

## **Understanding literacy and family literacy needs of Anglophone adults in Quebec: Research Summaries**

### **About the Project**

The Understanding literacy and family literacy needs of Anglophone adults in Quebec project aimed to deepen knowledge and understanding of the literacy and essential skills (LES) needs of Anglophone adults living in Quebec as a basis to more effectively serve English-speaking communities across the province. The issue was first identified in a [publication](#) by [Statistics Canada](#) of the 2003 IALSS results for Canada's official language minorities which showed large disparities in literacy performance among Quebec Anglophones. The findings suggested differences in need from one community to another that may require targeted services. This project set out to fill this knowledge gap and to insert LES into the ongoing discussion about Anglophones in Quebec.

All Quebec English-language umbrella groups stand to benefit from the findings in terms of proposing better policy, planning new services and using resources more efficiently. There may be opportunities for new partnerships to develop solutions to some challenges not previously seen as linked to literacy. The project will also provide a useful road map for identifying promising new research avenues that would assist LES organizations in getting a more detailed picture of the communities they are aiming to serve.

### **Research Summaries**

As part of the Understanding literacy and family literacy needs of Anglophone adults in Quebec project, researchers working for The Centre for Literacy have uncovered a number of significant research studies that have been recently published on English-speaking communities in Quebec. The Centre has selected a limited number of these studies and summarized their findings in a format that is both accessible and succinct. Together, they provide a useful introduction to research that tracks the recent evolution of the Anglophone community in Quebec.

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### Demographic Profiles

Note on terminology: In the following studies, the size of the “Anglophone population” in Quebec is calculated either on the basis of mother tongue or of first official language spoken (“FOLS”). The FOLS definition includes more people.

<b>Reference:</b>	Corbeil, J-P, Chavez, B and Pereira, D. (2010). <i>Portrait of Official-Language Minorities in Canada - Anglophones in Quebec</i> . Analytical Paper. Government of Canada. Statistics Canada. 122 pp. Retrieved 19 Oct. 2010: <a href="http://www.statcan.gc.ca/pub/89-642-x/89-642-x2010002-eng.pdf">http://www.statcan.gc.ca/pub/89-642-x/89-642-x2010002-eng.pdf</a>
<b>Research question:</b>	What are the characteristics, behaviours and perceptions of the English-speaking population in Quebec?
<b>Conclusion:</b>	The English-speaking population has declined and aged relative to the Quebec population since 1951 due to low fertility and negative net migration. These trends are less pronounced when we define Anglophones as FOLS English-speakers rather than English-mother tongue speakers. This population is concentrated in three regions of the province.
<b>Study design:</b>	Analyzes data from the Census of Population from 1951 to 2006 and the cross-sectional sample Survey on the Vitality of Official-Language Minorities (SVOLM) conducted in 2006 by Statistics Canada, where respondents were selected from those who completed the long form of the 2006 Census.
<b>Limitations:</b>	General statistical portrait of Quebec Anglophones; not intended to be an in-depth demolinguistic study.
<b>Synopsis:</b>	This document analyzes census data from 1951 to 2006 and data from a survey on official language minorities to produce a general statistical portrait of Quebec Anglophones.

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<b>Reference:</b>	CROP Inc. (2010). <i>CHSSN Community Vitality Survey 2010</i> . Final Report presented to the Community Health and Social Services Network/CHSSN. 144 pp. Retrieved 18 Oct. 2010: <a href="http://www.chssn.org/Document/Download/CHSSN_Community%20Vitality_Survey2010.pdf">http://www.chssn.org/Document/Download/CHSSN_Community%20Vitality_Survey2010.pdf</a>
<b>Research question:</b>	What are the opinions, perceptions and expectations of Quebec Anglophones on issues such as health and social services, education, manpower development, culture and communications?
<b>Conclusion:</b>	These opinions, perceptions and expectations are presented in a series of 144 tables without analysis, and no conclusion is presented.
<b>Study design:</b>	3,195 English-speaking Quebecers aged 18 and over were interviewed over the phone between February 9th, 2010 and March 31st, 2010. Data was weighted according to region, sex and age to ensure representation of current demographics using data from the 2006 census.  Respondent demographics are included. Questionnaire responses are presented in graph or table form. Replicates previous studies done by CROP in 2000 and 2005.
<b>Limitations:</b>	No analysis is presented. The results of a corresponding survey of Francophone Quebecers are not included in this study.
<b>Synopsis:</b>	A study commissioned by the Community Health And Social Services Network (CHSSN) surveyed English-speaking Quebecers for their opinions, perceptions and expectations on issues faced by the Anglophone community, the future of the community and the future of the French language in Quebec.  Contains demographics, information on use of language and linguistic capabilities, stability in the region and issues including health and social services, education, employment, culture and communications.  The study includes questions about the availability of services in English.

