

THE SENATE OF CANADA



LE SÉNAT DU CANADA

**UNDERSTANDING THE REALITY AND MEETING
THE CHALLENGES OF LIVING IN FRENCH IN NOVA SCOTIA**

STUDY MISSION TO
THE ACADIAN AND FRANCOPHONE COMMUNITIES
OF NOVA SCOTIA

19-23 SEPTEMBER 2005

Report of the Standing Senate Committee on Official Languages

The Honourable Maria Chaput
Chair

The Honourable Andrée Champagne, P.C.
Deputy Chair

October 2006

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Extract from the *Journals of the Senate*, of Thursday, 27 April 2006:

The Honourable Senator Chaput moved, seconded by the Honourable Senator Ringuette:

That the Standing Senate Committee on Official Languages be authorized to study and to report from time to time on the application of the *Official Languages Act* and of the regulations and directives made under it, within those institutions subject to the Act;

That the Committee be authorized to study the reports and papers produced by the Minister of Official Languages, the President of the Treasury Board, the Minister of Canadian Heritage and the Commissioner of Official Languages as well as any other material concerning official languages generally;

That papers and evidence received and taken during the Thirty-eighth Parliament be referred to the Committee; and

That the Committee report from time to time to the Senate but no later than 30 June 2007.

After debate,

The question being put on the motion, it was adopted.

Paul C. Bélisle

Clerk of the Senate

THE STANDING SENATE COMMITTEE ON OFFICIAL LANGUAGES
39th Parliament, 1st Session

The Honourable Maria Chaput
Chair

The Honourable Andrée Champagne, P.C.
Deputy Chair

and

The honourable senators:

Gerald J. Comeau
Daniel Hays*
Mobina S.B. Jaffer
Marjory LeBreton*, P.C.
Rose-Marie Losier-Cool
Fernand Robichaud, P.C.
Claudette Tardif
Marilyn Trenholme Counsell

* Ex officio members

The honourable senators Eymard G. Corbin and John M. Buchanan, P.C., respectively Chair and Deputy Chair of the Committee during the 38th Parliament, conducted the study mission to Nova Scotia, in which the honourable senators Lowell Murray, P.C., and Terry M. Mercer also participated.

Committee Clerk:
Gaëtane Lemay

*Analysts from the Parliamentary Information and
Research Service of the Library of Parliament:*
Andrée Tremblay and Marie-Ève Hudon

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PREFACE

In the fall of 2004, the Standing Senate Committee on Official Languages decided to undertake a study mission to the Acadian and Francophone population of Nova Scotia. The primary goal was to allow senators who were not from that province to familiarize themselves with the realities and challenges that face Acadian communities in rural and coastal areas. The Committee wanted to hear from as many people as possible.

Time constraints prevented the Committee from visiting all the communities, which are scattered across the province. But after travelling more than 2,000 km by bus, receiving 58 briefs and presentations, and talking to more than 70 community representatives, the senators are confident that they have a firm grasp of the concerns and requirements that were expressed.

The Committee particularly appreciated the availability of senior provincial authorities during its hearings. It was especially pleased to note the provincial legislative assembly's intention to take legislative action to ensure that, in future, government services will be available in French. Moreover, the province's network of French-language schools is a solid foundation for community vitality and economic development.

On behalf of the Committee, we want to offer our sincerest thanks to the Fédération acadienne de la Nouvelle-Écosse, which generously facilitated our all-too-brief stay, and to all the people and groups that welcomed us warmly and helped us understand the challenges faced by Acadians in Nova Scotia. The experience has been, in all respects, very rewarding.

The current members of the Committee also want to thank the honourable senators Eymard G. Corbin and John M. Buchanan, respectively Chair and Deputy Chair of the Committee during the 38th Parliament, for conducting this study mission.

Maria Chaput
Chair

Andrée Champagne, P.C.
Deputy Chair

UNDERSTANDING THE REALITY AND MEETING THE CHALLENGES OF LIVING IN FRENCH IN NOVA SCOTIA

INTRODUCTION

The Standing Senate Committee on Official Languages undertook the study mission to the Acadian and Francophone communities of Nova Scotia as part of its work. The meetings with the representatives of these communities that took place from 19-23 September 2005 gave the Committee members a clearer picture of the reality of the province's minority community. Rather than targeting a specific sector, this report adopts a comprehensive approach that tries to identify the issues for these communities and the corrective measures deemed necessary to their development.

The study mission revealed that significant progress has been made within the Acadian and Francophone communities of Nova Scotia in recent decades. For example, the network of homogeneous French-language schools represents a solid basis for community vitality and economic development. Similarly, the implementation of legislation designed to ensure the delivery of French-language services in designated departments and agencies is another advance that promotes the development of the Acadian and Francophone communities.

Despite these findings, there are still great challenges to meet before the full development of these communities is assured. The Standing Senate Committee on Official Languages' study mission highlighted three very important factors that have contributed — and still contribute — to hampering the development of Acadian and Francophone communities in Nova Scotia, and that make concerted community action difficult.

The first factor is demographic and historical. Acadian and Francophone communities are dispersed from north to south and east to west in the province. This dispersal occurred after the Acadians' deportation (the Great Upheaval) in 1755. The resulting distance between communities still creates enormous challenges for community coordination.⁽¹⁾

(1) Fédération acadienne de la Nouvelle-Écosse, *Brief presented to the Standing Senate Committee on Official Languages*, Halifax, Nova Scotia, 20 September 2005.

The second factor is political and has impact on community development. Acadian and Francophone community representatives emphasized the lack of a coordinated federal strategy for applying the *Official Languages Act* in policy development and program delivery in Nova Scotia. This lack of coordination makes it difficult to achieve the planning objectives for the development of the communities encountered.

The last factor relates to the government's administrative process. The communities pointed out that the management of grants and contribution programs is not uniform across all federal departments and agencies. Moreover, programs are designed on the basis of criteria that do not always reflect the needs of official-language minority communities. Time frames for granting approval and making payments to organizations vary from department to department. The lack of administrative uniformity among federal institutions undermines the effective management of community planning and development activities.

The report is divided into three sections. It first provides a demographic portrait of the Francophonie in Nova Scotia, particularly in the five regions with the highest concentration of Francophones. It then describes the issues for Nova Scotia's Acadian and Francophone communities in seven sectors of development. Finally, it presents the main findings of the Standing Senate Committee on Official Languages and the resulting recommendations. The appendices contain a summary of the recommendations, a list of representatives of the Acadian and Francophone communities who made presentations to the Committee, an economic profile of the Acadian and Francophone regions and a list of the network of French-language schools in Nova Scotia.

I. DEMOGRAPHIC PORTRAIT OF THE FRANCOPHONIE IN NOVA SCOTIA

Nova Scotia's Francophone and Acadian communities have their own unique history as a result of the Great Upheaval in 1755. After being dispersed throughout the land, only some Acadians were able to return to Nova Scotia after 1763. Today, although scattered across the province, these communities carry on their fight to continue to exist and develop in French. Their determination to live in French won them the right to manage the province's network of French-language schools in 1996 and was also integral to the enactment of Nova Scotia's *French-language Services Act* in 2004.

According to the 2001 Census,⁽²⁾ there are 35,400 Nova Scotians whose mother tongue is French, that is 3.9% of the total population of around 900,000 inhabitants. The demographic weight of this population has been on a downward trend since 1951, when it was 6.1%. However, it has increased in the Halifax and Annapolis Valley census divisions, partly because of the higher concentration of employees of the federal public service, armed forces, private sector and universities.

The Francophone population can primarily be found in some ten regions of the province, especially in rural or coastal areas (see Appendix C for an economic profile of the Francophone and Acadian regions of Nova Scotia). The Francophone and Acadian communities are strongly concentrated in the following five regions: Argyle, Clare, Richmond, Chéticamp and Halifax. The information in the following paragraphs is taken from the community profiles prepared by the Conseil de développement économique de la Nouvelle-Écosse (CDÉNE).

