

Portrait of the  
English-speaking  
Community of  
Richmond



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## RICHMOND AND AREA

### INTRODUCTION

This portrait has been completed by Townshippers' Association and the Community Health and Social Services Network (CHSSN), in collaboration with the Centre de santé et des services sociaux Val-Saint-François and the Richmond & Region Community Learning Center. Townshippers' Association is a non-profit, non-partisan community organization focused on promoting and supporting the interests of the English-speaking minority community in the Eastern Townships region of Quebec. The Association was founded in 1979 to ensure the English-speaking community would remain visible despite a declining population. Through a variety of initiatives, Townshippers' works to strengthen the community and culture of English-speaking Townshippers, open doors of opportunity for youth and promote access to health, social and other services in English. Townshippers' also strives to encourage the active participation of English-speakers in all aspects of the greater community, in order to help the English-speaking community of the Eastern Townships build bridges with their French-speaking neighbours.

The main objective of this portrait is to contribute to a more in-depth understanding of the English-speaking community of Richmond and the surrounding area, in order to inform future actions. To do so, different sources of information have been gathered together:

1. information from various reports, statistics and other information that have been produced in the past
2. some key statistics from the 2011 census data
3. community perspectives, as expressed during community conversations held in Richmond in September 2015: whole group discussions were held on community assets and on a vision for the future and smaller, focus-group discussions were held on five topics described in the sections below on community perspectives
4. additional focus groups discussions, held at the Café Communautaire and at a private home, as well as some written thoughts that were sent to us
5. community priorities, as expressed at a follow-up community gathering in December 2015.

## Community development

Community development has been defined as “a voluntary cooperative process of mutual assistance and of building social ties between local residents and institutions, with the goal being to improve physical, social, and economic living conditions.”

Institut national de santé publique du Québec (2002).  
*La santé des communautés : perspective pour la contribution de la santé publique au développement social et au développement des communautés*. Québec : INSPQ, 46 p. [www.inspq.qc.ca](http://www.inspq.qc.ca)

The central idea and purpose of community development is for community members to take action collectively and to generate solutions to shared problems by planning the development of all aspects of community well-being. The goal is to improve people’s quality of life and to reduce social inequalities.

There are many different approaches to community development and many different groups that are engaged in it. In Quebec, community development has been identified as one of the main intervention strategies in public health. Many regional health boards and health centres are actively engaged in community development.

### Community development strategies

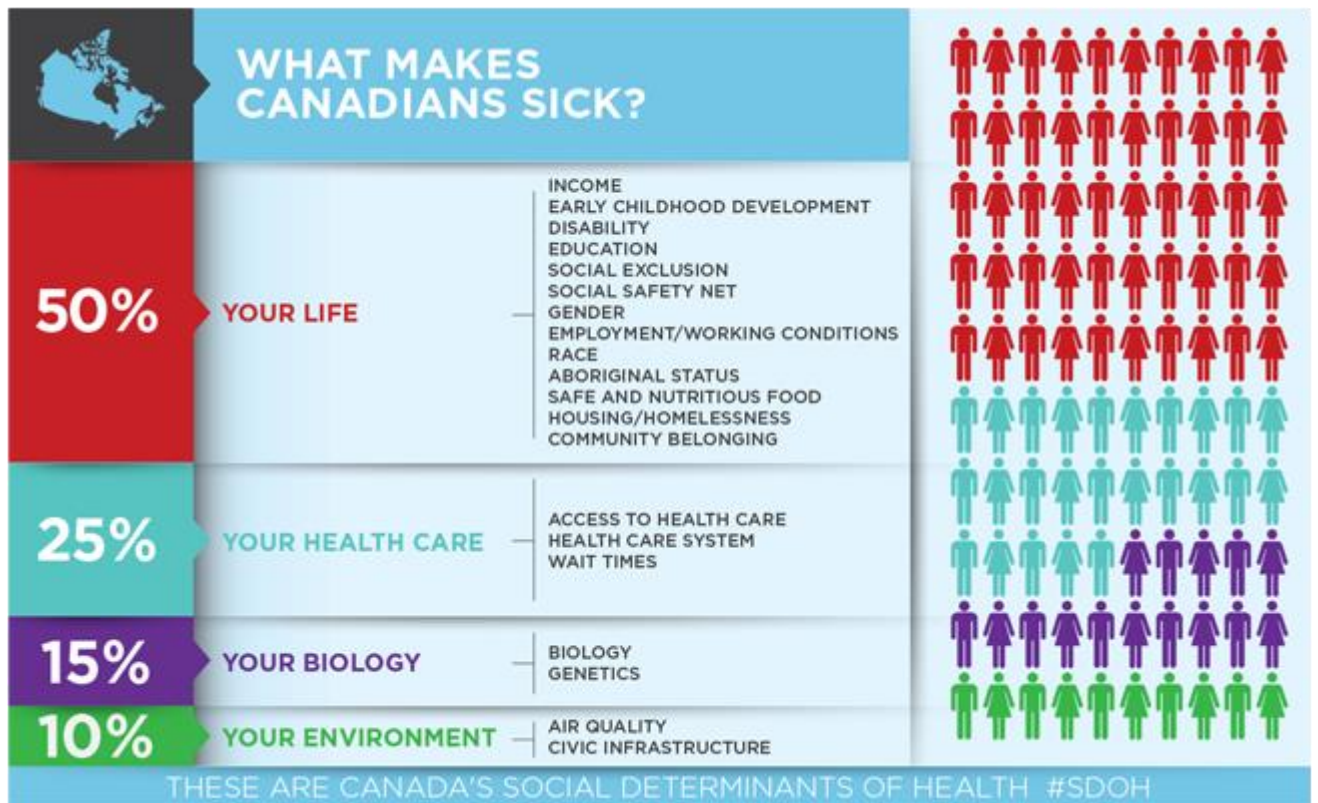
- ❖ Community engagement
- ❖ Empowerment (of individuals and communities)
- ❖ Intersectoral collaboration and partnership
- ❖ Political commitment leading to healthy public policy
- ❖ Reducing social and health inequalities

The underlying principle is that individuals and communities need to be empowered to take greater control over their health and future, with a view to reducing inequality among community members.

## Building healthy communities

In keeping with Townshippers' and the CHSSN's commitment to a population health approach that takes into account the range of health determinants, this project adopts a holistic view of health. This means examining ways to improve people's health, and the health of the community more broadly, through a socio-environmental approach, which considers health as a product of social and environmental determinants that interact to influence our health status.

The many different factors that contribute to health are referred to as health determinants. Health determinants are defined as the individual, social, economic and environmental factors that can be associated with specific health problems or with overall health status. Although there are many health determinants—income and social status, social support networks, education, employment and working conditions, physical environments, biology and genetics, health services, and more—research shows that socio-economic environments (“your life”) are the main determinants of health: factors such as your income, education, social safety net, employment and housing.



Even within the same region, there are major differences between communities in terms of health, well-being, and quality of life, and some of these differences are related to varying social and economic conditions. This means that communities can have an impact on the health and well-being of their residents by working to reduce inequalities among people, and by creating a “healthy community.”

A significant number of health determinants are beyond individual control and only the community can have an impact on them. Therefore, just as individual empowerment is important for health and well-being, so too is community empowerment. This means building the community capacity to structure itself in ways that help to improve the quality of life of its members. Beyond such traditional indicators as the economy and demographics, we must take into account factors such as democratic life, community dynamics and social capital, all of which testify to the health of a community as a living entity.