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<b>Reference:</b>	Jedwab, J. (2008). How Shall we Define Thee? Determining who is an English-Speaking Quebecer and Assessing its Demographic Vitality. In R.Y. Bourhis (Ed.) <i>The Vitality of the English-Speaking Communities of Quebec: From Community Decline to Revival</i> . Montreal, Quebec: CEETUM, Université de Montréal. 18 pp. Retrieved 17 Aug. 2011: <a href="http://www.ceetum.umontreal.ca/pdf/Bourhis%20resume.pdf">http://www.ceetum.umontreal.ca/pdf/Bourhis%20resume.pdf</a>
<b>Research question:</b>	How do definitions for English-speaking Quebecers impact the perception and identity of the community's vitality?
<b>Conclusion:</b>	Quebec's provincial government uses a less inclusive definition of English-speaking Quebecers than does the federal government. Depending on how it is defined, the Anglophone community has been said to number anywhere from 600,000 people to 995,000 based on the 2006 census. Quebec's narrow definition of the community may have a negative impact on the level of English-language services and resources made available to the community by the Quebec government.
<b>Study design:</b>	Census data, public opinion surveys and government reports on official language minorities were used to determine the various ways of defining the English-speaking communities of Quebec. Statistic Canada's census is the most widely used source to estimate the demo-linguistic vitality of the English-speaking communities of Quebec. The author assesses the approaches of different levels of government and comments on their methodologies in estimating demographic vitality.
<b>Limitations:</b>	The many demographic variables affecting Quebec Anglophone vitality — absolute numbers; percentage of the population; rate of mixed marriage; immigration—make it challenging to establish precise demographics.
<b>Synopsis:</b>	English-speaking communities of Quebec are declining in terms of status, demographics and institutional support. The federal government and Quebec government use different criteria to determine the size of English-speaking communities of Quebec. These variations lead to differing perceptions of the community's status. Underestimation of demographic size can lead to inadequate allocation of support and affect vitality. The federal government's definition is more inclusive but they lack the jurisdictional authority to improve the community. The province of Quebec has more influence but does not adequately represent community members within its civil service. Municipalities and non-governmental organizations may be the better choice to improve vitality.

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## Understanding literacy and family literacy needs of Anglophone adults in Quebec: Research Summaries

<b>Reference:</b>	Jedwab, J. (2006). <i>Unpacking the Diversity of Quebec Anglophones</i> . Study [based on a 2005 CROP survey prepared for the Community Health and Social Services Network/CHSSN]. 23 pp. Retrieved 18 Oct. 2010: <a href="http://www.chssn.org/En/pdf/AngloDiversity_JackJedwab.pdf">http://www.chssn.org/En/pdf/AngloDiversity_JackJedwab.pdf</a>
<b>Research question:</b>	What are the socio-cultural traits of Quebec's Anglophone population; and what is the impact of this group's diversity on its perception of Quebec society?
<b>Conclusion:</b>	Quebec Anglophones' have differing opinions and priorities according to region, gender, generation, income, education, level of bilingualism and community identity.
<b>Study design:</b>	This study interprets and summarizes the results of a 2005 survey conducted by CROP for the Community Health and Social Services Network (CHSSN).  The author examines various aspects of the identity and opinions of Quebec Anglophones, breaking down results by region, age group and other demographic factors. 28 tables of data are discussed.
<b>Limitations:</b>	None were identified.
<b>Synopsis:</b>	The diversity of Quebec's Anglophone population affects its perception of Quebec society. Analysis of data from a 2005 survey conducted by CROP for the Community Health and Social Services Network (CHSSN) reveals that Quebec Anglophones share certain views but differences of opinion are affected by region of residence, gender, generation, income, level of education, bilingualism and identification with the community. The author suggests that further study of both Anglophone and Francophone priorities is warranted to establish shared priorities between these two communities and create potential for significant policy change.

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### Aboriginal Peoples

<b>Reference:</b>	Regroupement des centres d'amitié autochtones du Québec/RCAAQ (2009). <i>Portrait of Literacy within the Québec Native Friendship Centres Movement</i> . Wendake, Quebec. 53 pp. Retrieved 23 Aug. 2011: <a href="http://www.rcaaq.info/en/newsroom/publications.html">http://www.rcaaq.info/en/newsroom/publications.html</a>
<b>Research question:</b>	What can be done to improve access to resources for Aboriginal people in the urban settings of Quebec that will allow them to develop culturally adapted literacy skills?
<b>Conclusion:</b>	Build awareness of the importance of preserving Aboriginal languages and cultures and the First Nations' vision for literacy. Increase resources for developing, implementing, and maintaining literacy activities.
<b>Study design:</b>	In 2007, interviews were held with each of the executive directors or coordinators of the eight Native Friendship Centres in Quebec to obtain qualitative and quantitative information. Providers involved in literacy-related activities at these centres also completed a written questionnaire. Interviews were conducted with the RCAAQ Programs Coordinator on provincial initiatives and literacy-related aspects and programs at each of the Native Friendship Centres. Informal activities, annual general meeting, board of directors meetings, centre visits and discussions with employees helped support this research. Research was done using the principles outlined in the <i>First Nations of Quebec and Labrador Research Protocol</i> .
<b>Limitations:</b>	Activities coordinated by the RCAAQ are not directly related to literacy.
<b>Background:</b>	The survey was conducted in order to improve access to resources for Aboriginal people in the urban setting to allow them to develop culturally adapted literacy skills.
<b>Synopsis:</b>	A survey of eight Native Friendship Centres in Quebec indicates the necessity to increase support of local literacy initiatives at the Centres, assist in the establishment of local literacy partnerships, promote better awareness of the situation of urban Aboriginal people and increase financial support to the provincial association. The Regroupement des centres d'amitié autochtones du Québec (RCAAQ) presents a portrait of the best practices in literacy initiatives in the Quebec Native Friendship Centre movement. They also describe the challenges and issues faced by the eight Native Friendship Centres in Quebec.