- **Argyle** (Yarmouth County) is at the southern tip of the province. The 2001 Census reports that it has some 8,688 inhabitants, 54% of whom have French as a mother tongue. The statistics show a drop in the number of people aged 24 or less and an increase in the number of those aged 55 and over. The population is aging: in 2001 the average age was 40, as compared to 38 in 1996. The economy is linked to the

(2) Louise Marmen and Jean-Pierre Corbeil, *New Canadian Perspectives. Languages in Canada: 2001 Census*, Ottawa, Canadian Heritage and Statistics Canada, 2004.

fishery and, although the area is relatively prosperous, only 36% of its workforce was employed full time in 2000.⁽³⁾

- **Clare** (Digby County) is on the shores of Baie Sainte-Marie in southwest Nova Scotia and has a total population of 9,067, 71% of whom have French as their mother tongue. This municipality has the largest rural Acadian and Francophone population in Nova Scotia. The region also has an aging Francophone population, whose average age has risen from 40 in 1996 to 43 in 2001. Its economy is based on the fishery and also on the services sector. Community vitality is ensured by the presence of institutions such as the Université Sainte-Anne, the Conseil scolaire acadien provincial, the Centre provincial de ressources préscolaires, the Centre de ressources pédagogiques, and the weekly newspaper *Le Courrier de la Nouvelle-Écosse*. This concentration of Francophone institutions explains the high number of university graduates in the region, as compared to other regions.⁽⁴⁾
- **Isle Madame** (Richmond County, Cape Breton) is in north-eastern Nova Scotia and has a population of 3,848, 66% of whom have French as their mother tongue. The Isle Madame population is also aging: the 2001 Census reported an average age of 42, as compared to 38 in 1996. After the crisis in the fishery in 1993, caused in part by the moratorium on the groundfish fishery, Isle Madame was one of the few Atlantic fishing communities to take advantage of federal programs to help it get back on its feet.⁽⁵⁾ Its economy improved between 1996 and 2001. More people acquired college or trade school education and the economy diversified. The physical presence of the Collège de l'Acadie likely contributed to the increased skill level and the diversification of the economy. Many residents have professional careers in social sciences, teaching and public administration.⁽⁶⁾
- **Chéticamp** and **Saint-Joseph-du-Moine** (Inverness County) are two villages located on the west coast of Cape Breton. The northern portion of the county, which takes in these two villages, has a population of more than 6,000, one-third of whom have

(3) *Profil communautaire*, CDÉNE / Réseau de développement économique et d'employabilité – Nouvelle-Écosse (RDÉE-N.-É.), March 2005, <http://www.cdene.ns.ca/docs/profilargyle.pdf>.

(4) *Ibid.*, <http://www.cdene.ns.ca/docs/profilclare.pdf>.

(5) Yvon Samson, *Presentation to the Standing Senate Committee on Official Languages*, Petit-de-Grat, Nova Scotia, 21 September 2005.

(6) *Profil communautaire* (2005), <http://www.cdene.ns.ca/docs/profilrichmond.pdf>.

French as their mother tongue. The Francophone population in this region is also aging: the average age increased from 39 in 1996 to 44 in 2001. The exodus of the Acadian population also contributes to the aging of the population. Chéticamp's economy is primarily tourism and fishery based. A high proportion of jobs are seasonal and just 23% of the workforce is employed full-time.⁽⁷⁾

- **Halifax** (Halifax County) is located in the middle of the province and has a population of 359,183, 3% of whom have French as a mother tongue. As elsewhere, the Francophone population is aging. The region's economy is heavily based in the tertiary sector. The Francophone and Acadian communities work primarily in public administration, health care, social work, teaching, transportation, storage and retail sales. This population has a high level of education, since a large number of jobs require post-secondary studies. The unemployment rate in this region is below the provincial and national averages. Some 62% of workers occupy a full-time position.⁽⁸⁾

II. ISSUES FOR THE ACADIAN AND FRANCOPHONE COMMUNITIES OF NOVA SCOTIA

What follows is an overview of issues raised during the meetings with the Acadian and Francophone communities and the government of Nova Scotia representatives. They are grouped into seven development sectors: education, health, justice, media, social and cultural life, the economy and the government.

a) Education

1. Primary and secondary

The Conseil scolaire acadien provincial was created in 1996 to provide management of French-language schools at the primary and secondary levels in Nova Scotia. The management of French-language schools was standardized in 2001. Today, the Conseil scolaire acadien provincial manages 19 primary and secondary schools located in three areas: southwest, centre and northeast (see Appendix D for the list of the network of French-language schools in Nova Scotia). The network of French-language schools includes two school community centres: Centre

(7) *Ibid.*, <http://www.cdene.ns.ca/docs/profilchetitcamp.pdf>.

(8) *Ibid.*, <http://www.cdene.ns.ca/docs/profilhalifax.pdf>.

scolaire Étoile de l'Acadie in Sydney, and École du Carrefour in Dartmouth. The Acadian and Francophone communities want to see new schools open in Truro and in the greater Halifax region.⁽⁹⁾

The Acadian school network also offers a francization program⁽¹⁰⁾ at the primary level and the first year of the secondary level; some 400 students are currently registered in the program. According to the Deputy Minister of Education: “This program, as well as the preschool program, also helps in the prevention of linguistic and cultural assimilation.”⁽¹¹⁾

In minority Francophone communities, it is difficult for schools to fulfil a two-fold educational and cultural mission. They need to be complemented by community centres and early childhood centres (two pilot projects are currently under way in Greenwood and Blockhouse), especially since preschool education plays a key role in preventing assimilation. In some families, when one parent's mother tongue is not French, the French language may not be passed down to the children. This has a direct impact on the size and percentage of the Francophone population. Acadian and Francophone communities therefore have an important job to do in encouraging rights-holders⁽¹²⁾ to attend minority-language schools. Preschool education is a way to promote francization, identity-building, remedial language instruction for young people, the retention of students and the recruitment of children of rights-holders who do not attend Francophone schools.⁽¹³⁾

In light of this situation, representatives of the education sector reiterated the need to obtain the resources needed to support second-language instruction throughout the school system, from pre-school to post-secondary.⁽¹⁴⁾ They emphasized the importance of working with the

(9) Fédération acadienne de la Nouvelle-Écosse, *Plan de développement global de la communauté acadienne de la Nouvelle-Écosse 2004-2009*, June 2005, p. 22.

(10) A program to teach French to adults and children who have never learned the language or who have lost use of it.

(11) Nova Scotia Department of Education, *Presentation by the Deputy Minister of Education, Mr. Dennis Cochrane, to the Standing Senate Committee on Official Languages*, Halifax, Nova Scotia, 20 September 2005.

(12) People entitled to instruction in the minority language, pursuant to section 23 of the *Canadian Charter of Rights and Freedoms*.

(13) Conseil scolaire acadien provincial, *L'éducation en milieu minoritaire francophone : un continuum de la petite enfance au postsecondaire*, *Presentation to the Standing Senate Committee on Official Languages*, Church Point, Nova Scotia, 19 September 2005.

(14) Nova Scotia Department of Education (2005); Conseil scolaire acadien provincial (2005); Robert Fougère, *Les défis de l'éducation en français en milieu minoritaire... Le milieu acadien : Isle Madame*,

young people who are Acadia's future and of supporting them through government programs.⁽¹⁵⁾ They pointed out that French-language schools cannot guarantee the maintenance of the French language and culture and that, despite the existence of those schools, a number of Acadian students are choosing to attend English-language schools.⁽¹⁶⁾ Consequently, the general public must be made more aware of the advantages of a French-language education, and the Acadian and Francophone identity, language and culture must be promoted.⁽¹⁷⁾

At the time of the study mission, the representatives of the provincial government were worried about the delay in signing agreements related to the Official Languages in Education Program and the Action Plan for Official Languages.⁽¹⁸⁾

2. Post-secondary

The network of homogeneous French-language schools is supported at the post-secondary level by the Université Sainte-Anne. Founded in 1890 and incorporated in 1892, this is Nova Scotia's only French-language university. It plays an important part in Nova Scotia's Francophone and Acadian communities by providing access to post-secondary education in French and by taking an intellectual leadership role in the province.