#### Community mobilization in English-speaking communities in Quebec

A network of English-speaking communities in Quebec is working towards this goal of community empowerment and improved health and well-being. The provincial network is composed of nineteen community health and social services networks, which act as drivers of change in mobilizing English-speaking communities. These community health and social services networks implement three key action strategies: improving access to health and social services, increasing the availability of health promotion and disease prevention programs, and fostering social innovation. They engage a broad range of local partners in an intersectoral networking and partnership approach to take action on priority health determinants, focusing on specific populations. This work is rooted in a number of principles and values that guide the development of the networks, with the ultimate aim of improving the health and well-being of English-speaking communities in Quebec and enhancing community vitality (see model in appendix). This approach to community mobilization and intersectoral partnership has fostered hundreds of partnerships including health and social service centres delivering primary level care, other public institutions in Quebec, as well as a wide variety of community organizations. A partnership between the CHSSN and the Institut national de santé publique du Québec (INSPQ) has supported these networks in gaining knowledge and experience in community development. This community portrait is part of that support.

## RICHMOND AND AREA

Richmond is located in the Estrie administrative region, in the Regional county municipality of Val-Saint-François, which also includes the communities of Melbourne, Cleveland, Kingsbury and Ulverton. Other towns and villages in adjacent MRC territories with English-speaking populations include Windsor, Danville, South Durham and Trenholm. Many of these names witness to their historical settlement by English speakers.

Richmond is located about half way between Sherbrooke and Drummondville, on major transportation routes, from the old railway line to the more recent AutoRoute 55. The geographic location has played an important role in Richmond's history and development as the former Craig Road (linking Québec City and Boston through the Eastern Townships) passed through Richmond.

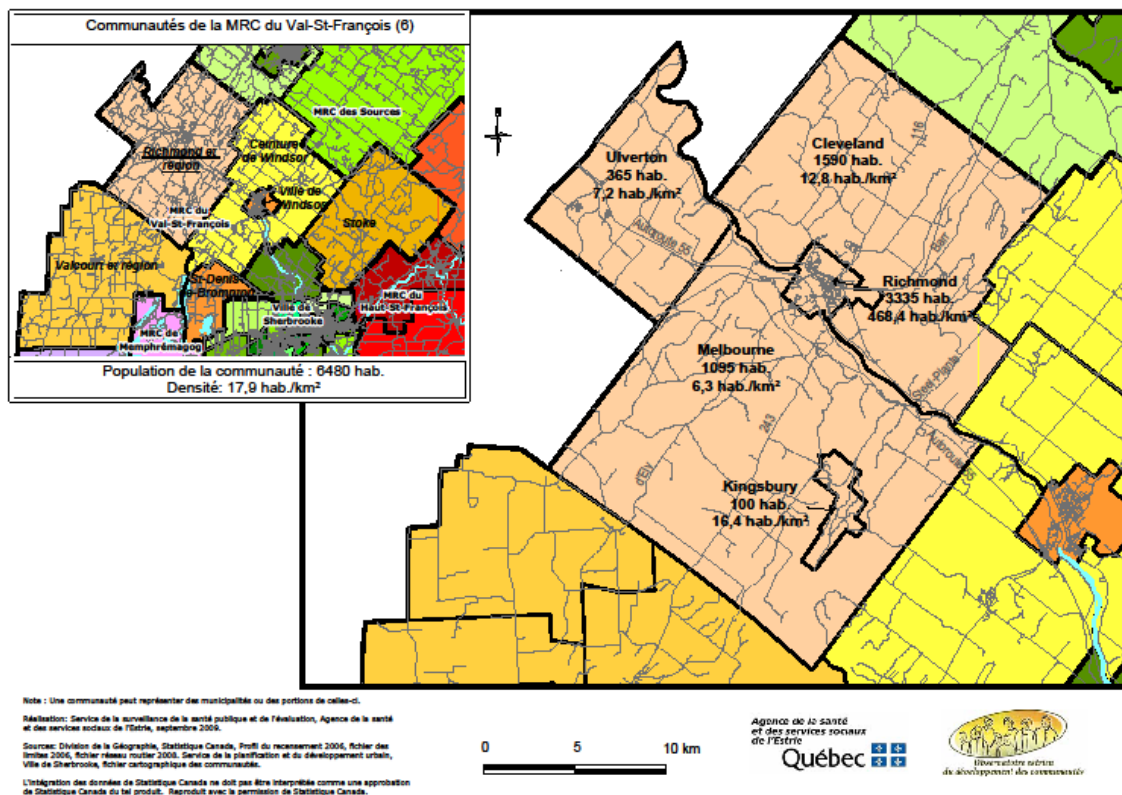


## Population

The population of the MRC du Val-Saint-François is about 29,000. In the census subdivision of Richmond there were 3,275 people in 2011. The map below gives an idea of the population of the community, as defined by the Observatoire estrien du développement des communautés.



## Communauté de Richmond et région



### Historical context

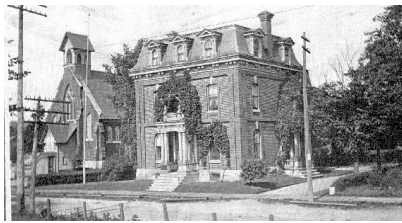
The Town of Richmond owes its name to Sir Charles Gordon Lennox, 4th Duke of Richmond and Lennox (1764-1819) and Governor General of British North America from 1818-1819.<sup>1</sup> Originally settled by colonists from New England, Montreal and the Richelieu River valley, circa 1798, Richmond is considered to be one of the oldest settlements in the former region of the Eastern Townships.

The first foundations of the town were erected in 1797, at the same time as Sherbrooke, Brompton, Windsor and others in the Saint-François Valley. In 1811 Craig road was built from the banks of the St. Lawrence (in Levis) to Richmond by the soldiers of the forty-ninth regiment under the direction of General James Craig. This opened up communication

<sup>1</sup> This section draws on information available on the website of Richmond (<http://ville.richmond.qc.ca/>) on the Richmond County Historical Society's website (<http://www.richmondcountyhistoricalociety.com/richmondhistory.htm>) and from Wikipedia ([https://en.wikipedia.org/wiki/Richmond,\\_Quebec](https://en.wikipedia.org/wiki/Richmond,_Quebec)).

between the new settlements of the Eastern Townships and Quebec City. From that time, the importance of the Townships, and Richmond as well, rapidly increased.

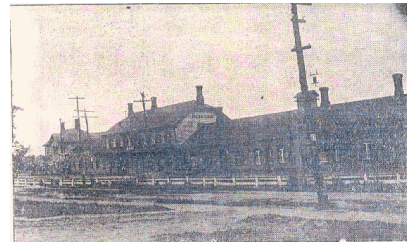
Richmond grew in importance during the 1800s when it became a key railway junction. The St. Lawrence and Atlantic Railroad opened between Montreal and Portland, Maine, on April 4, 1853 and was purchased four months later and absorbed into the Grand Trunk Railway (GTR)'s system. Two years later, the GTR opened a line from the mainline in Richmond northeast to Lévis to connect Montreal with Quebec City. The line was eventually extended further east to Rivière-du-Loup and a connection with the Intercolonial Railway, which operated trains on the GTR through Richmond to Montreal until 1897. Its strategic location 76 miles (122 km) from Montréal, 90 miles (145 km) from Québec and 221 miles (356 km) from Portland (Maine, USA) made it an ideal location for railway development.



