants be allocated to accessible communication of findings.	
Dissemination (popularization) funds drawn from research funding (therefore, an evaluation criterion)	
Make institutions accountable for creating resources to support researchers in socially responsive and accessible dissemination	AUFC / AUCC; university officials

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Evaluation / accountability framework: provide for follow-up to ensure that research was accurate, used, and used well by users	Researchers
Equip (support) the community sector to build its capacity to interpret, integrate and appropriate research findings so as to then take action	Researcher-community partnerships
Organize think tanks to make players aware of issues and solutions and to prepare relevant research agendas that meet real needs	All sectors
Associate communities in the design and implementation of research (when relevant); partnerships between communities, researchers, government, etc. where applicable; ensure that partnership mechanisms function	Community members and community organizations; researchers, government, service providers
Ensure that research is presented and explained (targeted) to users; this can be done by government researchers as well as academics or community researchers; promotional products, marketing; portal (access to all information in the same place: francophoniecanadienne.ca)	Researchers; community organizations; relevant organizations (marketing professionals); professional communicators
Maintain contact with users; create an ongoing dialogue; advertise/promote research; evaluation/feedback forms; link to a Web site containing a feedback forum; focus groups to verify level of language; criteria for ensuring simple, user-friendly language	Researchers; consulting firms; Internet specialists (if required)
Meeting to determine the forms that knowledge transfer vehicles should take	Official Languages Secretariat; CIRLM; key persons in Anglophone Quebec; FCFA; QCGN; media
Internal discussions, researchers in residence, hiring of summer students to review and summarize literature; review of institutions past and present that have attempted to include popularization in research grants and that tend to connect research and policy.	

## **FUNDING AND RESOURCES (2 TABLES)**

Description of issue: The first group spoke of ensuring that research is appropriately funded to obtain the necessary resources (human, competencies, time) which are renewable according to need; it wanted programs to exist on an ongoing basis and for continuity to be assured. According to the second group, it is necessary to establish the conditions for successful research – build the necessary infrastructures in the universities, especially the smaller ones; better funding for professors so that better working conditions are offered; better funding for graduate and postgraduate programs (small universities); funding for students (scholarships); enhancement of action research; involvement of communities able to accurately identify the issues that concern them.

### Objectives:

- Build research capacity on OLMCs and second languages
- Emphasize research in the community and government sectors
- Targeted funding to establish researcher/community partnerships
- Appropriate funding for partnerships to carry out research that meets communities' needs
- Funding to assess impacts on communities, research findings and best practices

- Financing of dissemination
- Some degree of continuity in research funding
- Promotion trans-sector activity and dialogue between departments
- Targeted funding to guarantee the succession

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Establish research chairs	
Funding not only of research as such, but to address the lack of support and infrastructure in the smaller universities	
Restore the joint SSHRC/Canadian Heritage program to fund research on official-language minorities	
Establish an appropriate target program for research on official languages, with mechanisms that are more stable than piecemeal (project funding), intended for students, professors, universities/institutions, networking/partnership	AUFC, FCFA, SSHRC, PCH, IC, OCOL, AUCC
Increase the development of graduate programs	
Funding of researcher networks	
Have two or three development officers to assist / play the role of resource persons to help researchers develop their research plans and proposals	
Lobbying of research councils and government institutions on the importance and relevance of research, so that research is funded in their budgets	
Have statistics on research funding according to language and topic so as to document/demonstrate the lack of funding in the field	
Fund a portal to disseminate popularized research – incorporate funding of popularization of research	
Better dissemination of research findings using different methods: conferences, meetings, dynamic portal, collaboration with media (more community, proactive approach)	AUFC, SAIC, PCH, CASLT-CAIT
Eligibility criterion for research program: demonstrate roots in the community	
Criterion of improved research program on official languages: impact on the communities	PCH, AUFC, CASALT-CAIT
To activate real partnership, fund a research budget for the communities	
Program targeting university-community partnerships that offers both the partners the necessary resources	PCH, AUFC, CASALT-CAIT



## DATA PRODUCTION AND ACCESS (1 TABLE)

Description of the issue: Certain data relevant to official languages does not exist, and a lot of existing data is unknown; it would be a “positive measure” to produce this data or make it accessible.