In 2003, it merged with the Collège de l'Acadie. Thanks to this merger, the university can offer technical courses on five campuses in Nova Scotia (Church Point, where its administrative centre is located, Halifax, Petit-de-Grat, Saint-Joseph-du-Moine and Tusket) and one in Prince Edward Island. The university's campuses are equipped with a distance-education network (including videoconferencing) that offers a range of learning opportunities at a relatively low cost — an undeniable advantage for Acadians and other Francophones who want to study in the region. However, university representatives deplored the lack of resources available to smaller universities to develop a full range of Internet courses. They therefore asked the federal government to invest

Presentation to the Standing Senate Committee on Official Languages, Petit-de-Grat, Nova Scotia, 21 September 2005.

(15) La Maison des jeunes de Richmond, *La jeunesse et la francophonie*, Petit-de-Grat, Nova Scotia, 21 September 2005.

(16) Municipality of Clare, *Speech by Reeve Jean Melanson*, Church Point, Nova Scotia, 19 September 2005.

(17) Nova Scotia Department of Education (2005).

(18) *Ibid.*

new amounts in the development of French-language teaching material that could be offered over the Internet.⁽¹⁹⁾

The dispersion of the post-secondary clientele makes recruiting problematic. As a result, some issues apply specifically to post-secondary education. The relatively small number of students makes it more difficult to offer a wide range of programs to meet all the expectations of the Acadian and Francophone population. This reality of the minority community makes the financial situation of post-secondary institutions more precarious, since they have fewer students to generate sufficient revenues for their maintenance and development. Some community representatives want to see an increase in college-level programs in order, for example, to train bilingual professionals and technicians to ensure the proper functioning and development of the minority media (written and electronic)⁽²⁰⁾ and the development of the tourism industry.⁽²¹⁾

The federal government also invests a considerable amount in teaching French to its public servants. To do so, it calls on the services of the Canada School of Public Service. The representatives of the Université Sainte-Anne pointed out that the minority Francophone universities already have a great deal of expertise in teaching French as a second language. The federal government should take advantage of the potential that exists within these institutions by assigning them to teach French to federal public servants.⁽²²⁾

b) Health

The Réseau pour les services de santé en français — Nouvelle-Écosse was created in spring 2003. This network is a provincial component of the Société Santé en français, headquartered in Ottawa. The Fédération acadienne de la Nouvelle-Écosse (FANE) manages the network's financial resources and gives it the mandate to set directions for health care in French in Nova Scotia. The network's members are healthcare professionals, healthcare institutions, educational institutions, regional government authorities and community organizations.

(19) Université Sainte-Anne, *Presentation to the Standing Senate Committee on Official Languages*, Church Point, Nova Scotia, 19 September 2005.

(20) Glenn Bourgeois, *Presentation to the Standing Senate Committee on Official Languages*, St-Joseph-du-Moine, Nova Scotia, 22 September 2005.

(21) Billy Joyce, *Presentation to the Standing Senate Committee on Official Languages*, Petit-de-Grat, Nova Scotia, 21 September 2005; La Picasse, Centre communautaire culturel Isle Madame, *Presentation to the Standing Senate Committee on Official Languages*, Petit-de-Grat, Nova Scotia, 21 September 2005.

(22) Université Sainte-Anne (2005).

It is widely recognized that language is a key element of an effective relationship between the healthcare professional and service user. The delivery of French-language healthcare services is an issue of great importance to the Acadian and Francophone communities of Nova Scotia, particularly since the great majority of them live in rural or coastal communities. In a survey published by FANE in 2003, 81% of respondents indicated that it was very important or somewhat important for them to have access to French-language healthcare services, particularly general practitioners and hospitals.⁽²³⁾

Representatives of the healthcare sector deplored the lack of French healthcare professionals and services for the Francophone population, particularly young people,⁽²⁴⁾ the elderly⁽²⁵⁾ and women.⁽²⁶⁾ They wanted to remind the federal government of the role it must play in French-language healthcare and proposed two possible avenues to help it assume this role more fully: that the government create a federal-provincial program similar to the Official Languages in Education Program to support the development of French-language healthcare services and that it add a sixth principle, concerning linguistic duality, to the *Canada Health Act*.⁽²⁷⁾ Adding such a principle would guarantee people in all provinces access to healthcare in both official languages.

c) **Justice**

The Association des juristes d'expression française de la Nouvelle-Écosse (AJEFNE) was created in 1994 in order to promote access to French-language legal services for Nova Scotia's Acadians, Francophones and Francophiles. Its members include judges, lawyers, professors, translators and students.

According to the results of a survey published by FANE in 2003, 77% of respondents indicated that it is very important or somewhat important to have access to legal services in French. The respondents mentioned the problems with access to the courts in French, particularly

(23) Corporate Research Associates, *Évaluation des besoins en matière de services provinciaux en français*, prepared for FANE, 2003, p. 12.

(24) Réseau pour les services de santé en français – Nouvelle-Écosse, *Des services de santé en français, Brief presented to the Standing Senate Committee on Official Languages*, Church Point, Nova Scotia, 19 September 2005; La Picasse (2005).

(25) Réseau pour les services de santé en français – Nouvelle-Écosse (2005); Municipality of Clare (2005).

(26) Fédération des femmes acadiennes de la Nouvelle-Écosse, *Brief presented to the Standing Senate Committee on Official Languages*, Ottawa, 26 September 2005.

(27) Réseau pour les services de santé en français – Nouvelle-Écosse (2005).

the Small Claims Court, the Provincial Court and the Supreme Court of Nova Scotia, and to legal advice and services.⁽²⁸⁾

Today, Nova Scotia has three bilingual judges who, in the not-too-distant future, will be retiring. This suggests that there will be a void for the replacement of bilingual magistrates and judges, because the Supreme Court of Nova Scotia has not made any appointments in the past two years.

The AJEFNE will continue to pay special attention to section 530 of the *Criminal Code*, which states that the accused is entitled to a trial in French. The choice of a Francophone jury, the training of bilingual judges and the availability of French-speaking staff are other issues to consider.

The AJEFNE also pointed out that the Federal Court's ruling in *Doucet v. Canada*,⁽²⁹⁾ which concerns the obligations of the Royal Canadian Mounted Police (RCMP) in terms of service to the public, forces the federal government to revise its *Official Languages (Communications with and Services to the Public) Regulations*.

“Thus, the question of “significant demand” and of “vocation of the office” should be re-evaluated to allow a greater number of Francophones to obtain federal government services in their mother tongue. The AJEFNE also feels that the RCMP's services on the Trans-Canada Highway should be offered in French everywhere, and not just in certain designated areas.”⁽³⁰⁾

d) Media

1. Radio

At the time of the study mission, Nova Scotia had two Francophone community radio stations (CKJM-FM and CIFA-FM). In March 2006, the Canadian Radio-Television and Telecommunications Commission (CRTC) approved an application by Coopérative Radio Richmond Ltée to operate a French-language community radio station. In April 2006, the CRTC approved in part a similar application by Coopérative Radio-Halifax-Métro (subject to the use of a

(28) Corporate Research Associates (2003), p. 15.

(29) *Doucet v. Canada* [2004] F.C. 1444.