The town itself was first called Richmond in 1820, when a post office was inaugurated. By the 1860s Richmond was an important centre, with a college, literary institute and a public library. It was on October 28th 1862 that Richmond was incorporated as a village and a Mayor and Councillors were appointed on the 2nd of January 1863.

At the end of the 1800's, Richmond had a Court house, two post offices, at least six stores, a print shop, a local paper, a foundry, four hotels and many people in different métiers, and about 86 residential houses.

Richmond's importance has waned since the 1930s, however, as the railways have also come to play a lesser role in the economy. The GTR was absorbed into the Canadian National Railways (CNR) and the line to Lévis was abandoned in favour of more direct lines from Montreal to Quebec City. In 1989, CNR sold the entire railway line from Montreal to Portland, via Richmond, to a short line operator.

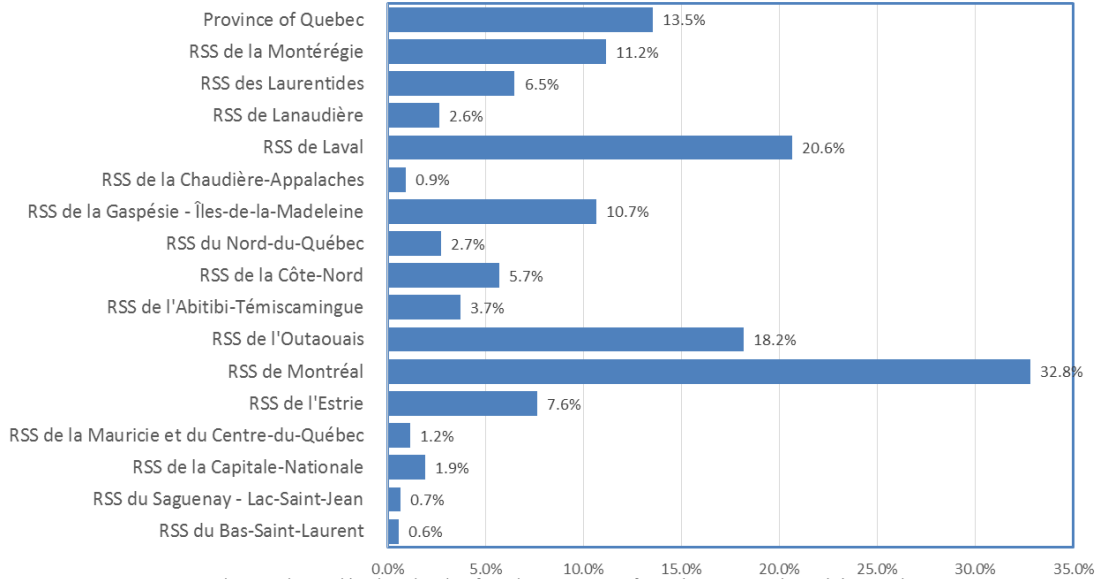


## THE ENGLISH-SPEAKING POPULATION

### English speakers in Québec

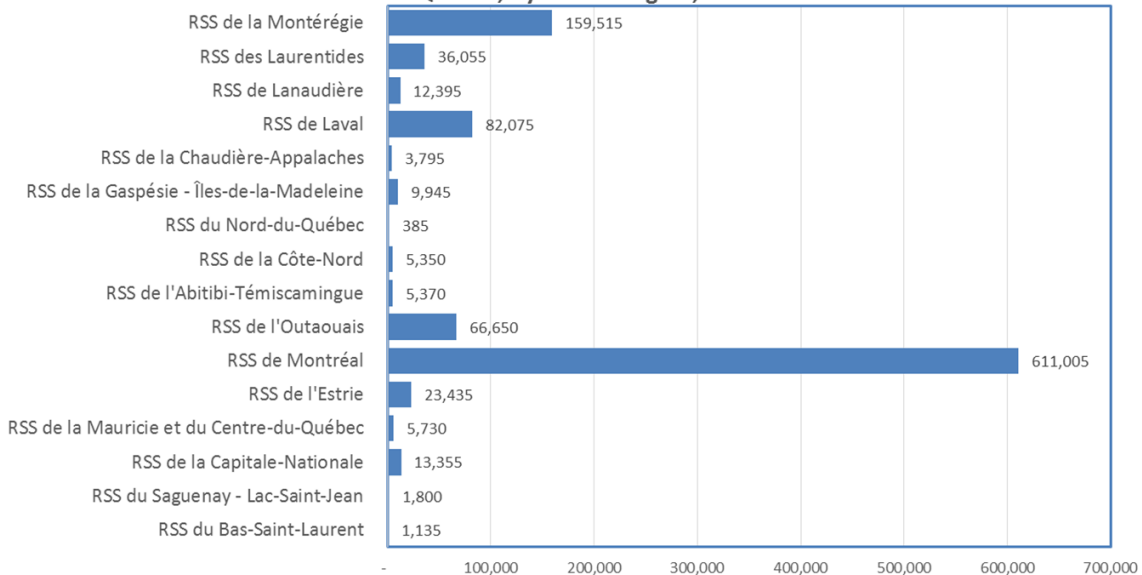
There are about one million (1,058,248) individuals living in Quebec whose first official language is English. Quebec's English-speaking communities comprise 13.5% of the Quebec population. However, Quebec's English-speaking communities vary widely according to size and their weight in regional populations. While the majority of English speakers are located in urban Montreal, Laval and Montérégie there are still robust numbers and regional proportions across the rest of Quebec. In the Estrie region, the English-speaking community makes up 7.6% of the population and is comprised of 23,435 individuals.

### Proportion of the English-speaking Populations of Quebec, by Health Region, 2011



Source: JPocock Research Consulting, based on data from the 2011 Census of Canada, 100% sample, Statistics Canada, 2011