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<b>Reference:</b>	Regroupement des centres d'amitié autochtones du Québec (2008). <i>Needs Assessment of the Aboriginal People in the Urban Setting of Montreal</i> . Wendake, Quebec. 95 pp. Retrieved 23 Aug. 2011: <a href="http://www.rcaaq.info/en/newsroom/publications.html">http://www.rcaaq.info/en/newsroom/publications.html</a>
<b>Year:</b>	2008
<b>Research question:</b>	What are the broad needs of Aboriginal people of Montreal?
<b>Conclusion:</b>	Aboriginal people of Montreal need to feel a sense of community. They also identified the need for housing; education and training; health services, daycare; social services; a need for information about life in Montreal and translation services.
<b>Study design:</b>	Consultations in the form of one-on-one interviews and focus groups took place in Montreal using the "Participatory Action Research" (PAR) research model. The PAR approach uses qualitative methods to describe situations and communities and uses results to develop strategies and programs based on real life experiences of participants. 113 participants comprised of Aboriginal community members, service providers and other key informants were surveyed. Data was analyzed using content analysis; a qualitative technique that grouped similar questions into manageable units for analysis. Interview transcripts were analyzed line-by-line. Sections of content were collected, scanned for regularities and patterns and assigned categories based on themes that emerged. The research team discussed these emerging themes at length to ensure consistency and credibility of the findings.
<b>Limitations:</b>	Prior research and relevant material was difficult to find or access. The design and development of project packages and the follow up on lost or misplaced packages caused delays. It was difficult to reach Aboriginal community members and in some cases organizations and members of the Aboriginal community were not willing or able to participate for various reasons.
<b>Background:</b>	A needs assessment initiated and sponsored by the Regroupement des centres d'amitié autochtones du Québec (RCAAQ) was carried out by the Organizational Development Services (ODS) between December 2006 and March 2007. The purpose was to identify and analyze the needs, issues and concerns of the Montreal urban Aboriginal population (First Nations, Inuit and Métis) on a broader level and to learn how they affect urban service organizations.
<b>Synopsis:</b>	Whereas previous research targeted specific groups and issues, the Montréal Urban Aboriginal Needs Assessment project was developed to better understand all needs of Aboriginal people of Montreal on a broader level. 113 Participants were surveyed using one-on-one interviews and focus groups. The results, in order of priority indicate that participants need: to feel a sense of community; housing; education and training; health services, daycare; social services; and information about life in Montreal and translation services.

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### Education and Literacy

<b>Reference:</b>	Lacireno-Paquet, N, et al (Learning Innovations at WestEd) (2008). "Community Learning Centres: An English Minority-Language Initiative." Midterm Evaluation Report. Report. Presented to Project Resource Team, LEARN Quebec. 109 pp. Retrieved 18 Oct. 2010: <a href="http://www.learnquebec.ca/export/sites/learn/en/content/clc/documents/CLC_Formative_Evaluation-Full_Report.pdf">http://www.learnquebec.ca/export/sites/learn/en/content/clc/documents/CLC_Formative_Evaluation-Full_Report.pdf</a>
<b>Research question:</b>	Can the replacement of Quebec's English schools by Community Learning Centres (CLCs) revitalize English-speaking communities by addressing their educational, linguistic and cultural needs?
<b>Conclusion:</b>	The first stages of implementation indicate that CLCs benefit English-speaking communities by improving access to educational services and lifelong learning opportunities, especially in isolated communities. Increased support and leadership are required to move to the later stages of implementation and achieve sustainability.
<b>Study design:</b>	This report presents the first year of data, June 2007 through June 2008, from Phase 1 CLCs and the Project Resource Team (PRT) activities. Phase 1 (2006) includes 15 schools selected to become CLCs. Phase 2 (2007) added seven schools. A Theory of Change (TOC) document and an evaluation guide developed in 2007 by WestEd and the Project Resource Team were used. Evaluation methods and data collection were qualitative and formative – providing opportunity for continuous feedback from the PRT and CLCs. They included visits to Phase 1 CLC sites, evaluations of training sessions and meetings organized by the PRT, focus groups, interviews and document review. Phase 1 coordinators were interviewed by telephone and focus groups were arranged prior to site visits. Evaluators then visited the site for in-person interviews. On average, one focus group was held with parents, one with teachers, one with students, and one with community stakeholders at each site.
<b>Limitations:</b>	Data on sites and implementation was collected from Phase 1 CLCs only (15 schools). Uneven data across sites at times prevented quantifying CLC trends or specific steps completed. Time constraints: Some sites had to postpone implementation because they did not have a coordinator. Theory of Change was not addressed by this report; extensive data was not collected in this area.
<b>Background:</b>	This study was led by an independent Project Resource Team based at the Leading English Education and Resource Network (LEARN). The purpose was to help Quebec English schools become CLCs to revitalize English-speaking minority communities through providing education and developing language and culture.
<b>Synopsis:</b>	Many of the 340 English schools in Quebec are small and isolated. English school attendance accounts for less than 10 per cent of all students in the Quebec Education System. Loss of these schools would be devastating to English-speaking