(30) Association des juristes d'expression française de la Nouvelle-Écosse, *Pour un accès à des services juridiques en français en Nouvelle-Écosse, Brief presented to the Standing Senate Committee on Official Languages*, Halifax, Nova Scotia, 20 September 2005.

frequency other than that proposed). The radio is essential to reinforcing Francophones' sense of pride, belonging, and identity. Through the radio, Francophones in Nova Scotia can be brought closer to their local Francophone culture and retain their links with French-Canadian and Acadian culture.⁽³¹⁾

Community radio stations suffer from a lack of sufficient resources to maintain or renew their equipment. Compared to private radio stations, these community radio stations serve a smaller audience; in Nova Scotia, they must meet the needs of an Acadian community that is spread out and immersed in a predominantly English-speaking environment.⁽³²⁾ Moreover, they need sufficient funding to survive and continue to function.⁽³³⁾ Some community radio stations, such as CKJM, have difficulty surviving in small communities, and they can do so only by relying on federal funding provided through programs assisting minority communities.⁽³⁴⁾

2. Television

The Société Radio-Canada (SRC) provides the Francophone population of Nova Scotia with television services. The SRC is an essential service in Nova Scotia, since the province has no province-wide French-language radio or television network of its own. Only the SRC can provide this essential service for minority Francophone communities. The Acadian and Francophone communities of Nova Scotia were deprived of this service during the labour dispute in the summer of 2005, during which there was no alternative local French-language television content. The community representatives complained about the lack of control over the regional allocation of budgets and French-language programming in the Atlantic region, which affects them directly.⁽³⁵⁾

(31) Vincent Boudreau, *Presentation by the Coopérative Radio Richmond Ltée to the Standing Senate Committee on Official Languages*, Petit-de-Grat, Nova Scotia, 21 September 2005.

(32) *Ibid.*

(33) Community radio CIFA-FM, *Presentation at the meeting with the Standing Senate Committee on Official Languages in Nova Scotia*, Church Point, Nova Scotia, 19 September 2005; Community radio CKJM-FM, Chéticamp, Nova Scotia, 22 September 2005.

(34) Société Saint-Pierre, *Presentation to the Standing Senate Committee on Official Languages*, Chéticamp, Nova Scotia, 22 September 2005.

(35) Jean-Albert Maire, *L'importance de Radio-Canada pour les communautés acadiennes en Nouvelle-Écosse*, *Presentation to the Standing Senate Committee on Official Languages*, Halifax, Nova Scotia, 20 September 2005.

They want to see a regionalization of the SRC's content more adapted to the reality of the province's Acadian and Francophone population.⁽³⁶⁾

3. Written press

Nova Scotia's minority-language press, which consists of just one weekly French-language newspaper, *Le Courrier de la Nouvelle-Écosse*, also has difficulty surviving. *Le Courrier* must recruit its journalists from outside the region, and often they lack the training necessary to work in a minority community.

Given its financial constraints, the newspaper recruits staff through the employment program of Human Resources and Skills Development Canada. While this program is certainly useful, it is not always to the newspaper's advantage, since *Le Courrier* must meet that program's criteria. These criteria emphasize student placement over professional development, although professionals are what the paper really needs.

Furthermore, *Le Courrier* is not eligible for subsidies from the departments of Human Resources and Skills Development Canada and Canadian Heritage because it has accumulated debts as a result of lost advertising revenue arising from the moratorium on government advertising.⁽³⁷⁾ This moratorium had a negative impact on all Canadian media, including minority-language media. *Le Courrier* has filed several complaints with the Office of the Commissioner of Official Languages over the past few years criticizing the underuse of the official-language minority press when federal government advertisements are placed. To ensure the equal use and representation of both official languages in all advertising, federal institutions should respect the concept of equivalent publication.

Among other difficulties, this minority weekly newspaper is subject to the same publishing-related constraints as majority-language newspapers with a higher circulation and greater resources. It is difficult for *Le Courrier* to compete with daily newspapers as a vehicle for

(36) Fédération acadienne de la Nouvelle-Écosse (2005).

(37) Société de presse acadienne, *Le Courrier de la Nouvelle-Écosse, Presentation to the Standing Senate Committee on Official Languages*, Church Point, Nova Scotia, 19 September 2005.

French or bilingual advertising because the deadlines are often too short for it to meet — in many cases as a result of last-minute planning on the part of federal departments and agencies.⁽³⁸⁾

e) Cultural and Social Life

Representatives of the Acadian and Francophone communities reminded the Committee that language and culture are fundamental to maintaining the identity of Acadian communities. In their view, steps must be taken to make the Francophone and Acadian population aware of the value and advantages of proficiency in both of Canada's official languages. In particular, young people must be helped to develop their Acadian cultural identity.⁽³⁹⁾

The communities also bemoaned the fact that the human and financial resources required to enhance their cultural and linguistic vitality are becoming scarcer and more difficult to access. The representatives pointed out that certain historic sites, such as Grand-Pré, play an important role in maintaining the identity and strengthening the attachment of the Acadian and Francophone communities, and that they must therefore receive financial support.⁽⁴⁰⁾

f) The Economy

The Conseil de développement économique de la Nouvelle-Écosse (CDÉNÉ), created in 1999, is a non-profit agency dedicated to improving the economic well-being and quality of life of Nova Scotia's Acadians. CDÉNÉ's five regional offices — Argyle, Clare, Chéticamp, Richmond and Halifax — primarily help Acadian and Francophone businesses to get established and then continue to support them with assistance from the Réseau de développement économique et d'employabilité — Nouvelle-Écosse. CDÉNÉ staff act as consultants to help businesspeople with their strategic planning and funding requests and to give them information about loans, government programs, and regional and provincial promotional initiatives. CDÉNÉ works closely with the Conseil coopératif acadien de la Nouvelle-Écosse, whose objective is to improve the socio-economic life of cooperatives. A representative mentioned that CDÉNÉ is having difficulty

(38) *Ibid.*

(39) La Picasse (2005).

(40) Société Promotion Grand-Pré, *Brief to the Standing Senate Committee on Official Languages*, Halifax, Nova Scotia, 20 September 2005.

with strategic planning because there is no multi-year funding that would provide stability to community organizations.⁽⁴¹⁾

The Acadian and Francophone communities of Nova Scotia consider the tourism industry particularly important. There is little tourism infrastructure and a lack of bilingual tourism training in this province.⁽⁴²⁾ Developing the tourism industry would help to create jobs for young Acadians who wish to live in their communities.⁽⁴³⁾

The exodus of young people is another issue of grave concern to the representatives of the economic sector. Existing government programs do not have the flexibility to integrate young people into every sector of the economy.⁽⁴⁴⁾ Without adequate incentives, it is unlikely that the young people who have left the region to pursue their post-secondary education will return there to work.⁽⁴⁵⁾

Industry Canada's Community Access Program is designed to help give rural communities access to the Internet and the skills needed to use it effectively. This program is particularly useful to the Francophone and Acadian communities of Nova Scotia, the vast majority of whom live in rural or coastal areas. The Acadian network of community access centres has some fifteen members. The Program's Francophone sites depend on majority-Anglophone regional centres, which represent an obstacle to community control and management of the network.⁽⁴⁶⁾

The community representatives say that, given the burgeoning communications and technology industry, it is essential to ensure the delivery of services in French.⁽⁴⁷⁾ Setting up networks among communities, schools, businesses, associations, and other Acadian and

(41) Conseil de développement économique de la Nouvelle-Écosse, *Presentation to the Standing Senate Committee on Official Languages*, Halifax, Nova Scotia, 20 September 2005.

(42) La Picasse (2005).

(43) Municipality of Argyle, *Presentation to the Standing Senate Committee on Official Languages*, Tusket, Nova Scotia, 19 September 2005.

(44) Billy Joyce (2005).

(45) Glenn Bourgeois (2005).

(46) Réseau acadien des sites PAC de la Nouvelle-Écosse, *Le rôle des centres d'accès communautaires dans le développement de la communauté acadienne de la Nouvelle-Écosse, Brief to the Standing Senate Committee on Official Languages*, St-Joseph-du-Moine, Nova Scotia, 22 September 2005.

(47) La Picasse (2005).

Francophone groups through fibre-optic cable or other leading-edge electronic means is necessary if minority Nova Scotians are to become full citizens.

g) Government (provincial and federal)

Significant changes seem to be in the works for Nova Scotia's Acadian and Francophone population and for the province's government. The Nova Scotia Office of Acadian Affairs, set up following the passage of the *French-language Services Act* in 2004, faces significant challenges in the coming years. One of these will be to define a common direction for government policies on the provision of services in French in the province. The Office must ensure a continuum of support that will enable Francophones to live in French throughout their life. To do this, it will monitor priority issues in the areas of health, justice, education and social services.