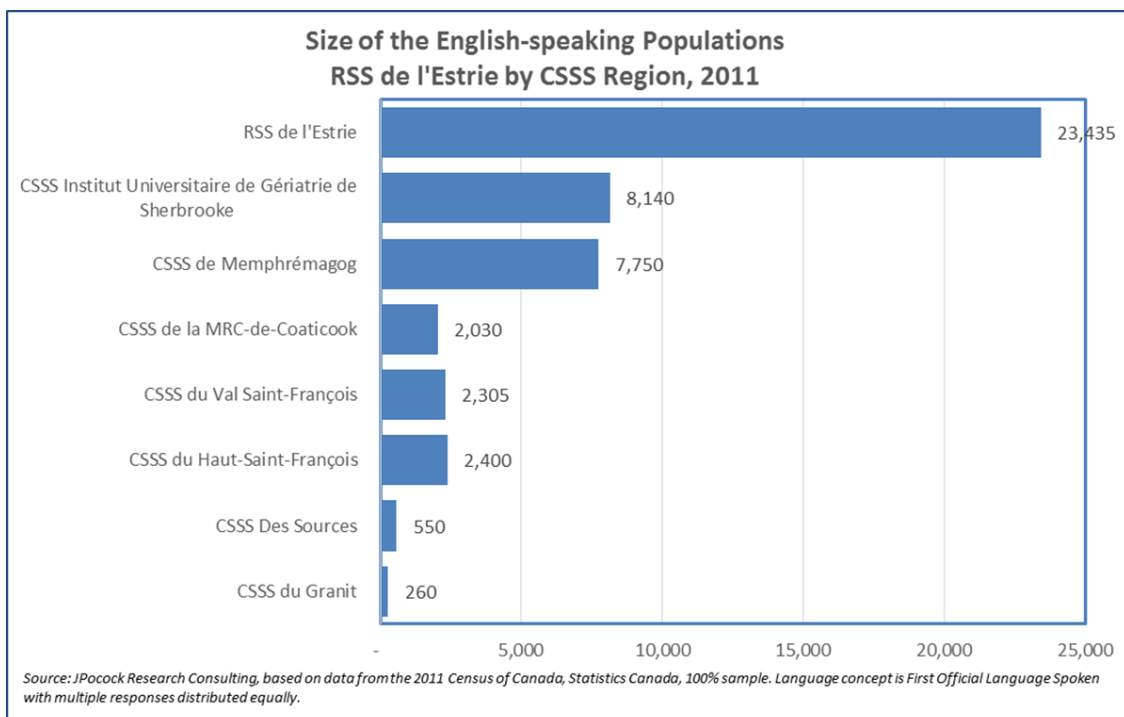
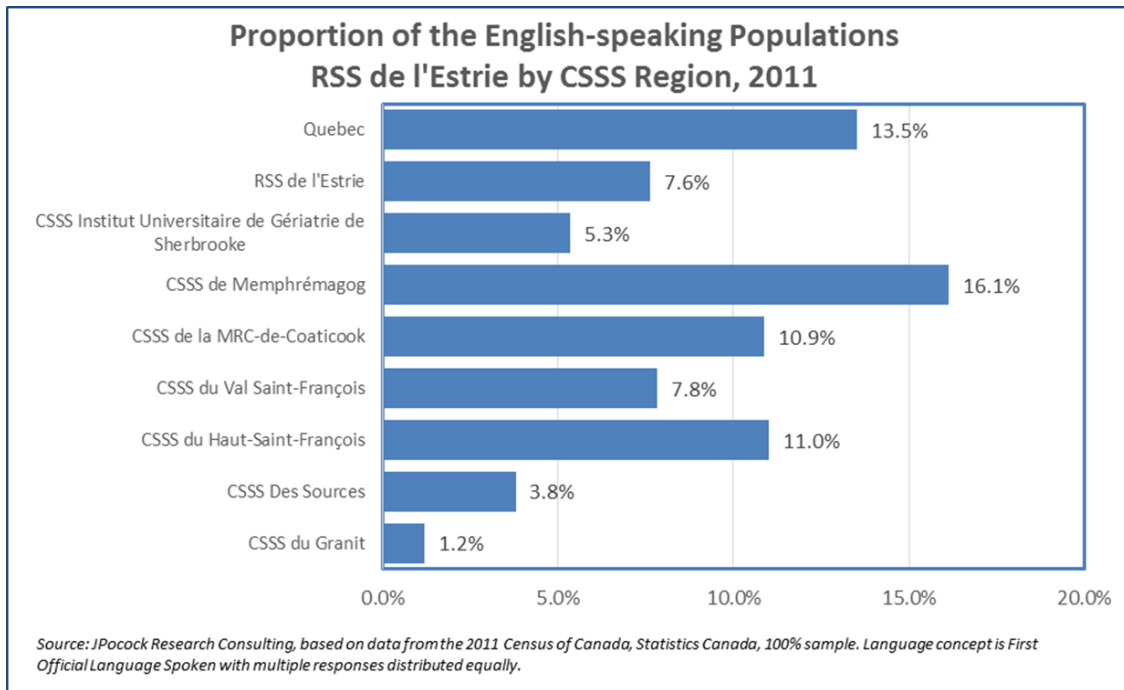
### Size of the English-speaking Populations of Quebec, by Health Region, 2011

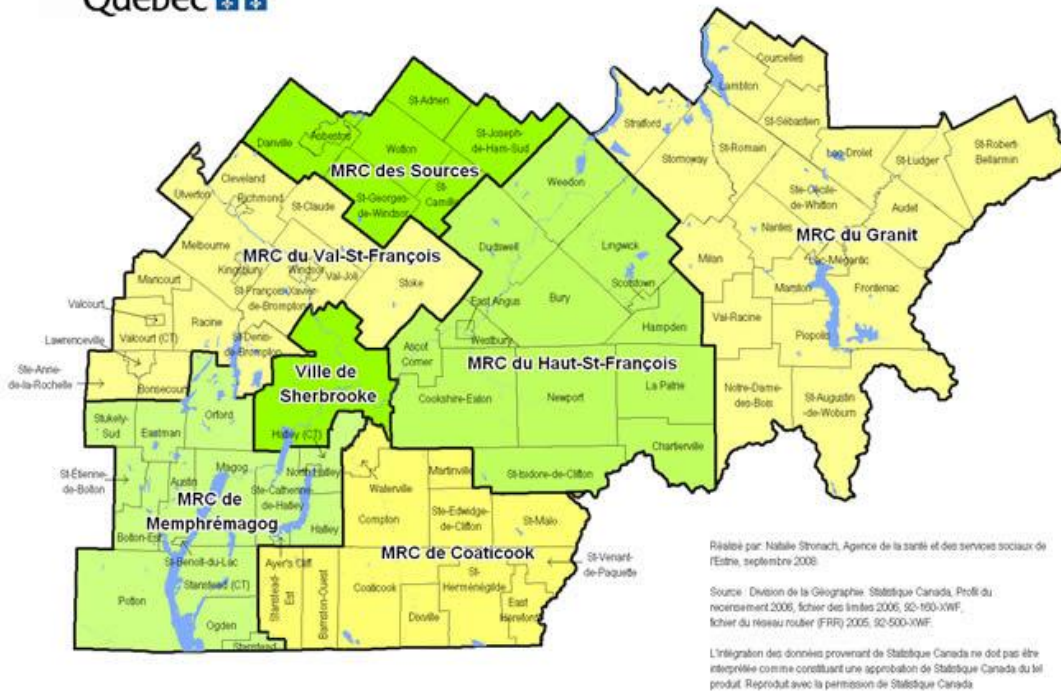


Source: JPocock Research Consulting, based on data from the 2011 Census of Canada, 100% sample, Statistics Canada, 2011

## English-speakers in Estrie

Within the Estrie region, the proportion of the English-speaking population varies from one territory to another. If we look at the health and social service (CSSS) territories, we can see that the English-speaking population ranges from 1.2% to 16.1% of the population. In the CSSS du Val Saint-François, the English-speaking population accounts for 7.8% of that territory's total population and it is comprised of 2,305 individuals.