### Objectives:

- Ensure that data produced is appropriate to communities’ research needs
- Improve access to data and research findings

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Create mechanisms to equip communities so they can express their research needs and demonstrate their relevance to researchers	Federal institutions, universities
Add questions about language in major public surveys	Statistics Canada, federal partners
Produce analyses that show the language data available in major public surveys	Statistics Canada and partners
Create and supply content for a space (database, portal) where data and studies on official languages would be entered	Researchers, research centres (CIRLM)

## QUALITATIVE AND QUANTITATIVE RESEARCH (2 TABLES)

Description of the issue: According to the first group, the data from Statistics Canada and other organizations offers a general description of the issues; other bodies have to provide qualitative data to explain, complete and interpret the meaning of the quantitative data. There is little administrative data that includes linguistic elements (data collected by the provinces and territories). The second group noted the need for a multiple perspective on the realities, a perspective allowing for understanding and awareness and for acting for and with the players – partnerships to understand and act upon problematical situations experienced by the players in their areas of practice.

### Objectives:

- Include a language component in the provinces’ health, immigration, education, employment data etc.
- Facilitate communication of databases referenced by language between entities.
- Make questions more relevant
- Ensure the reliability of findings
- Ensure that findings are relevant to users and can be used in the community

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Provide linguistic definitions and useful indicators, and see that they are coded in quantitative and qualitative research.	Statistics Canada
Publicize / disseminate qualitative research (data) on the same subject to researchers who work with quantitative data; often the people who do qualitative research at the local level are unaware that quantitative data exists that can provide very useful information about the communities.	Statistics Canada, researchers, academics, donors

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
To finance the research, qualitative research should also propose a qualitative approach for presenting the issue studied at the national level and/or partner with a multidisciplinary team so as to have a quantitative and qualitative approach.	Researchers; donors
Provide for mechanisms that can mobilize/unite stakeholders in defining needs, problems, etc.	Community stakeholders, researchers, government
Research methods adapted to research contexts and to the questions themselves	Community stakeholders, researchers, government
Set up knowledge transfer mechanisms, etc.	Community stakeholders, researchers, government

## RESEARCH CAPACITY (2 TABLES)

Description of the issue: One group took the approach of describing the context: with the exception of McGill and Concordia, the universities in official-language minority communities (OLMCs) are small and isolated and do relatively little research, and their institutional foundations and infrastructures are underdeveloped. The faculties and doctoral and postdoctoral programs are underdeveloped, professors have an excessive workload, and the research culture needs to be strengthened; there is no critical mass for creating research teams; there is limited diversity or versatility in the disciplines; however there is a desire to do research, and a need to catch up financially and speed up the building of research capacity. For the second group, capacity means different things depending on whether one is speaking of institutions, departments, communities, non-governmental organizations, universities or research centres, although there are unsatisfied needs everywhere. The issues are the necessity of convincing authorities of the need to allocate resources to this, and capacity to utilize existing research, produce indicators of results and build the researcher succession.

### Objectives:

- Increase capacity to use what already exists
- Increase / maintain capacity to produce relevant research
- Increase dissemination capacity
- Strengthen and speed up development of research competencies, both in universities and in association networks, communities and governments.
- Increase research programs and the number of researchers, and create a critical mass of researchers capable of working in partnership with the OLMCs and governments
- Identify and disseminate exemplary practices
- Create networks of researchers working in every region
- Organize a national joint interdisciplinary team (OLMCs, researchers, government) to facilitate, support, orient and strengthen research projects in every sector.

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Take stock of sites with research capacities	Official Languages Secretariat
Create research coordination positions in community organizations.	Non-governmental organizations and the agencies that finance them
Form sectoral and thematic tables, clarify roles and responsibilities, put a multi-year action plan in place, and produce an annual statement of achievements (something like the section 41 obligations)	Tripartite management: political institutions, communities, universities
Long-term (recurring) research fellowships on official-languages issues in the universities to ensure the succession, and research chairs and official languages champions	AUFC, AUCC, every institution
Define expert research niches in every institutional research centre in the OLMCs, with functional specialties/complementary roles: mentoring, emeritus or young retired professors, emeritus researchers in residence, research facilitators	Government, including a hub of expertise to <u>support</u> development of projects and funding applications
Establish the incentives necessary to guarantee success: prestigious recognition programs, research tax credits, scholarships, research assistants, broad dissemination, prestigious publication vehicle, matching program	
See that funding goes through the communities by setting as conditions for establishing partnerships with institutions (to eliminate silos): awareness campaigns with OLMCs and researchers, support for the transformation of methods and culture on both sides	
National team led by an expert	
Federal program to finance network building	
Incorporate in postsecondary programs solid training in research methodology and in knowledge of OLMCs across the country, including the status and use of official languages in the various communities of the country	
Replace competition between institutes with extensive collaboration, including via joint projects between research centres and between institutions	
Establish a federal research funding program for the very large universities which requires that research be done on the development of the OLMCs and official languages, in partnership with them and their researchers	
CURAs are very, very difficult to bring about; an enhanced CURA must be developed for the OLMCs.	