To achieve its objectives, the Office will need to consult with the communities on the requested services and required regulations between now and 31 December 2006; it will also need to cooperate with the Public Service Commission and work in partnership with the federal government. The achievement of these objectives will enable the Office to respond to the Francophone population's priorities and to establish human resources policies for the provision of services in French.⁽⁴⁸⁾

The Francophone and Acadian communities of Nova Scotia want to see a federal commitment to the implementation of this provincial initiative. FANE argues that, having agreed to translate municipal by-laws in New Brunswick pursuant to the ruling in *Charlebois v. Saint John (City)*,⁽⁴⁹⁾ the federal government could legitimately offer its support for the implementation of *French-language Services Act* in Nova Scotia.⁽⁵⁰⁾

As for the federal government, the communities acknowledged that funding provided by the Department of Canadian Heritage through the Canada-community agreements made it possible to develop a base of community infrastructures.⁽⁵¹⁾ The federal government must continue to support the communities while recognizing that some improvements must be made to existing programs and structures.

(48) Nova Scotia Office of Acadian Affairs, *Presentation at the meeting with the Standing Senate Committee on Official Languages*, Tusket, Nova Scotia, 19 September 2005.

(49) *Charlebois v. Saint John (City)* [2005] S.C.C. 74.

(50) Fédération acadienne de la Nouvelle-Écosse (2005).

(51) *Ibid.*

The community representatives mentioned that the administrative process does not provide sufficient details on project eligibility, requests for payment, deadlines for completing forms, and assistance with completing forms.⁽⁵²⁾ Dialogue, consideration of the communities' needs, greater flexibility in administrative requirements and a long-term commitment from the federal government are key elements in ensuring the communities' development.⁽⁵³⁾ Coordination among federal departments and agencies is another key element in order to ensure full implementation of Part VII of the *Official Languages Act*.⁽⁵⁴⁾

The communities bemoaned the lack of bilingual staff in departments' regional offices, notably those of Canada Post, Service Canada and Fisheries and Oceans Canada.⁽⁵⁵⁾

Community representatives agreed unanimously that there was a lack of consultation on federal budget cuts resulting in the loss of federal jobs in local areas. Nor should we forget the importance of federal departments and agencies consulting the official languages communities when developing or implementing policies or programs that affect their development and vitality.

III. OBSERVATIONS AND RECOMMENDATIONS OF THE STANDING SENATE COMMITTEE ON OFFICIAL LANGUAGES

Nova Scotia has dynamic and vibrant Acadian and Francophone communities for whom living in French is a fundamental value. Despite the relatively low number of Francophones, these communities demonstrate a high level of interest in, and commitment to, promoting French, and they have the support of the provincial and the federal governments.

With regard to education, the Acadian and Francophone communities have a network of French-language schools; but this cannot, by itself, meet the communities' needs and provide pre-school or extracurricular activities in French. The assimilation rate is high — so much so that on average close to 60% of students entering kindergarten need help with French.⁽⁵⁶⁾ Refrancization efforts among these students, and also among adults, are thus vital to ensure the community's future, to increase the number of students in French-language schools and to slow the rate of assimilation.

(52) Conseil de développement économique de la Nouvelle-Écosse, *Presentation to the Standing Senate Committee on Official Languages*, Tusket, Nova Scotia, 19 September 2005; Yvon Samson (2005).

(53) Fédération acadienne de la Nouvelle-Écosse (2005).

(54) La Picasse (2005).

(55) Yvon Samson (2005).

(56) Conseil scolaire acadien provincial (2005).

In the Action Plan for Official Languages, the government undertook to pay greater attention to francization measures and specialized support for at-risk students. As we mentioned in the previous section, there were still delays in the implementation of the initiatives identified in the Action Plan when this study mission took place. In the mid-term report published in autumn 2005, the government maintained that activities related to francization and the transition from pre-school to primary had begun in Nova Scotia thanks to the funding provided in the Action Plan.⁽⁵⁷⁾ The government, however, doled out funding in this area in the first two years of the Action Plan's implementation. The government must fulfil its commitments to support minority-language education.

Recommendation 1

That the government fulfil its commitments on minority-language education in the Action Plan for Official Languages.

With regard to post-secondary studies, the Standing Senate Committee on Official Languages has already recommended in a previous report, published in October 2003, that the Canada School of Public Service “investigate the possibility of setting up partnerships with teaching establishments that have recognized skills in language training and development, so that public servants learning their second language can benefit from this outside expertise.”⁽⁵⁸⁾ This recommendation dovetails nicely with the complaints from the representatives of the Université Sainte-Anne encountered during the study mission.

At present, federal public servants who want to take language courses are faced with waiting lists. Given that, it would benefit the government to recognize that a number of educational institutions outside the public service, including the Université Sainte-Anne, possess recognized expertise in language training. These institutions often use avant-garde teaching methods that meet the needs of different target groups. Their geographical location is an added benefit, since individuals attending these institutions would be more attuned to life in a minority-language community. By drawing on the expertise of minority-language educational institutions, the federal government would contribute to the vitality and development of official-language minority communities, as required by Part VII of the *Official Languages Act*. The government

(57) Government of Canada, *Update on the Implementation of the Action Plan for Official Languages. Midterm Report*, Ottawa, 2005.

(58) Standing Senate Committee on Official Languages, *Official Languages: 2002-2003 Perspective, Study of the Action Plan for Official Languages and the Annual Reports of the Office of the Commissioner of Official Languages, Treasury Board and the Department of Canadian Heritage*, Ottawa, 37th Parliament, 2nd session, October 2003, p. 27.

must ensure that partnerships with those institutions are developed while respecting the jurisdiction and powers of the provinces.

Recommendation 2

That the government develop partnerships with minority-language educational institutions, including the Université Sainte-Anne, with a view to offering English and French second-language courses to federal public servants.

With respect to justice, the Committee feels that the government must begin revising the *Official Languages (Communications with and Services to the Public) Regulations* as soon as possible. This revision is required pursuant to the 2004 ruling in *Doucet v. Canada*, which concerns the obligations of the RCMP in terms of service to the public and the definition of “significant demand.” The Federal Court judge pointed out that “the right to use French or English to communicate with an institution of the Government of Canada should not solely depend on the percentage of Francophones in the census district. Consideration must also be given to the number of Francophones who use or might use the services of the institution.”⁽⁵⁹⁾ The judge further stated that “when an RCMP detachment provides policing services in Canada, it is important to consider the function it is charged with in the community in which it is located. In the case at bar, one of the RCMP’s important duties is to patrol a busy highway, where there is undoubtedly a demand for services in French.”⁽⁶⁰⁾ The “significant demand” is not limited in such cases to the demography of the location, because the Trans-Canada Highway is a major road used by a large number of people belonging to the official-language minority community.

In her most recent annual report, the Commissioner of Official Languages calls for a revision of the *Official Languages Regulations*. The Regulations, in her opinion, are ill-adapted to contemporary reality and need to be modernized in order to allow Canadians to receive services of equal quality in the official language of their choice. With respect to the services provided by the RCMP, the Commissioner stated:

The Regulations were formulated in such a way that the linguistic obligations of RCMP offices have been defined based on local population, rather than in consideration of the public travelling on the Trans-Canada Highway. Depending on which stretch of the highway members of the public are stopped or need the services of the RCMP, they may or may not have the right to be served in the official language of their choice. Is it really necessary to remind the government

(59) *Doucet v. Canada*, para. 80.

(60) *Ibid.*, para. 76.

that the Trans-Canada Highway is not used exclusively by the local population, but by the Canadian public as a whole?⁽⁶¹⁾

Recommendation 3

That, as soon as possible, the government begin revision of the *Official Languages (Communications with and Services to the Public) Regulations*.

Recommendation 4

That, during the revision of the *Official Languages Regulations*, the government consider making it mandatory for the RCMP to offer services in both official languages along the entire Trans-Canada Highway.