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	<p>communities. Community Learning Centres (CLCs) could provide a solution to the challenges faced by the English school systems and Anglophone communities by supporting academics, language and culture. The study found that most Phase 1 CLCs were advancing in their implementation with most in the initial stage. Some were in full operation stage. None had moved to the stages of innovation and sustainability. At the early stages of implementation CLCs were shown to benefit both students and their communities at little cost. To complete implementation and sustain themselves they need full commitment from school boards, increased leadership from principals and improved connection with stakeholders to create buy-in and garner support.</p>
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<b>Reference:</b>	Corbeil, J-P (2006). "International Adult Literacy Survey: The Canadian Component of the 2003 International Adult Literacy and Skills Survey (IALSS): The Situation of Official Language Minorities." Statistics Canada. 91 pp. Retrieved 27 Oct. 2010: <a href="http://www.statcan.gc.ca/pub/89-552-m/89-552-m2006015-eng.pdf">http://www.statcan.gc.ca/pub/89-552-m/89-552-m2006015-eng.pdf</a>
<b>Research question:</b>	How does living in a minority language situation in Canada – especially in French – affect literacy skills?
<b>Conclusion:</b>	Literacy needs to be seen in relation to linguistic, cultural, economic and social contexts in which people live. Due to socio-historical and cultural factors French literacy is still a challenge for Francophones outside Quebec and New Brunswick.
<b>Study design:</b>	The 2003 International Adult Literacy and Skills Survey (IALSS), the Canadian component of the Adult Literacy and Life Skills Survey (ALL), measured literacy and numeracy along a continuum of proficiency that indicates how well adults use written information in society and the economy. 23,038 respondents aged 16 and over from the ten provinces and three territories were surveyed – enough to establish statistically reliable literacy profiles for all provinces. Variables in the basic questionnaire were analyzed to find the main causes and consequences of the skill profiles observed and identify low literacy populations that are most at risk.
<b>Limitations:</b>	Proficiency levels used for IALSS have some limitations; level 4 and 5 are combined when results are presented by proficiency level; ranges of scores in each level are not identical.
<b>Background:</b>	Data from the 1994 International Adult Literacy Survey (IALS) survey was not able to reliably examine the literacy status of official language minorities for most provinces in Canada. This 2006 study focuses on the literacy and skills of official language minorities measured in the ALL using a much larger sample of respondents to better understand how these populations master literacy and language.
<b>Synopsis:</b>	Information collected from the ALL estimates the change in literacy levels since the IALS was published. The vitality of official language minorities depends on acquiring data which will allow them to better know their populations in order to develop effective literacy programs for their communities. Literacy needs to be seen in relation to linguistic, cultural, economic and social contexts in which people live. Due to socio-historical and cultural factors French literacy is still a challenge for Francophones outside of Quebec and New Brunswick, despite progress in their education.

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## Understanding literacy and family literacy needs of Anglophone adults in Quebec: Research Summaries

<b>Reference:</b>	Coulombe, I. (2006). "Personnes inscrites aux services d'alphabétisation du Québec: Profil statistiques 2002-2003." Reference Document. Gouvernement du Québec. Ministère de l'Éducation, du Loisir et du Sport. 41 pages + annexes. Retrieved 28 Oct. 2010: <a href="http://www.mels.gouv.qc.ca/DFGA/disciplines/alphabétisation/autres_productions/pdf/statalpha0203.pdf">http://www.mels.gouv.qc.ca/DFGA/disciplines/alphabétisation/autres_productions/pdf/statalpha0203.pdf</a>
<b>Research question:</b>	How many Quebecers were enrolled in literacy services offered by the school board network and the network of independent community action agencies - organismes d'action communautaire autonome en alphabétisation (OACAA) between 2002 and 2003?
<b>Conclusion:</b>	A total of 21,250 people were registered for literacy training in 2002-2003 in both the school boards (63.6%) and the community sector (36.4%). The number remained fairly stable from 2001-2002 with a decrease of 0.3%.
<b>Study design:</b>	An annual statistical profile of Quebecers enrolled in literacy services offered by the school board network and the network of independent community action agencies - organismes d'action communautaire autonome en alphabétisation (OACAA) between 2002 and 2003. Data is taken from the activity reports of organizations funded by the Programme de soutien aux groupes d'alphabétisation populaire autonomes (PSAPA), the Ministry of Education's SAGE and SIFCA documents and from the 2001 census. The profile details the socio-demographic characteristics of adults who have completed at least five hours of literacy training and outlines certain aspects of training received through Quebec school boards. The appendices contain longitudinal data. The profile is only available in French.
<b>Limitations:</b>	Data on attendance at independent community action agencies provides an overview of literacy activities offered in the two networks. However the data is imprecise and does not provide detailed information on the number of participants registered or on the training received.
<b>Background:</b>	This document develops a portrait of those registered for literacy training in one academic year through the school boards and the OACAA.
<b>Synopsis:</b>	A total of 21 250 people were registered in literacy training in both the school boards (63.6%) and the OACAA (36.4%). The number remained fairly stable since 2001-2002 with a decrease of 0.3%. For the third consecutive year the majority of registrants were Allophones with a 5.6% increase. Slightly more women than men were registered in school board literacy training with an average age of 37 years. English was the training language of choice for 52.7% of participants.