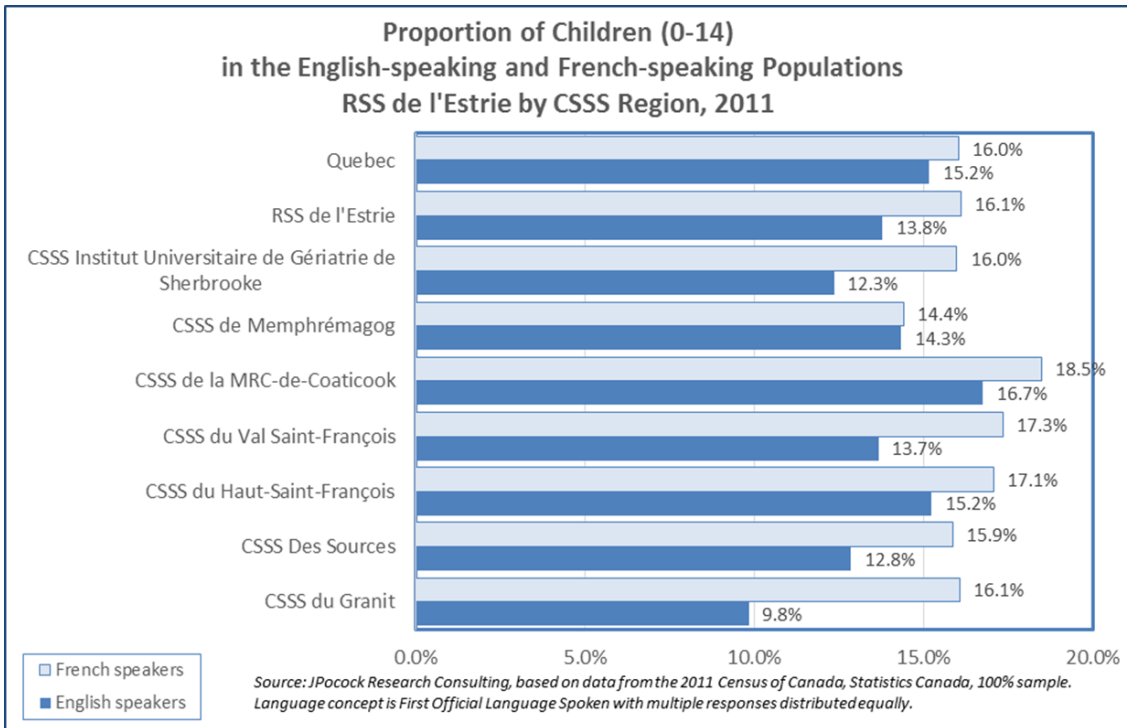




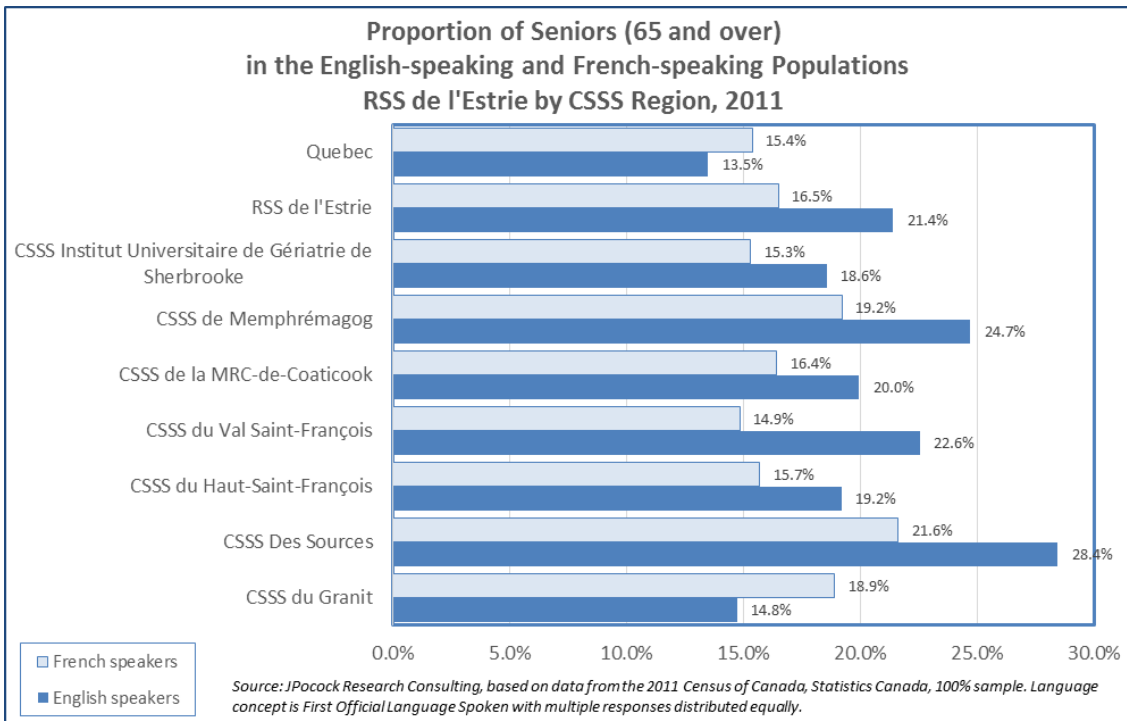
## Age structure in Estrie

The age structure is often different in French-speaking than in English-speaking communities. The age structure of the population is important to understand for community development and service provision purposes, because it has an impact on community needs, on community vitality, and other important determinants of community health. These aspects of a community in turn inform actions that are relevant and possible in local communities.

In the Estrie health region, children aged 0-14 form a smaller proportion of the English-speaking community than they do the French-speaking community: children represent 13.8% of the English-speaking population, compared to 16.1% among French speakers. In CSSS du Val Saint-François, children represent 13.7% of the English-speaking population compared to 17.1% among French speakers.



On the other hand, seniors (65 years and over) represent a larger portion of the English-speaking population than they do in the French-speaking community: 21.4% among English speakers, compared to 16.5% among French speakers in the Estrie region. On the territory of the CSSS du Val Saint-François, seniors represent 22.6% of the English-speaking population, compared to 14.9% among Francophones.



## COMMUNITY PERSPECTIVES

In the sections below, we will discuss community perspectives on five themes, as they were discussed at the community consultation: social and community life, education, the economy, health and well-being, and the environment. In each case, we will highlight the community's strengths and challenges, and some perspectives for the future. This overview can be used to inform decision-making and to stimulate community engagement.



What are community members proud of? What do we value in our community?



### Bilingualism

We value the good relations between French and English speakers, and the bilingualism of our community.

### Small rural atmosphere

Our area has a small-town rural environment, where you recognize people on the streets, a beautiful country setting, and a safe community.

### English services

We value our English churches and schools, and our banking and retail services.

### People

We value the friendliness of the people, our friends and neighbours of different languages, cultures and religions.


### History and heritage

We are proud of our unique and rich history, as well as our present-day arts and culture.



## Social and Community Life

### Leisure and recreation activities

<p style="text-align: center;">We have...</p> <p style="text-align: center;">😊</p>	<p style="text-align: center;">However...</p> <p style="text-align: center;">☹️</p>	<p style="text-align: center;">What if we...</p> <p style="text-align: center;">😐</p>
<p><b>Richmond Regional High School gym and sports fields</b></p> <ul style="list-style-type: none"> <li>• RRHS is used for sports, movie nights and more. There is good cooperation with the Town of Richmond (collective insurance policy, built toilet block for the use of the soccer club).</li> </ul> <p><b>Sports</b></p> <ul style="list-style-type: none"> <li>• Soccer club for the young, baseball teams (all bilingual, and sponsored by local businesses)</li> <li>• Arena, pool, Prek class</li> </ul> <p><b>Social clubs</b></p> <ul style="list-style-type: none"> <li>• Ladies church groups and women’s institute, Lion’s club, Darts at the Canadian Legion, etc.</li> <li>• Ecumenical and church suppers</li> <li>• An ecumenical choir</li> <li>• Girl guides, Scouts, 4H club for the farming community</li> <li>• Cuisine Collective where people cook together and socialize</li> </ul> <p><b>Community events</b></p> <ul style="list-style-type: none"> <li>• Richmond Fair</li> <li>• Corn beef supper</li> </ul> <p><b>Community services</b></p> <ul style="list-style-type: none"> <li>• Library (but not all that well-used)</li> <li>• Centre d’action bénévole</li> <li>• Pop Soleil daycare</li> <li>• Centre d’art</li> </ul>	<p><b>Parks could be improved</b></p> <ul style="list-style-type: none"> <li>• Local parks need more benches close to the swings. There are no gates or fences so if you’re there with several children you can’t keep an eye on them easily.</li> </ul> <p><b>There is a concern for teenagers</b></p> <ul style="list-style-type: none"> <li>• There is no place for young people to hang out. They roam around the town at night and “get up to no good” (set fire to things at night and spray graffiti). They don’t go to the Maison des Jeunes.</li> <li>• Drugs: There’s a lot of speed being sold in Richmond now, not just marijuana.</li> </ul> <p><b>Communications could be improved</b></p> <ul style="list-style-type: none"> <li>• There are activities in town but we don’t know exactly what they are.</li> <li>• Promotion and communication of services are lacking.</li> </ul>	<p><b>Create more opportunities for people to have fun</b> (“sing and dance”), especially for young people.</p> 