As we saw in the previous section, the minority-language media play a major role in the development and vitality of Nova Scotia's Acadian and Francophone communities. Community radio and the French-language press offer these communities ways to promote the vitality of the French language and culture. The Action Plan for Official Languages provides for an investment of \$19 million over five years to support community life, including support for cultural activities and promotion and for community radio stations. The mid-term report published by the government in autumn 2005 mentions that the organizations representing the Francophone and Acadian communities were not certain what new initiatives were funded in this sector and that the amounts were insufficient to respond to their needs.⁽⁶²⁾ The Committee also noted that there are pressing needs in terms of training for young people who want to make a career in the minority-language media.

Recommendation 5

That the federal government:

- a) undertake to provide sustained support to community radio, which experiences constant financial and organizational uncertainty;**
- b) encourage the provincial governments and post-secondary institutions working in minority communities to set up training programs for young people who want to make a career in the minority-language media.**

(61) Office of the Commissioner of Official Languages, Annual Report 2005-2006, Ottawa, 2006, p. 27.

(62) Government of Canada (2005).

With respect to both language and culture, the Committee noted a lack of opportunity to use French and the difficulty in encouraging young people to remain in their regions when jobs are scarcer. Indeed, it is clear that this situation is a source of concern for the young people who are continuing their post-secondary studies outside their community or province but who want to return there to work, and to do so in their own language. Support for young people is of particular importance for the official-language minority communities, whether it is to ensure their survival, maintain their cultural identity or exercise strong and sustained leadership.

Recommendation 6

That the government intensify its support to young people as a priority sector to ensure the development of official-language minority communities.

The Francophone and Acadian communities in rural and coastal regions are very scattered and far from the urban centres. New information and communications technologies could make it easier to bring these communities together. The CDÉNE's projects demonstrate the importance of greater use of high-speed Internet services, and the communities are working relentlessly to obtain it. Despite these efforts, there are still obstacles to overcome: in addition to the technical problems, there is the impression among the Acadian and Francophone communities that it is not a priority for Industry Canada to support the infrastructures that would allow remote rural communities to network effectively.

In March 2005, the government announced the creation of the Enabling Fund, under the responsibility of Human Resources and Skills Development Canada, which provides stable funding of \$12 million a year for three years for community capacity building and economic development initiatives. The Enabling Fund was integrated into the Action Plan for Official Languages in order to encourage federal institutions to pool their expertise in order to support the communities' economic development. In the mid-term report published in autumn 2005, the government said it was counting on the combined efforts of federal departments and agencies to support various aspects of a single community project. Thus, the project to install high-speed Internet service in remote communities could receive support from the Enabling Fund for the consultations and project planning, while the Internet infrastructure itself could be funded by another participating department.⁽⁶³⁾

(63) *Ibid.*

The Committee feels however that too many stakeholders can be an obstacle to effective planning of community development, since communities often lack the time and financial and human resources. The government must be sure to deliver its message effectively to the communities when the time comes to identify the programs and funds available to ensure their development. Increased use of minority-language media by federal institutions may be an effective strategy to reach out to these communities. The government must also pay special attention to communities in rural and coastal areas. These communities have limited knowledge of the government's obligations to them and the services available in their province. The government could develop and distribute a document to these communities explaining, in clear and simple language, its obligations and the programs and services available to them.

Recommendation 7

That the government establish effective strategies to raise awareness among Acadian and Francophone communities about the programs and funds available to support their development.

Nova Scotia's Acadian and Francophone communities attach particular importance to public assistance and federal government support of their economic development. When the federal government eliminates positions — sometimes with no consultation with the communities (for example, ten positions were lost to larger regions or towns in the past two years) — the consequences are disastrous for the economy and vitality of these small rural and coastal communities.

Part VII of the *Official Languages Act* requires federal departments and agencies to consult the official language minority communities when they make decisions that affect their development. The accountability framework that the federal government published in 2003 points out that each federal institution must “determine whether its policies and programs have impacts on the promotion of linguistic duality and the development of minority communities, from the initial elaboration of policies through their implementation [and] consult affected publics as required, especially representatives of official language minority communities, in connection with the development or implementation of policies and programs.”⁽⁶⁴⁾ The reinforcement of Part VII of the *Official Languages Act*, as passed by Parliament in November 2005, requires federal institutions to take positive measures in this matter. The government must therefore intervene to

(64) Government of Canada, *The Next Act: New Momentum for Canada's Linguistic Duality. The Action Plan for Official Languages*, Ottawa, 2003, p. 66.

ensure that federal departments and agencies respect the obligations regarding consultation of official-language minority communities.

Recommendation 8

That the government intervene with federal institutions to ensure that they respect the obligations set out in Part VII of the *Official Languages Act* regarding consultation.

As for the public sector, the Committee noted the complaints from the representatives of the Nova Scotia communities concerning the lack of a coordinated federal strategy for the application of the *Official Languages Act*. Policy development and program delivery are too often marked by a lack of uniformity within federal institutions, which hampers the proper management of community planning and development activities. The framework that the government developed in autumn 2005 is in fact designed to more effectively structure interdepartmental coordination of the implementation of the Official Languages Program. “It provides a basis by which all federal institutions [...] can align their official-languages–related management, accountability and reporting strategies with the overall policy direction of the Government of Canada.”⁽⁶⁵⁾ The Committee encourages the government to clarify the expectations and needs of official-language minority communities regarding the management of the Official Languages Program and interdepartmental coordination.

Recommendation 9

That the lack of a coordinated federal strategy for the application of the Official Languages Program be a priority issue in the upcoming consultations of senior officials and ministers participating in the implementation of the Action Plan for Official Languages with the communities.

Following the consultations that the Department of Canadian Heritage conducted in autumn 2004 with the Francophone and Acadian communities, it was agreed that the Canada-community agreements would be replaced by Collaboration Accords that take greater consideration of the specific needs of each community. Collaboration Accords with the minority communities have been signed or are to be signed in all the provinces and territories, with the exception of Nova Scotia. It appears that the Nova Scotian community representatives do not like

(65) Government of Canada, *Canada’s Linguistic Duality. A Framework to Manage the Official Languages Program*, Ottawa, 2005, p. 5.

the approach taken in the framework of the Collaboration Accords. The Committee is concerned about the delays in negotiating this accord and the negative consequences that this could have on the development of these communities. It encourages the two parties to continue the dialogue with a view to concluding a Collaboration Accord as soon as possible.

Recommendation 10

That the dialogue between the Department of Canadian Heritage and the Nova Scotian community representatives continue with a view to concluding, as soon as possible, a Collaboration Accord that will meet the needs of the province's Francophone and Acadian communities.

Finally, the coming into effect of the *French-language Services Act* is a step forward for the preservation and growth of the Acadian and Francophone communities of Nova Scotia. The Committee is pleased to see that the Canada — Nova Scotia agreement on the delivery of French language services negotiated in 2005 includes various measures designed to support the implementation of this act.

CONCLUSION

To sum up, the evidence heard during the Committee's study mission to Nova Scotia gave the members of the Standing Senate Committee on Official Languages a better understanding of the reality and the challenges facing the Acadian and Francophone communities, most of them found in rural or coastal areas. The Committee was able to observe the existence of a strengthened partnership between the federal and provincial governments since Nova Scotia adopted the *French-Language Services Act* in 2004. This partnership is essential to ensure the survival and growth of the communities in all aspects of their existence. In its presentation to the Committee, the Government of Nova Scotia, through its Office of Acadian Affairs, confirmed its commitment with regard to official languages in Acadian and Francophone communities. This partnership in official languages must focus above all on achieving results that are based on the communities' needs and priorities, while respecting each party's jurisdiction.

The testimony gathered during the study mission serves as a reminder to the federal government of the need for better coordination of its official languages strategy. Representatives of the provincial government and the communities called on the federal government to make an ongoing commitment with regard to official languages and to provide official-language minority

communities with the resources necessary to combat assimilation in the areas of language and culture. The representatives of Nova Scotia's Acadian and Francophone communities emphasized that the federal government's slow and cumbersome administrative requirements are negatively affecting their development planning and the survival of their Acadian and Francophone identity.