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<b>Reference:</b>	Coulombe, I, and Roy, S. (2005). "Profile of Basic Education in Quebec. Statistics on English School Boards." Gouvernement du Québec. Ministère de l'Éducation, du Loisir et du Sport. 29 pp. Retrieved 16 Nov. 2010: <a href="http://publications.mels.gouv.qc.ca/web/mono/educadu/etat_formationdebase/41-3032-18A.pdf">http://publications.mels.gouv.qc.ca/web/mono/educadu/etat_formationdebase/41-3032-18A.pdf</a>
<b>Research question:</b>	How many English adults in Quebec hold a high school or general vocation diploma? How many participate in vocational training or general education activities offered by the English school boards?
<b>Conclusion:</b>	Based on data from 2001-2003, 79,655 Anglophones between the ages of 15 to 64 (21.6%) did not have a diploma. 18,506 people were enrolled in adult general education offered by the English school boards and 5,130 people were enrolled in vocational training.
<b>Study design:</b>	Data was compiled from the 2001 Census of Canada; SISCA (Information system on the student population), MELS, octobre 2003; Déclaration des clientèles en formation professionnelle; Déclaration des clientèles scolaires (DCS); Système d'information financière sur la clientèle adulte (SIFCA); Système d'information du Ministère sur les clientèles adultes (SIMCA); Déclaration des clientèles en formation professionnelle (DCFP); and the Système de sanction des études appliquées au ministère de l'Éducation (SÉSAME).
<b>Limitations:</b>	This study does not provide in-depth analysis or reflection; it does not include information on services offered in English by the Cree and Kativik School Boards, the Commission scolaire du Littoral or private sector vocational training. It does not discuss participation in the network of community literacy organizations due to imprecise data.
<b>Background:</b>	This portrait complements the Ministère de l'Éducation, du Loisir et du Sport's publication on the target population for basic education in Québec.
<b>Synopsis:</b>	A profile of the use of services offered to adults in the English school boards provides a short analysis of the English adult population with a diploma, and the participation of adults in vocational training and general education activities. Data from the 2001 Census of Canada indicates that the educational situation of Anglophones in Quebec was better than that of Francophones, particularly for people with less than nine years of schooling.

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<b>Reference:</b>	Gouvernement du Québec. Ministère de l'Éducation, du Loisir et du Sport (2004). "Lifelong Learning and Québec's English-Speaking Community." May 2003 Study Mission to Europe Report and Recommendations. 84 pp. Retrieved 18 Oct. 2010: <a href="http://procede-lifelonglearning.ca/pdf/Study_Mission_Report_English.pdf">http://procede-lifelonglearning.ca/pdf/Study_Mission_Report_English.pdf</a>
<b>Research question:</b>	How can a culture of lifelong learning be promoted and sustained in Quebec society in order to benefit the English-speaking population?
<b>Conclusion:</b>	Establishing a culture of lifelong learning requires a learner-centred, demand-driven model of education, new partnerships within government, industry, communities and learners, and acknowledgement that it takes place at different stages of life.
<b>Study design:</b>	Impressions and observations were collected by delegates on a Study Mission to five European countries from meetings, interviews and visits with representatives of over two dozen organizations and institutions. The data relating to adult learning, continuing education and workplace training was analyzed from the perspective of the English-speaking population of Quebec. 70 representatives of English-speaking communities participated in a symposium held at Concordia University on February 13 – 14, 2004 to validate the findings of the Study Mission. The report also draws on the delegates' collective experience of Quebec's educational environment.
<b>Limitations:</b>	The report is not in-depth and does not always represent strong consensus among the members of the Study Mission.
<b>Background:</b>	In 2002, the Quebec Government implemented policy and an action plan to establish and sustain a culture of lifelong learning and support Quebec's progress as a knowledge-based society. A Study Mission to Europe in May 2003 involved 15 English-speaking educators from Quebec who collected information on European policy initiatives concerning lifelong learning. Their findings were intended to be a tool to support and help implement the Quebec Policy on Lifelong Learning.
<b>Synopsis:</b>	A report based on a 2003 Study Mission to Europe suggested three paradigm shifts necessary to establish and sustain a culture of lifelong learning in Quebec that will in turn benefit the English-speaking population. They include recognizing that lifelong learning takes place at different stages of life; that it requires partnerships with government, industry, communities, and learners; and requires a shift to a learner-centred, demand-driven model of education. The report attempts to identify the characteristics, needs and concerns of the English-speaking community in terms of lifelong learning.