Arts and culture

<p style="text-align: center;">We have...</p> <p style="text-align: center;">😊</p>	<p style="text-align: center;">However...</p> <p style="text-align: center;">😞</p>	<p style="text-align: center;">What if we...</p> <p style="text-align: center;">😐</p>
<p><b>Parades</b></p> <ul style="list-style-type: none"> <li>• St Jean Baptiste parade with fireworks and a party</li> <li>• St. Patrick's Day parade, one of the biggest in Québec</li> <li>• Canada Day Parade</li> </ul> <p><b>Classes</b></p> <ul style="list-style-type: none"> <li>• Mario Music store gives free guitar lessons</li> <li>• Centre D'Art has activities</li> <li>• Contradance, square-dancing, line-dancing, storytelling, poetry and tales.</li> </ul> <p><b>Cultural events</b></p> <ul style="list-style-type: none"> <li>• René Thibault park, on Main Street, has activities</li> <li>• The Town has arranged 8 musical events during the summer, different volunteer groups sell beer and snacks to raise money. Friday nights behind the old Provigo there are events.</li> <li>• Ulverton Folk musicians gave concerts in the hall</li> <li>• Slate Museum has exhibitions and workshops. It has become a building preservation society, and a museum on the side.</li> <li>• There is a cultural center in Valcourt, (Bombardier Foundation) with a museum, arts center and library.</li> </ul>	<ul style="list-style-type: none"> <li>• The Centre d'Art is all in French.</li> <li>• There is no collective place for entertainment, but especially for participating in and creating our own cultural life.</li> </ul> 	<ul style="list-style-type: none"> <li>• Have more English people on the board of the Centre d'art.</li> <li>• Create a drama group or community theatre in English.</li> </ul>




Social relations

<p>We have...</p> <p>😊</p>	<p>However...</p> <p>☹️</p>	<p>What if we...</p> <p>😐</p>
<p><b>A welcoming, diverse community</b></p> <ul style="list-style-type: none"> <li>• Strong community ties, people look after one another especially when someone’s sick. People support their neighbours.</li> <li>• The French and English get on well. There is a lot of intermingling.</li> <li>• Having two cultures and a multi-faith community gives diversity and a tolerance for difference.</li> <li>• Many people have close family ties.</li> <li>• Many volunteers</li> </ul> <p><b>Good quality of life</b></p> <ul style="list-style-type: none"> <li>• The medium-size of the town (5000) makes for no traffic, low stress level, good community life, easy to commute.</li> </ul> <p><b>Good representation of the English community</b> on municipal councils.</p>	<p><b>Communications could be improved</b></p> <ul style="list-style-type: none"> <li>• We need better communication between the town and the community. We don’t know half the things that go on.</li> </ul> <p><b>Distances can make socializing more difficult</b></p> <ul style="list-style-type: none"> <li>• The school board catchment area is very large, so it can be difficult to arrange play dates for children’s social needs.</li> </ul> <p><b>Some people have limited social connections</b></p> <ul style="list-style-type: none"> <li>• Many people do not have extended family, which can create loneliness and isolation.</li> <li>• After youth leave school their social contacts are limited especially if don’t go to Cegep or have a car.</li> <li>• Youth often leave the area.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a central bulletin board (where?)</li> <li>• Use our website more: <a href="http://valfamille.com">valfamille.com</a></li> <li>• Use L’Étincelle (even if not in English)</li> <li>• Encourage the English community to be more involved in local events and to use facilities that are available in the Richmond area (e.g., Centre D’art, arena, library, local pool, etc).</li> </ul>



## Health and well-being

### Health services




<p style="text-align: center;">We have...</p> 	<p style="text-align: center;">However...</p> 	<p style="text-align: center;">What if we...</p> 
<p><b>Good public services</b></p> <ul style="list-style-type: none"> <li>• CSSS where you can be served in English.</li> <li>• Home care and a social worker who can accompany people for services.</li> <li>• Good services to pregnant women. “They really take care and make sure you have all the information you need. The nurse is very caring, open-minded, non-judgmental.”</li> <li>• Physiotherapy services facilitated by CLSC.</li> <li>• Emergency department in Asbestos where the wait time is shorter.</li> <li>• Windsor Emergency at CSSS VSF; it does not take big cases, but has a doctor available 7 days/week during day time.</li> <li>• The CLSC has a confidential telephone number for young people (over 14 years) so you can talk about stuff you don’t want to tell your parents.</li> <li>• One of the best hospitals in Canada nearby in Sherbrooke</li> </ul> <p><b>Private and community services</b></p> <ul style="list-style-type: none"> <li>• A dentist who is well liked.</li> <li>• Wales Home Residence for elderly people, one of the largest ES retirement homes in Quebec</li> <li>• Meals on Wheels</li> <li>• Good pharmacists who deal with events when CLSC and clinics are closed</li> <li>• Le Rivage for mental health support</li> </ul>	<p><b>We cannot always go to the CSSS of our choice</b></p> <ul style="list-style-type: none"> <li>• Some residents don’t have access to the CSSS in Richmond; those in Durham-Sud and “Trenholm” (part of St-Félix-de-Kingsey) have to be served in Drummondville and residents of Danville, are supposed to go to Asbestos.</li> </ul> <p><b>Some health services are hard to access</b></p> <ul style="list-style-type: none"> <li>• There are not enough family doctors available for everyone</li> <li>• Some feel that more services should be centralized at the CLSC (GPs, specialists, psychologists, tests, pharmacist, etc.) rather than going to Sherbrooke, especially with an ageing population.</li> <li>• There is no optometrist in town now.</li> <li>• It takes a long time to get physio and patients have to go to Windsor or pay for a private clinic in town.</li> <li>• For mental health, we don’t have the support in the schools that we need, because they are under-staffed and they cover many schools. They come on an emergency basis only.</li> <li>• The mental health service at the CSSS is understaffed.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a suggestions box in Asbestos, Richmond and Windsor CLSCs for English speakers</li> <li>• Have more signs in English.</li> <li>• Communicate video-conferencing activities better.</li> <li>• Have a centralized place for health-related services.</li> </ul>