The Committee believes that the federal government must demonstrate greater sensitivity when developing standards for programs and services aimed at official-language minority communities. It should be more flexible in responding to the needs of communities that are developing in conditions that are often exceptional. Partnerships between governments and official-language minority communities are valuable tools to help guarantee equitable access to bilateral programs.

APPENDIX A

LIST OF RECOMMENDATIONS

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Recommendation 1

That the government fulfil its commitments on minority-language education in the Action Plan for Official Languages.

Recommendation 2

That the government develop partnerships with minority-language educational institutions, including the Université Sainte-Anne, with a view to offering English and French second-language courses to federal public servants.

Recommendation 3

That, as soon as possible, the government begin revision of the *Official Languages (Communications with and Services to the Public) Regulations*.

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That, during the revision of the *Official Languages Regulations*, the government consider making it mandatory for the RCMP to offer services in both official languages along the entire Trans-Canada Highway.

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That the federal government:

- a) undertake to provide sustained support to community radio, which experiences constant financial and organizational uncertainty;
- b) encourage the provincial governments and post-secondary institutions working in minority communities to set up training programs for young people who want to make a career in the minority-language media.

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That the government intensify its support to young people as a priority sector to ensure the development of official-language minority communities.

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Recommendation 10

That the dialogue between the Department of Canadian Heritage and the Nova Scotian community representatives continue with a view to concluding, as soon as possible, a Collaboration Accord that will meet the needs of the province's Francophone and Acadian communities.

APPENDIX B

**LIST OF GOVERNMENTAL AND NON-GOVERNMENTAL AGENCIES
THAT MADE SUBMISSIONS TO THE STANDING SENATE COMMITTEE
ON OFFICIAL LANGUAGES DURING THE STUDY MISSION TO
NOVA SCOTIA (19-23 SEPTEMBER 2005)**

**LIST OF GOVERNMENTAL AND NON-GOVERNMENTAL AGENCIES
THAT MADE SUBMISSIONS TO THE STANDING SENATE COMMITTEE
ON OFFICIAL LANGUAGES DURING THE STUDY MISSION TO
NOVA SCOTIA (19-23 SEPTEMBER 2005)**

Agency	Spokesperson	Brief ⁽⁶⁶⁾
Clare Region 19.09.2005		
École Rose-des-Vents Greenwood	Louis Cormier Director	Visit
Association francophone de la Vallée d'Annapolis	Hélène Lavigne President	Speaking Notes
Université Sainte-Anne Church Point	André Roberge Rector and Vice-chancellor	Presentation to the Standing Senate Committee on Official Languages
Municipality of Clare	Jean Melanson Reeve	Speech by Reeve Jean Melanson
Conseil scolaire acadien provincial	Darrell Samson Director General	<i>L'éducation en milieu minoritaire francophone : un continuum de la petite enfance au postsecondaire</i> , Presentation by the Conseil scolaire acadien provincial (CSAP) to the Standing Senate Committee on Official Languages
Société de presse acadienne and <i>Le Courrier de la Nouvelle-Écosse</i>	Denise Comeau Desautels Director General	Presentation to the Standing Senate Committee on Official Languages
Community radio CIFA-FM	Dave LeBlanc Host and Spokesperson	Presentation at the meeting with the Standing Senate Committee on Official Languages
Société acadienne de Clare Festival acadien de Clare	Marc Boudreau President	Speaking Notes
Nova Scotia Office of Acadian Affairs	Chris d'Entremont Minister	Presentation at the meeting with the Standing Senate Committee on Official Languages
École secondaire de Par-en-Bas	Stephen Surette Director	Visit
Conseil acadien de Par-en-Bas	Norbert Leblanc President Cécile d'Entremont Bourque	Presentation by the Conseil acadien de Par-en-Bas to the Standing Senate Committee on Official Languages
Municipality of Argyle	Aldric d'Entremont Reeve Neil Leblanc Director General	Presentation of the Municipality of the District of Argyle to the Standing Senate Committee on Official Languages (brief available in English)
Réseau pour les services de santé en français — Nouvelle-Écosse	Paul d'Entremont President	<i>Des services de santé en français</i> , Brief presented to the Standing Senate Committee on Official Languages
Conseil de développement économique de la Nouvelle-Écosse	Peter Boudreau	Presentation to the Standing Senate Committee on Official Languages
Équipe Alphabétisation Nouvelle-Écosse	Shirley Vigneault Coordinator	Presentation

(66) Please note that all briefs were submitted in French only, unless otherwise specified.

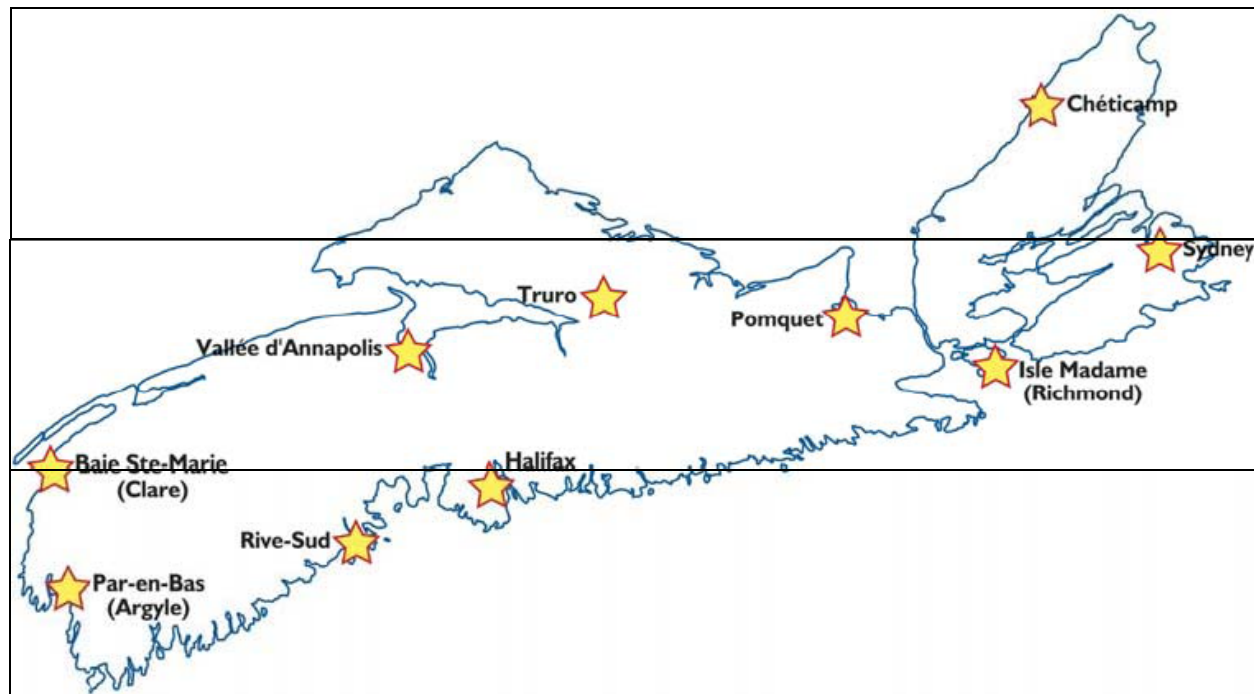
Agency	Spokesperson	Brief ⁽⁶⁶⁾
Halifax Region 20.09.2005		
Department of Education	Dennis Cochrane Deputy Minister	<i>French-Language Education in a Minority Setting: A Continuum from Early Childhood to the Postsecondary Level</i> , Presentation by the Deputy Minister of Education, Mr. Dennis Cochrane, to the Standing Senate Committee on Official Languages, (brief available in English)
Conseil de développement économique de la Nouvelle-Écosse	Julie Oliver President	Presentation to the Standing Senate Committee on Official Languages
Association des juristes d'expression française de la Nouvelle-Écosse	Roland A. Deveau President Marie-Claude Rioux Director General	<i>Pour un accès à des services en français en Nouvelle-Écosse</i> , Brief presented by the Association des juristes d'expression française de la Nouvelle-Écosse to the Standing Senate Committee on Official Languages
Fédération acadienne de la Nouvelle-Écosse	Jean Léger Director General	Brief presented to the Standing Senate Committee on Official Languages
	Jean-Albert Maire Journalist	<i>L'importance de la Société Radio-Canada pour les communautés acadiennes en Nouvelle-Écosse</i> , Presentation by Jean-Albert Maire, journalist, to the Standing Senate Committee on Official Languages
Société Promotion Grand-Pré	Jean-Guy Roy President Victor Tétrault Director General	Brief presented to the Standing Senate Committee on Official Languages by the Société Promotion Grand-Pré
Argyle Region 21.09.2005		
École acadienne de Pomquet	Richard Marchand Director	Visit
Société acadienne Sainte-Croix	Réjeanne Leblanc President Isabelle Rochas Director General	Société Sainte-Croix, Presentation to the Standing Senate Committee on Official Languages
Richmond Region 21.09.2005		
La Picasse Centre communautaire culturel	Jacqueline Samson President Janine Lacroix Director General	<i>Volets : culturel et communautaire</i> , Presentation to the Standing Senate Committee on Official Languages
Conseil scolaire acadien provincial de la Nouvelle-Écosse: Isle Madame	Robert Fougère Richmond School Board member	<i>Les défis de l'éducation en français en milieu minoritaire ... le milieu acadien : Isle Madame</i> , Presentation by Robert Fougère to the Standing Senate Committee on Official Languages
Community radio Coopérative Radio Richmond Ltée	Vincent Boudreau President	Presentation by the Coopérative Radio Richmond Ltée to the Standing Senate Committee on Official Languages
Conseil de développement économique de la Nouvelle-Écosse — RDÉE — Nouvelle-Écosse	Billy Joyce Rural Development Officer Isle Madame	Presentation to the Standing Senate Committee on Official Languages
Conseil de développement économique de la Nouvelle-Écosse — RDÉE — Nouvelle-Écosse	Yvon Samson Manager, RDÉE-N.-É	Presentation to the Standing Senate Committee on Official Languages