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<b>Reference:</b>	Warnke, J. (1999). "English Literacy Recruitment in Québec. Assessment of Potential Clientele, Regional Distribution and General Recruitment Parameters for the English Language School Boards in Quebec." Summary Report prepared for the Provincial Organization of Continuing Education Directors, English (PROCEDE). 29 pp. Retrieved 18 Oct. 2010: <a href="http://library.nald.ca/item/353">http://library.nald.ca/item/353</a>
<b>Research question:</b>	What parameters and models are used for the integration of recruitment strategies into regional literacy programs for the English school boards in Quebec?
<b>Conclusion:</b>	Literacy demand responds to regional culture, economic and environmental parameters. Literacy training cannot be centralized; needs must be defined regionally to meet local needs and adapted to regions that need it most.
<b>Study design:</b>	This study presents a general portrait of the English-speaking population and potential literacy clientele in the school boards across Quebec. Phase I collected recruitment data and student histories, followed by interviews with school board representatives to analyze each school board's population. Phase II used Statistics Canada data on the age structure of French and English First Official Language Spoken (FOLS) populations for each school board and on the population with less than grade 9 education from both linguistic groups and compared them. An analysis of the geographic distribution of literacy students in two school boards followed.
<b>Limitations:</b>	For this study "less than grade 9 education" was used as the primary indicator of potential literacy population; more recent studies indicate that "less than grade 12" is more likely to indicate low literacy levels. Many school board representatives found it difficult to access information.
<b>Background:</b>	The purpose of this study was to identify who was participating in English-language literacy programs and to match recruitment strategies to regional needs. It followed from a previous qualitative study that focused on the factors contributing to the success of literacy students in the English language school boards in Quebec.
<b>Synopsis:</b>	Participation in Quebec's adult education literacy programs had decreased in both the French and English sectors. This raised questions about literacy training objectives and appropriate teaching methods for clientele with varying needs. The researcher analyzed each school board's population and used qualitative information from Statistics Canada data. The study found that literacy demand responds to regional culture, economic and environmental parameters. Literacy training cannot be centralized; needs must be defined and adapted regionally. Although the demographic indicator "population with less than grade 9 education" was tested and deemed appropriate for identifying literacy clients, it was suggested that it would be beneficial to test other indicators. A geographically referenced database was created to help develop future strategies for each school board.

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### Health Care

<b>Reference:</b>	Blaser, C. (2009). "Health Care Professionals and Official-Language Minorities in Canada 2001 and 2006." Statistics Canada. 56 pp. Retrieved 19 Oct. 2010: <a href="http://www.statcan.gc.ca/pub/91-550-x/91-550-x2008001-eng.pdf">http://www.statcan.gc.ca/pub/91-550-x/91-550-x2008001-eng.pdf</a>
<b>Research question:</b>	What is the proportional distribution of health care professionals who serve or are able to serve official-language minority communities (OLMC) in Canada?
<b>Conclusion:</b>	While statistics indicate that in certain regions the service provided is adequate, access to health services in the minority official language cannot be measured directly using Census data. Only a comprehensive and contextual analysis of linguistic interactions between health care professionals and patients can depict the actual supply of and demand for services in the minority language.
<b>Study design:</b>	Linguistic data from the 2001 and 2006 long-form Censuses was analyzed to produce statistics on the number of health care professionals in each province and territory who belong to the minority population, use the minority language at work, or are able to conduct a conversation in that language. This information was compared to the size of the official-language minority community in each jurisdiction in order to be able to evaluate the relative situation of OLMCs in Canada.
<b>Limitations:</b>	Access to and supply of health care services in the minority official language depend on several factors and cannot be measured directly using census data.
<b>Background:</b>	Health Canada mandated Statistics Canada to determine the number of health care professionals able to serve OLMCs in their language. The study was conducted in the context of the government of Canada's <i>Roadmap for Canada's Linguistic Duality 2008-2013</i> and Health Canada's Official Languages Health Contribution Program. The results would allow Health Canada to improve services and better inform the public on the availability of health services in the official minority languages.
<b>Synopsis:</b>	This report provides a general analysis of the characteristics and language use of health care professionals in relation to their relative share of the official-language minority populations in the provinces and regions. Analysis of linguistic data from the 2001 and 2006 Censuses seems to indicate that in certain regions the number of health care professionals able to provide service in the official minority language is adequate. However the reality is more complex. Only a comprehensive and contextual analysis of linguistic interactions between health care professionals and patients can depict the actual supply of and demand for services in the minority language.