## GOVERNMENT ACTION BASED ON RESEARCH (1 TABLE)

Description of the issue: The planning and programming cycle does not systematically correspond to the research and evaluation components; evaluation programs are not synchronized with programming cycles; research in this area must be carried out using a partnership approach.

Objectives:

- Incorporate the research and evaluation components in planning processes
- The official languages components should be systematically present and the participative approach should be preferred
- Agree on the program objectives and continuously design indicators for measuring vitality

<u>Strategies</u>	<u>Stakeholders to be engaged</u>
Incorporate the dimensions of evaluation, research and consultation in every government framework or accountability framework	
Highlight research as a dimension of the guide on Part VII of OLA – note: positive measures do not target research	
Highlight best practices on this subject in the various government departments and agencies	

## APPENDIX 8 – LIST OF RESEARCH TOPICS

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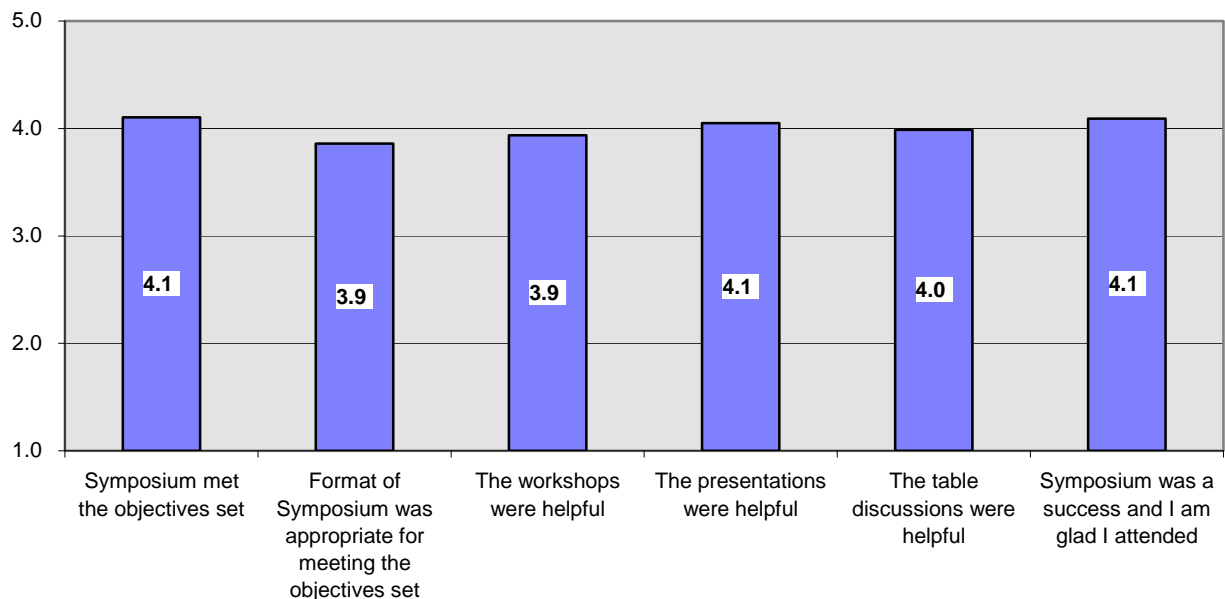
- Cultural identity, assimilation, emigration – and how they interact
- Evaluation
- Community governance
- Rural development
- Legal and sociological studies on the significance of Canadian linguistic duality
- Ensuring that research addresses the whole continuum from early childhood to the golden years (a principle)
- Research on development of a language learning culture in Canadian society
- Research on determinants of linguistic behaviours, representations, attitudes and motivations
- Qualitative research at the community level on satisfaction with access to health care and services and educational services
- Sociology of minority communities
  - Geographic mobility and access to opportunities: education, employment, health, cultural life
  - Interaction between linguistic choices and the socio-economic context
  - Education, social capital and socio-economic well-being
  - Community membership: limits, definitions, identities
- Identity, duality and diversity
- Analysis of language policies
- Linguistic and community vitality
- Demand for language skills in the private sector
- How can the assimilation of Francophone minority communities be checked?
- Furniture and real property inventory of arts and culture infrastructures, with an assessment of present and future needs
- Research on the locations where French-speaking immigrants settle (outside Quebec)
- Research shows that a great many new teachers leave the profession in the first five years: why? What is the representation of second-language teachers?
- Winning conditions for building a strong Francophone identity, based on the findings of the post-censal survey
- How individual or community identity is built (in a context of diversity, Francophone exogamy, immigration, etc.)
- Study of linguistic behaviour and choices through life (life history)
- Conceptual framework of the community in terms of health, community vitality
- Status of the language, all other things being equal