Healthy Lifestyles

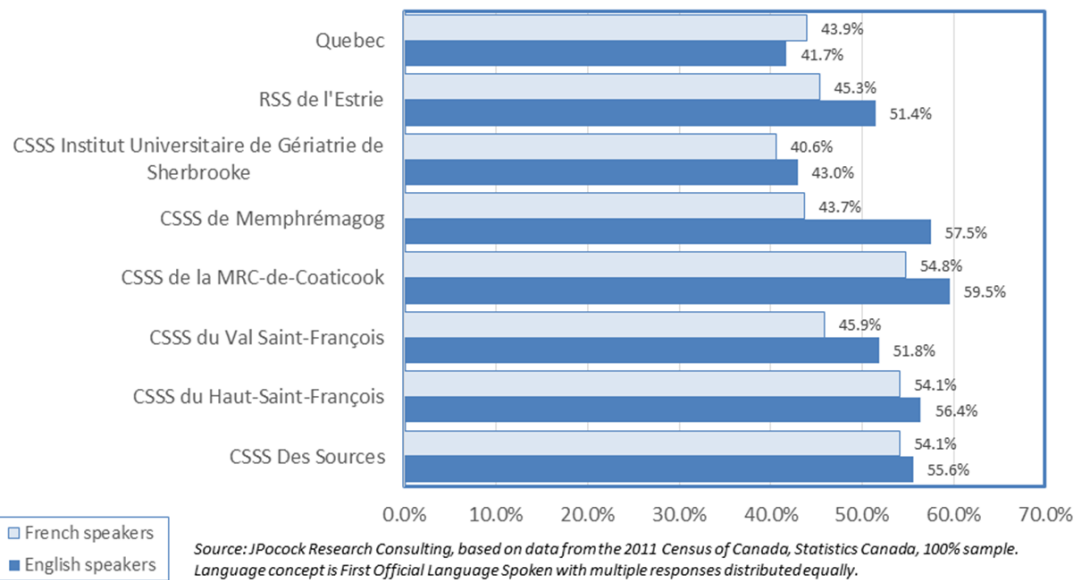
<p style="text-align: center;">We have...</p> <p style="text-align: center;">☺</p>	<p style="text-align: center;">However...</p> <p style="text-align: center;">☹</p>	<p style="text-align: center;">What if we...</p> <p style="text-align: center;">☹</p>
<p><b>Infrastructures and opportunities for physical activity</b></p> <ul style="list-style-type: none"> <li>• Arena, Pool, Gouin Park</li> <li>• Exercise classes, Volleyball games, Soccer games</li> <li>• Maison des jeunes beside the arena</li> <li>• Ski Club, Kayaking service</li> <li>• 2 bike paths from downtown along the railway and along the river</li> <li>• Kingsbury (pond, trails and horse trails) on the Sentier de l'Estrie.</li> <li>• 2 Gyms (good facilities, courses, squash courts)</li> </ul> <p><b>Opportunities to get healthy or low-cost food</b></p> <ul style="list-style-type: none"> <li>• Farmers' Market</li> <li>• Café communautaire</li> <li>• Community kitchen food bank (<i>dépannage alimentaire</i>) <a href="http://www.tabliersenfolie.org/">http://www.tabliersenfolie.org/</a></li> <li>• Community kitchen cooking classes (participants agree on a menu, do the shopping and then cook together).</li> <li>• Simply Supper on the 3rd Thursday of each month at 5pm, by Richmond and Melbourne United Church.</li> <li>• Breakfast program and grab-and-go food basket in school.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no dancing nights or classes</li> <li>• There are no outdoor lights on sports fields</li> <li>• Promotion is lacking (activities, park, swimming lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• CLC can organize classes or activities</li> <li>• Have an indoor pool (the outdoor one with activities in the summer is wonderful, but not year-round)</li> <li>• Schools could be used more to pass information to parents about activities.</li> </ul>



## Education

<p>We have...</p> 	<p>However...</p> 	<p>What if we...</p> 
<p><b>Both English and French systems</b></p> <ul style="list-style-type: none"> <li>• We are fortunate to be able to choose.</li> <li>• English schools now offer much better French</li> <li>• Kids are pretty bilingual when they leave school.</li> </ul> <p><b>Amazing teachers and support staff</b></p> <ul style="list-style-type: none"> <li>• Tutors in the schools, student support services.</li> <li>• As a small school, there is a close relationship with teachers. We have more leeway to do certain projects because there are fewer kids.</li> <li>• We have more services than the French community (high school is in another town)</li> </ul> <p><b>Good kids</b></p> <ul style="list-style-type: none"> <li>• The kids are very friendly, they accept new kids</li> <li>• Elementary and high school are together.</li> </ul> <p><b>A Community Learning Centre</b></p> <ul style="list-style-type: none"> <li>• The CLC helps us to do special projects</li> </ul> <p><b>Adult education, trades and other learning</b></p> <ul style="list-style-type: none"> <li>• A bus goes to the adult ed centre every day</li> <li>• Summer school will all be on-line</li> <li>• Trades programs help keep people in the community.</li> <li>• Education is not just confined to schools (4H, Centre d'art, etc.)</li> <li>• Robotics: BRP gave money to the foundation to continue robotics and employees came to help kids with projects on company time.</li> </ul>	<p><b>Trades are still not easily accessible enough</b></p> <ul style="list-style-type: none"> <li>• It is not possible to do a DEP in English in Richmond (or in French).</li> <li>• It is hard to offer certain programs unless you have enough students (welding, secretarial).</li> <li>• There are not enough courses in schools for non-academic kids and they do not all have access to a shop, home economics, and other facilities.</li> </ul> <p><b>Education levels are not high enough</b></p> <ul style="list-style-type: none"> <li>• There is not the same emphasis on higher education that you might find elsewhere.</li> <li>• This has an impact on economic activity in the region and on levels of poverty.</li> <li>• Basic literacy is a challenge for many people (true everywhere in Canada).</li> <li>• It's not easy to get a job now without secondary 3.</li> </ul> <p><b>Resources for special needs are not available locally</b></p> <ul style="list-style-type: none"> <li>• Children with severe challenges have to go to Sherbrooke or Lennoxville; those who are able are integrated into classrooms.</li> <li>• Many resources are in French only and not in the community.</li> </ul>	<p><b>Have mentors</b></p> <ul style="list-style-type: none"> <li>• For jobs and for life in general.</li> </ul> <p><b>Offer on-going adult learning</b></p> <ul style="list-style-type: none"> <li>• The CLC could organize presentations, TED talks, computer skills, French, Spanish, etc.</li> <li>• Businesses could help to encourage people with low literacy to take classes.</li> <li>• Organize budgeting workshops for people who run out of money before the end of the month.</li> <li>• Conversational French courses or informal conversations to help a person to improve their French.</li> </ul> <p><b>Have a "street worker" (youth outreach)</b></p> <ul style="list-style-type: none"> <li>• To get in touch with the "wild kids".</li> </ul> <p><b>Improve schooling</b></p> <ul style="list-style-type: none"> <li>• Maximize the utilization of RRHS.</li> <li>• Turn RRHS into an international school with 3 languages.</li> <li>• Bring back the trade school shops so kids can graduate with a DEP (trade certificate).</li> <li>• Companies in the area could offer training and workplace experience to help keep youth in the area.</li> <li>• The school could use more modern books, perhaps connected to films that are coming out.</li> </ul>