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<b>Reference:</b>	Carter, J. (2008). What Future for English Language Health and Social Services in Quebec? In R.Y. Bourhis, ed., <i>The Vitality of the English-Speaking Communities of Quebec: From Community Decline to Revival</i> . Montreal: CEETUM, Université de Montréal. 18 pp. Retrieved 27 Oct. 2010: <a href="http://icrml.ca/images/stories/documents/en/Richard_Y_Bourhis/chapitre_5_carter.pdf">http://icrml.ca/images/stories/documents/en/Richard_Y_Bourhis/chapitre_5_carter.pdf</a>
<b>Research question:</b>	What is the future for English language health and social services in Quebec?
<b>Conclusion:</b>	The preservation and progression of access to English language health and social services in Quebec requires legislative protection, cooperation between provincial and federal governments and formal recognition of English-speaking communities as full partners.
<b>Study design:</b>	Examines six aspects for considering the future of English language health and social services in Quebec. A historical overview of legislative guarantees; community mobilization efforts required to protect legislation; information on demographic vitality and health status of English-speaking communities; the new context of Quebec's health and social services system; the results of the 2003 federal Action Plan for English-speaking communities and the community plan for action. The author draws data from government reports, working papers, compendiums and legal and political analysis.
<b>Limitations:</b>	Survey results related to satisfaction with access to English health and social services represent a small sample size (Table 3).
<b>Background:</b>	Since 1986 the right of English-speaking persons to receive health and social services in the English language has been affirmed in the legislation governing Quebec's health and social services system.
<b>Synopsis:</b>	The author analyzes data collected from government reports, working papers, compendiums and legal and political analysis to reveal the legislative framework that secures the right to services in English and guides the health and social services system. This legislation has led to progress in ensuring access to English language services; further progress will require cooperation between the provincial and federal governments and formal recognition of English-speaking communities as full partners.

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## Understanding literacy and family literacy needs of Anglophone adults in Quebec: Research Summaries

<b>Reference:</b>	Bowen, S. (2001). <i>Language Barriers in Access to Health Care</i> . Health Canada. 120 pp. Retrieved 28 Oct. 2010: <a href="http://www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/2001-lang-acces/2001-lang-acces-eng.pdf">http://www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/2001-lang-acces/2001-lang-acces-eng.pdf</a>
<b>Research question:</b>	How do language barriers affect access to health care and quality of care in Canada?
<b>Conclusion:</b>	Patients who are not proficient in either French or English may not have access to the same quality of health care received by other Canadians.
<b>Study design:</b>	This literature review of studies from Canada and other countries includes an overview of research design issues and methodological approaches to descriptive research, surveys, secondary data analysis, experimental designs and economic evaluations.
<b>Limitations:</b>	International research could not necessarily be generalized to the Canadian context. There are many challenges in design and evaluation of research on language access to health care. Many of these challenges are related to the number, complexity and interaction of variables that must be considered.
<b>Background:</b>	Although there was increasing awareness that some populations were being underserved by the Canadian health care system due to language barriers, in Canada there had been relatively little research into language barriers to access. By analyzing research evidence on such barriers from a Canadian perspective, this review was intended to provoke discussion and collaboration among Canadian researchers, health administrators, policymakers and providers and users of language access programs.
<b>Synopsis:</b>	Little was known about the effects of language barriers on health care access or quality of care due to limited formal assessment in Canada. A literature review of studies conducted in Canada and other countries revealed that language barriers had negative effects on access to health care, quality of care, patient rights, patient and provider satisfaction and health outcomes. These barriers could also lead to inefficiencies within the health system.

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<b>Reference:</b>	The Centre for Literacy of Quebec (2001). Report on the Needs Assessment at the Montreal General Hospital. Part 2 of <i>Health Literacy Project, Phase 1: Needs Assessment of the Health Education and Information Needs of Hard-to-Reach Patients</i> . 88 pp. Retrieved 25 Oct. 2010: <a href="http://www.centreforliteracy.qc.ca/health/finalsum/rr/resrepp.pdf">http://www.centreforliteracy.qc.ca/health/finalsum/rr/resrepp.pdf</a>
<b>Research question:</b>	What are the health information and health education needs of hard-to-reach patients at the Montreal General Hospital (MUHC)?
<b>Conclusion:</b>	Patients who have communication barriers that include low literacy do not make extensive use of written information, and generally have limited computer skills. These patients and their families often want different information than health care providers believe they want and need.
<b>Study design:</b>	Qualitative data was collected through 66 individual interviews, seven focus groups involving hard-to-reach patients, their family members, support staff and health care workers and feedback from three physicians. Hospital units delivering significant health information and education to a large number of patients were chosen; Dialysis, the outpatient department of Oncology Hematology and the Pre-Operative Centre. Many of these patients would likely receive long-term medical care allowing them to be tracked for extended periods of time for a subsequent phase of the project.
<b>Limitations:</b>	Identification of hard-to-reach patients was a variable that was difficult to control. Nurses used any written documentation they had or their own observations of behaviour. The group of 51 informants was relatively small and only three hospital units participated, therefore generalizations could not be made.
<b>Background:</b>	In 2000, The Centre for Literacy and a Health Literacy Steering Committee developed the concept for a proposed Patient Health Literacy Centre to address the literacy needs of hard-to-reach patients. The term “hard-to-reach” was used in the study because health care providers could not identify the signs of limited literacy, but were aware that they served many patients with communication barriers. Phase 1 of a two-phase study included a literature review/background paper on literacy and health in Canada and a needs assessment of the situation at the Montreal General Hospital, McGill University Health Centre (MUHC). This report presents the findings from the needs assessment.
<b>Synopsis:</b>	A needs assessment report of hard-to-reach patients at the Montreal General Hospital, MUHC. Hard-to-reach patients could be low-literate, face second language or cultural barriers, or experience learning difficulties due to cognitive or physical disabilities. Most did not use computers and did not want to. This finding was significant as the Canadian health care system was increasingly relying on computer-mediated information systems for patients. Health care providers and patients did not always agree on the information patients need or want, and there was rarely any consultation. These patients and families wanted different kinds of information, but also wanted respect and sensitivity to their concerns.