- See the research topics identified in the sector workshops
- Building a linguistic identity among young people – how to sensitize them and influence them in their identity choices (Francophone / bilingual / multilingual)
- Attitudes of the two language communities to each other (common perceptions and issues)
- More emphasis on horizontality – how to work more in networks and less in silos in the research field
- A shared research project – secondary immigration from Quebec to the Francophone minority communities
- Exploring ways outside the school system of developing the minority language as a national value
- Research outside the school system, e.g. communities, families, intergenerational literacy
- French-language curriculum – how to enrich the cultural dimension of the language
- Assimilation
- Immigration strategies to attract immigrants to the minority communities, and other non-economic ways to integrate immigrants
- Documentation of effective official languages practices (in a portal)
- Economic impact of language legislation – especially relevant in Quebec
- Environmental factors that influence the identity process and life choices of young people
- Identification of the economic engines that stimulate community development
- The situation of cultural education in the schools
- Economic Impact, positive and negative, of “hop-scotching,” e.g. how much does dropping out of school cost society? changing school systems?
- Determinants of the formal and informal vitality of communities: employment, health
- Absence or presence of leadership? Analysis of presence of leadership and its value
- Where do the young people who leave the traditional bastions go? What do they become?
- Continuity of rural communities, which have a different dynamic for linguistic minorities
- Role of municipalities with respect to official-language minority communities
- The Francophone space in large urban centres as regards migrants, immigrants and cultural diversity
- Role and place of the generation with experience (seniors) in community continuity
- Immersion and retention; retention in French-language school systems; continuity at the postsecondary level in French (wholly or in part)
- Ways of improving cultural and linguistic communication between health professionals and their patients in OLMCs
- Conditions of an inclusive additive bilingualism in minority communities – (or – popularization of the concept: can community affairs and bilingualism coexist in a minority setting?); (putting popularization in context); the association networks must facilitate bilingualism in their communications so as to promote inclusion of and at the same time respect for their community members.
- Impact of language immersion on the culture of minority communities

- Second-language retention of Anglophones outside Quebec
- Impact of immigration on the linguistic duality policy
- Two complementary, interwoven themes where dialectical relations are maintained:
  - Institutional linguistic duality: policies, language planning, impact of immigration
  - Multiplicity of realities and social practices: identity-building process, contextualized and comparative research.
- Determine the difference between French as official language and as national language
- Promotion and use of French in the private sector (multi-provincial and multinational companies)
- Comparative studies of multiple identities among youth as well as adults in official-language minority and majority communities (what is the identity of young Anglophone Canadians outside Quebec, and the points of similarity and difference with young Francophones outside Quebec, for example).
- Ensure that research projects on official languages consider major social divisions such as poverty, women and visible minorities, when relevant (in other words, official languages are more complex and embrace more than just the question of language and identity).
- What can we learn about federal-provincial relations and policies by examining and understanding the experiences of participants in the adoption and feasibility study linked to the Common European Framework? (is the CMEC model the best or the most effective for pan-Canadian initiatives)?
- What impact does the teaching/offer of courses in foreign languages in the schools (e.g. Spanish or Cantonese) have on learning French as a second language? (impact on enrolment for French as second language courses, on students' perception of languages and their importance)
- Finding: there is obvious and significant inequity within the five sectors represented at the Symposium as regards linguistic duality issues. For example, in education, Canadian Heritage assigns much more priority to education in the minority language than to instruction of French as a second language for Anglophones (and allophones) outside Quebec (note: departmental officials are interested in and support French-as-second-language issues within the limitations imposed). The budget imbalance is incredible; the per capita imbalance in the budgets makes no sense and cannot be justified.  
Research question:
  - What are the impacts of the present content and financial priorities at Canadian Heritage in favour of the minority language on the attitudes of the Anglophone (and allophone) majority outside Quebec as regards the learning of French, acceptance of Francophones and integration with the Francophone culture?  
NB – This question is not meant to suggest that the present orientation and financing of minority issues is not necessary. It is. But why this imbalance within the same policy or resource envelope? What are the effects of this? Can things be done differently?
- Identification of the cultural leadership centre in the communities (and its level of awareness)
- Identification of the levers of promotion, enrichment and enhancement of the arts and culture. N.B. – the presence, absence and “value” of leadership (or community members' perception of it) are other avenues. This is a crosscutting theme, but its impact should be further explored in the fields of culture and economic development. The counterpart of the second theme might read as follows: The identification or observation of barriers to the development of cultural identity, a sense of belonging or the economic, cultural, educational or sociological vitality of a minority community can offer avenues of action, lead to the identification of solutions, or provide content for the action plans to be implemented.