Agency	Spokesperson	Brief⁽⁶⁶⁾
La Maison des Jeunes de Richmond	Gabrielle Samson President	<i>La jeunesse et la francophonie</i>
Chéticamp Region (Cape Breton) 22.09.2005		
Community radio CKJM-FM	Angus LeFort Director General	Visit
Centre culturel et informatif — Les Trois pignons Élizabeth LeFort hooked rugs museum Marguerite Gallant Museum (Acadian collector returned to Chéticamp)	Lisette Cormier Director General	Visit
Association de développement de Saint-Joseph-du-Moine et L'autorité portuaire de Grand Étang	Monique Aucoin Leblanc President	Presentation to the Standing Senate Committee on Official Languages
Société Saint-Pierre	Yvette Aucoin President and School Board member	Presentation by the Société Saint-Pierre
Conseil coopératif acadien de la Nouvelle-Écosse	Laurette Deveau Director General	Presentation
Campus Saint-Joseph-du-Moine Université Sainte-Anne	René Aucoin Director	Speaking Notes
Réseau acadien des sites PAC (programme d'accès communautaire) de la N.-É.	Daniel Roy President	<i>Le rôle des centres d'accès communautaires dans le développement de la communauté acadienne de la Nouvelle-Écosse</i> , Brief presented to the Standing Senate Committee on Official Languages
Conseil de développement économique de la Nouvelle-Écosse	Glen Bourgeois Regional Development Officer — Chéticamp	Presentation to the Standing Senate Committee on Official Languages
Others 26.09.2005		
Fédération des femmes acadiennes de la Nouvelle-Écosse		Brief presented to the Standing Senate Committee on Official Languages

APPENDIX C

**ACADIAN AND FRANCOPHONE REGIONS —
NOVA SCOTIA (ECONOMIC PROFILE)**

**ACADIAN AND FRANCOPHONE REGIONS —
NOVA SCOTIA (ECONOMIC PROFILE)**



Source: Conseil de développement économique de la Nouvelle-Écosse, *Profil communautaire 2005. Communauté acadienne et francophone de la Nouvelle-Écosse*, October 2005, <http://www.cdene.ns.ca/documents/Profilprovincialfinalnov05.pdf>.

APPENDIX D

NETWORK OF FRENCH-LANGUAGE SCHOOLS IN NOVA SCOTIA

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<p>1. Centre scolaire Étoile de l'Acadie 15 Inglis Street Sydney, N.S. B1P 7C6</p> <p><i>Kindergarten to Grade 12</i></p>	<p>2. École acadienne de Pomquet 791 Taylor Road Pomquet, N.S. B2G 2L4</p> <p><i>Kindergarten to Grade 12</i></p>
<p>3. École acadienne de Truro P.O. Box 21 50 Aberdeen Street Truro, N.S. B2N 5B6</p> <p><i>Kindergarten to Grade 11</i></p>	<p>4. École Beaubassin 54 Larry Uteck Boulevard Halifax, N.S. B3M 4R9</p> <p><i>Kindergarten to Grade 8</i></p>
<p>5. École Beau-Port P.O. Box 1500 2259 Highway 206 Arichat, N.S. B0E 1A0</p> <p><i>Kindergarten to Grade 12</i></p>	<p>6. École Belleville P.O. Box 254, R.R. 3 84 Belleville Street Belleville, N.S. B0W 3M0</p> <p><i>Kindergarten to Grade 6</i></p>
<p>7. École Bois-Joli 211 Du Portage Avenue Dartmouth, N.S. B2X 3T4</p> <p><i>Kindergarten to Grade 6</i></p>	<p>8. École de la Rive-Sud 50 Old Cornwall Road Blockhouse, N.S. B0J 1E0</p> <p><i>Kindergarten to Grade 10</i></p>
<p>9. École du Carrefour 201A Du Portage Avenue Dartmouth, N.S. B2X 3T4</p> <p><i>Grades 7 to 12</i></p>	<p>10. École Jean-Marie-Gay R.R. 1 9680 Highway 1 Saulnierville, N.S. B0W 2Z0</p> <p><i>Kindergarten to Grade 7</i></p>
<p>11. École Joseph-Dugas 450 Patrice Road Church Point, N.S. B0W 1M0</p> <p><i>Kindergarten to Grade 7</i></p>	<p>12. École NDA (Notre-Dame de l'Acadie) 15118 Highway 18 Chéticamp, N.S. B0E 1H0</p> <p><i>Kindergarten to Grade 12</i></p>

NETWORK OF FRENCH-LANGUAGE SCHOOLS IN NOVA SCOTIA

<p>13. École Pubnico-Ouest P.O. Box 40 811 Highway 335 West Pubnico, N.S. B0W 3S0</p> <p><i>Kindergarten to Grade 6</i></p>	<p>14. École Rose-des-Vents P.O. Box 118 6 Bedford Road Greenwood, N.S. B0P 1N0</p> <p><i>Kindergarten to Grade 12</i></p>
<p>15. École Saint-Albert P.O. Box 26 5155 Highway 1 Salmon River, N.S. B0W 2Y0</p> <p><i>Kindergarten to Grade 7</i></p>	<p>16. École secondaire de Clare 80 Placide Comeau Road Meteghan River, N.S. B0W 2L0</p> <p><i>Grades 8 to 12</i></p>
<p>17. École secondaire de Par-en-Bas P.O. Box 178 360 Highway 308 North Tusket, N.S. B0W 3M0</p> <p><i>Grades 7 to 12</i></p>	<p>18. École Stella-Maris 288 Peter Dugas Road Meteghan, N.S. B0W 2J0</p> <p><i>Kindergarten to Grade 7</i></p>
<p>19. École Wedgeport 44 Ditcher Road Wedgeport, N.S. B0W 3P0</p> <p><i>Kindergarten to Grade 6</i></p>	