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### Promoting Community Vitality

<b>Reference:</b>	GMCDI (2007). <i>Building upon Change and Diversity within the English-speaking Communities of the Greater Montreal Region: Pursuing Shared Development Goals and Strategies</i> . Montreal: Report of the Greater Montreal Community Development Initiative Steering Committee. 38 pp. Retrieved 23 Aug. 2011: <a href="http://www.qcgn.ca/storage/website-resources/library/documents/aGMCDI_Z_E_Final_summer_english.pdf">http://www.qcgn.ca/storage/website-resources/library/documents/aGMCDI_Z_E_Final_summer_english.pdf</a>
<b>Research question:</b>	What do community members, leaders and organizations need to do in order to successfully develop and sustain English-speaking communities of the Greater Montreal Area?
<b>Conclusion:</b>	Collaborative community leadership needs to be established and supported by community members.
<b>Study design:</b>	Six discussion documents were developed and used for community consultation, sector panels and a public forum. Contributions from these groups were analyzed by an integration panel and a report was written. The report reflects the first three components of the Public Participation Spectrum developed by the International Association for Public Participation. It includes recommendations for completing the last two steps of this process.
<b>Limitations:</b>	The report reflects only the first three components of the Public Participation Spectrum.
<b>Background:</b>	The Greater Montreal Community Development Initiative (GMCDI) was launched to identify and address challenges and priorities relating to the development of English-speaking communities of the Greater Montreal Area. The report was implemented by the GMCDI and facilitated and supported by the Quebec Community Groups Network (QCGN).
<b>Synopsis:</b>	English-speaking communities of the Greater Montreal Area have changed dramatically since Bill 101 was passed. These Anglophones represent the largest linguistic minority within a linguistic minority in Canada and face unique challenges. The Greater Montreal Community Development Initiative (GMCDI) was launched to identify and address these challenges.  Six discussion documents were developed and used for community consultation, sector panels and a public forum. The six subjects were: demographics; health and social services; education; employment and economic development; social participation and arts, culture and heritage. The report concludes that collaborative community leadership needs to be established and supported by community members.

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### Youth

<b>Reference:</b>	Quebec Community Groups Network /QCGN (2009). <i>Creating Spaces for Young Quebecers: Strategic Orientations for English-speaking Youth in Quebec</i> . 60 pp. Retrieved 26 Oct. 2010: <a href="http://www.qcgn.ca/storage/website-resources/library/documents/Creating%20Spaces%20English%20low-res.pdf">http://www.qcgn.ca/storage/website-resources/library/documents/Creating%20Spaces%20English%20low-res.pdf</a>
<b>Research question:</b>	What is the collective vision for English-speaking youth in Quebec and what strategies do they favour in order to achieve this vision?
<b>Conclusion:</b>	English-speaking youth in Quebec envision being full participants in Quebec society. They recommend increasing opportunities to improve French language skills and improving collaboration and communication among Anglophones and between Anglophone and Francophone youth in order to realize their vision.
<b>Study design:</b>	In 2008, three hundred English-speaking youth from Quebec, aged 16-29 participated in eight regional consultations and 100 youth contributed to a provincial forum funded by the Department of Canadian Heritage and overseen by the Quebec Community Groups Network (QCGN). Data from Abitibi-Témiscamingue, Outaouais, Montreal, Chaudiere-Appalaches and Estrie, North Shore, Lower North Shore, Gaspé Coast, and the Magdalen Islands was gathered through individual interviews, focus groups and questionnaires. Data was analyzed quantitatively and qualitatively. Five themes emerged: bilingualism, identity and isolation, education, employment and community life. These subjects became the focus of the provincial forum (GENERATION), held on September 27 and 28, 2008 in Montreal.
<b>Limitations:</b>	Northern Quebec was underrepresented (age, socioeconomic status, cultural and religious backgrounds were reasonably represented).
<b>Background:</b>	Anglophone youth face challenges integrating into Quebec society, with lower rates of political participation and higher rates of unemployment compared to their Francophone counterparts. The Quebec Community Groups Network (QCGN) Youth Standing Committee was formed to consult with and articulate the preoccupations of Quebec Anglophone youth.
<b>Synopsis:</b>	This report shows the challenges faced by Quebec Anglophone youth. They struggle with issues of identity, bilingualism, access to services, participation in Quebec society and relation to their communities. However they want to be bilingual and able to remain in Quebec and contribute to Quebec society, and also wish to cultivate better relations with Francophone youth. This document is based on the input of four hundred English-speaking youth in Quebec, aged 16 – 29, involved in eight regional youth consultations and a provincial forum held in 2008. The report makes several recommendations that, it says, should be implemented using a collaborative and inclusive, youth-led approach.

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