## APPENDIX 9 – EVALUATION SUMMARY

### Evaluation of Symposium on January 10 and 11, 2008



One participant out of two filled the questionnaire and took the time to respond to the open questions. The comments were organized into themes. A few sample comments are given for each, by way of illustration.

#### 1. The three things about the Symposium that I most appreciated:

- Networking (44 comments)
  - Partnerships to be established
  - Meeting between participants
  - I appreciated the meeting with researchers/stakeholders/leaders from all over Canada
  - Interaction with others interested in the same problems
- Presentations (24 comments)
  - Quality, variety, relevance
  - Different presentations were mentioned by different persons
  - Summaries of achievements and challenges
  - Presence of important speakers
- Learning and new knowledge (22 comments)
  - Up-to-date information on issues in the fields
  - Reflections about research and the links to public policy development in the official languages
  - I have a better understanding of the complexity of implementing linguistic duality measures
  - Heard and learned needs in terms of research
  - Better understanding of research practitioners and their activities
  - More comprehensive view of the issues of linguistic minorities
  - Better appreciation of the scope of the research network



- Validation of key issues in terms of the fields of action identified (immigration, culture, etc.)
- Chance to become familiar with issues in fields other than my own field of interest
- Learned about issues outside Ontario, including sample exemplary practices
- The discussions and their general quality (21 comments)
  - Everyone open to critical discussion
  - Confrontation of ideas between the different players
  - Frankness of the diagnoses and points of view
  - I found people open to the linguistic realities of the two sides
  - Desire for involvement and commitment of the different partners attending the Symposium
  - Critical reflection in certain discussion groups
  - Exchange among participants – subject – perspectives and projects, career and professional evolution
  - Climate of respect among participants
- Diversity of participants, particularly the interaction between government, academic and community representatives (21 comments)
  - The level of the discussions and spirit of cooperation among the three groups (community, researchers, government)
  - Plurality of viewpoints
  - Having brought together the linguistic minority communities and stakeholders in the field of linguistic duality
- Approach, organization and facilitation (16 comments)
  - Strategy used to get a large group to focus on the target objectives
  - Logistics of the process and the time allotted to each component
  - Well organized – brisk pace
  - Professionalism of the people who organized the Symposium
  - Bilingualism and easy presence of both languages – very easy-going and normal – very Canadian
  - The persons who acted as masters of ceremonies ...Superb!
- Results of the discussions – themes, objectives and strategies (16 comments)
  - Forward-looking (to 2018)
  - The strategies and avenues of action proposed
  - Group development of possible ways to meet research needs
  - Mutual commitment to collaborate on conducting and supporting research on OLMCs
  - More specific identification of research issues in official languages
  - Richness of the ideas expressed
  - Identification of research themes and orientations
- Sector workshops (12 comments)
  - Workshops and their format
  - Discussion in the first day's workshops
  - Beginning of a Canadian discussion of economic development
  - Considering culture as one of the discussion topics
- Table discussions (7 comments)
  - Exchanges of ideas at the tables on Day 2
  - Heterogeneous tables / assignment to tables

## 2. The two actions most important for following up on this Symposium are:

- Follow up / action on the priorities (26 comments)
  - Determination to do this effectively in collaboration, with no delay or reduction of scope
  - Follow up on the sectors' suggestions
  - One example of follow-up: create a task force composed of representatives of the federal government, universities, researchers and the community (a national organization); no more than 15-18 members
  - Implementation of recommendations
  - A forum for planning the issues identified
  - Adopt the research topics proposed to do basic research on them fairly quickly
- Publish the report and presentations (23 comments)
  - Publication of report as soon as possible
  - Make the symposium report and presentation results very visible – facilitate access
  - Report with clear recommendations
- Funding and resources (21 comments)
  - Necessary resources mobilized to carry out all follow-up without slowing down the pace of construction necessary for catch-up
  - Pivotal role of Canadian Heritage to start up the research “train” and see if money can be allocated to research in the action plan
  - Structure and finance follow-up to research at community level
  - Provide better funding for the various aspects of research in research partnerships
  - Give the communities the capacity to coordinate on research
- Creation of partnerships / a partnership structure (15 comments)
  - National committee of representatives of the three sectors (government, university, community)
  - Establishment of a forum for dialogue among the three sectors
  - Set up measures and methods for facilitating partnerships between university, government and community on planning, until research is implemented.
  - Partnership – in action research
- Federal government (12 comments)
  - In the selection criteria of the research-funding agencies, add the criterion of having to consult the minority communities and include them from design to implementation of the research
  - Canadian Heritage could create a research steering committee in concert with the main departments concerned
  - Include the OL field in all research-related policies and programs
  - Inform departments of the advantages of OL research in developing policies and services for minorities
- Continue the dialogue, hold other meetings (11 comments)
  - See that a dialogue on research priorities continues
  - Another symposium
  - Don't wait 10 years to hold this kind of meeting, but maybe have a different objective – that of disseminating/sharing research in different fields

- Dissemination and popularization of research findings (8 comments)
  - More dissemination of research in the official languages field
  - Dissemination and popularization of research
  - Ensure that information is disseminated that can best support community action
- Establishment of a dialogue mechanism / portal (7 comments)
  - Implementation of a dialogue space
  - Contact François Charbonneau of the AUFC who has done work on creating a research portal, so as to add to it research proceeding from the community (local reports, etc.) in line with the fields identified here
  - Research network
- Sectoral tables or committees (5 comments)
  - Continue consultations on a sector basis (culture, health, immigration, etc.) to underscore priorities
  - Sectoral committees in line with the themes discussed, where the three levels are brought together (government, universities, communities)
- Make research part of the next action plan (5 comments)
  - Take account of the needs expressed in the next action plan (leadership, funding, horizontality in approach between the target sectors)

### 3. Other comments and suggestions:

- 12 expressions of thanks / general positive comments
- 11 comments on lack of place given to linguistic duality
- 7 criticisms of Friday's plenary reports – too long and boring
- 6 positive comments on facilitation and observance of the agenda
- 6 criticisms or recommendations on specific aspects of workshops
- 5 criticisms or suggestions on lack of material provided in advance
- 4 comments that Symposium did not permit enough interaction or discussion
- 2 recommendations that follow-up be given
- 2 positive comments about logistics
- 2 suggestions to create a data bank on researchers/research
- About 15 other comments and suggestions, all different, concerning the organization of the Symposium or the follow-up it should be given

## APPENDIX 10 – LIST OF PRESENTATIONS

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The following documents are available in PDF format on the Web site of the Canadian Institute for Research on Linguistic Minorities (CIRLM) at <http://www.cirlm.ca/>:

Allard, Réal: *Educational Research and Minority Francophone Communities: Reflection on Challenges and Solutions*

Belkhdja, Chedly: *Immigration and official languages: Challenges in research*

Bourgeois, Daniel: *Symposium - Official Languages Research Issues*

Bourhis, Richard Y.: *Demolinguistic features of the Anglophone and Francophone Communities of Québec*

Corbeil, Jean-Pierre: *First Results of the Survey on the Vitality of Official-Languages Minorities (SVOLM)*

Côté, Diane: *Research Use and Francophone and Acadian Communities*

Farley, Roger: *Research Evidence to Support Official Languages Minority Communities*

Fraser, Graham: *The Horizontal Coordination of Research: Advantages and Benefits*

Goldman, Gustave: *From a seed...Data access at Statistic Canada*

Hill, Kelly: *Research into the Arts, Culture and Official Languages in Canada: Facts and Gaps*

Lachapelle, Réjean: *Some Main Trends from the 2006 Census*

Lamarre, Patricia: *Official Language Research in the Next Decade: English Education in Quebec*

Landry, Rodrigue: *Research on Official Languages Minority Communities: Researchers, Networks and Major Themes*

Prud'homme, Denis: *Status of Research on the Health of Francophones in Minority Communities*

Thibault, Nicole: *Building Bridges: Linguistic Duality*

Vandergrift, Larry: *Major Challenges Related to Second Language Research in Canada*