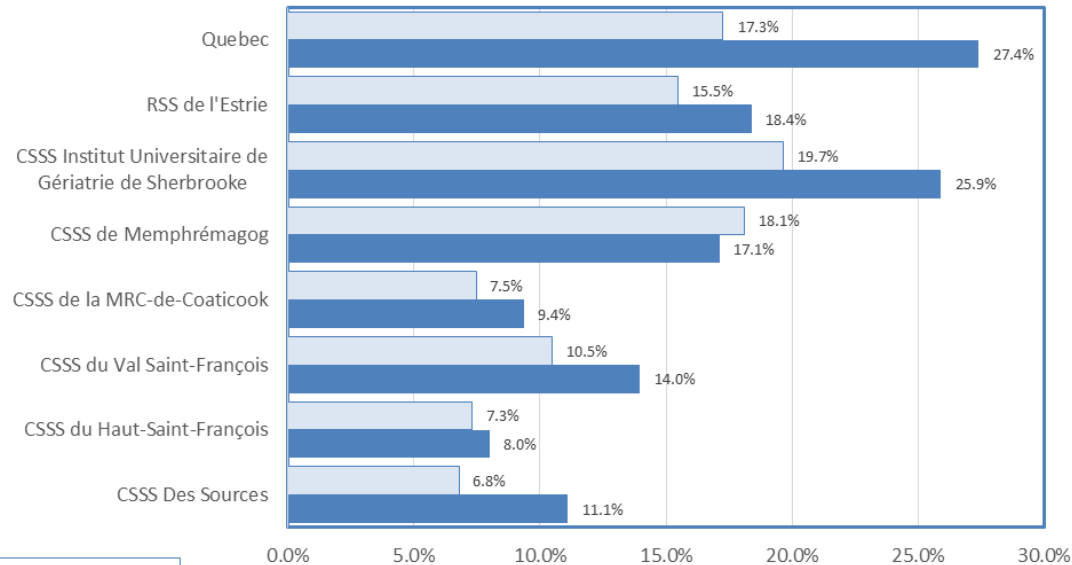
**Proportion with Low Education Levels  
in the English-speaking and French-speaking Populations  
RSS de l'Estrie by CSSS Region, 2011**



In Estrie, for all CSSS territories, the proportion of the population with low education levels is higher among English speakers than among French speakers. Overall, 51.4% of English speakers have low education levels whereas this proportion is 45.3% among Francophones. In CSSS du Val Saint-François, 51.8% of English speakers display low educational levels. These levels can be compared to the level for the provincial English-speaking population, or the provincial norm, which is 41.7%.



**Proportion with High Education Levels  
in the English-speaking and French-speaking Populations  
RSS de l'Estrie by CSSS Region, 2011**






Source: JPocock Research Consulting, based on data from the 2011 Census of Canada, Statistics Canada, 100% sample. Language concept is First Official Language Spoken with multiple responses distributed equally.

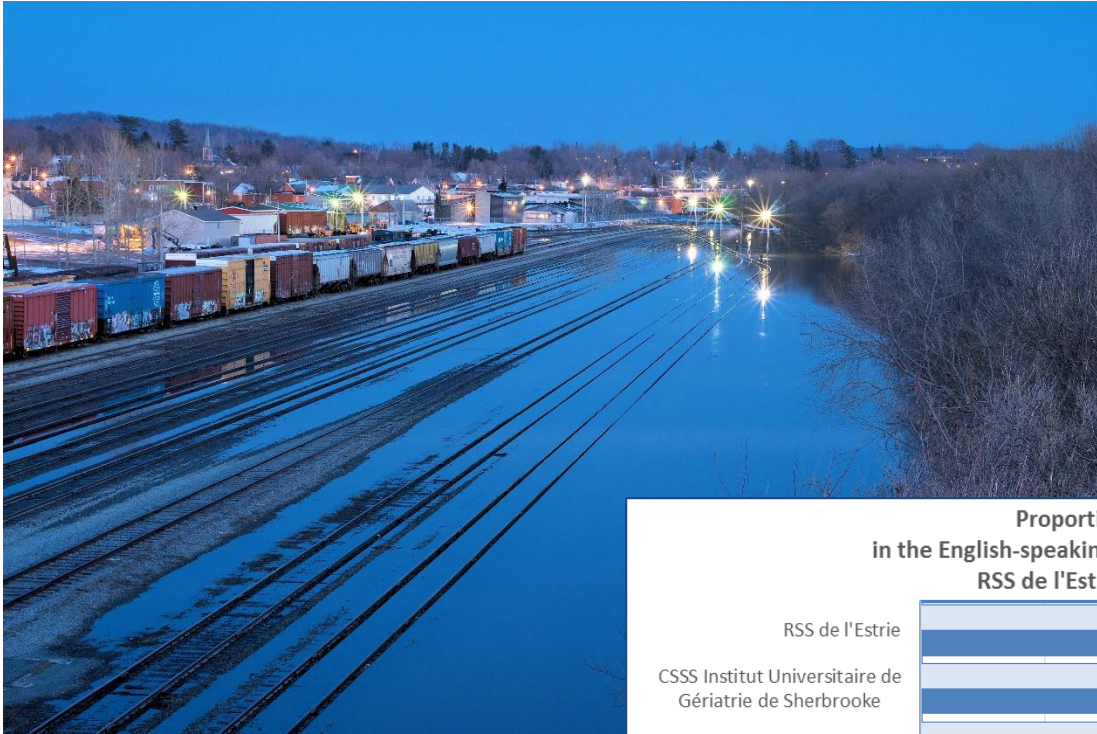
On the other hand, the proportion of English speakers with high education levels in Quebec as a whole is greater than among French speakers. This is also true in Estrie and many of the CSSS territories, including Val Saint-François where 14.0% of English speakers display high educational levels. These findings suggest a certain polarization among English speakers, many of whom have low education levels and others who have high education levels. These levels can be compared to the level for the provincial English-speaking population, or the provincial norm, which is 27.4%.



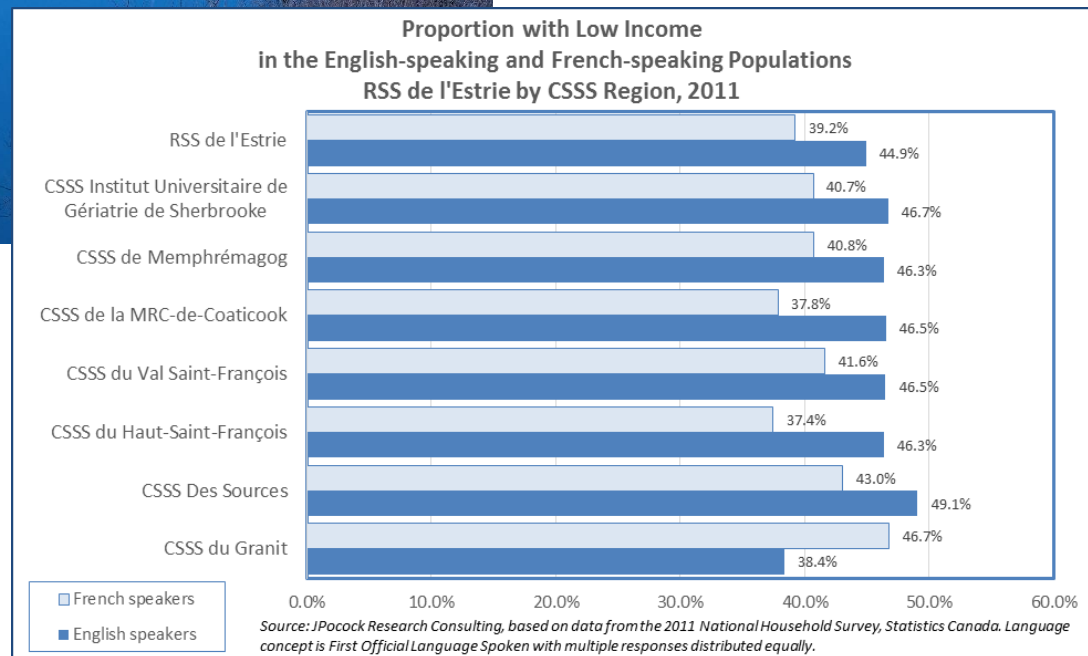


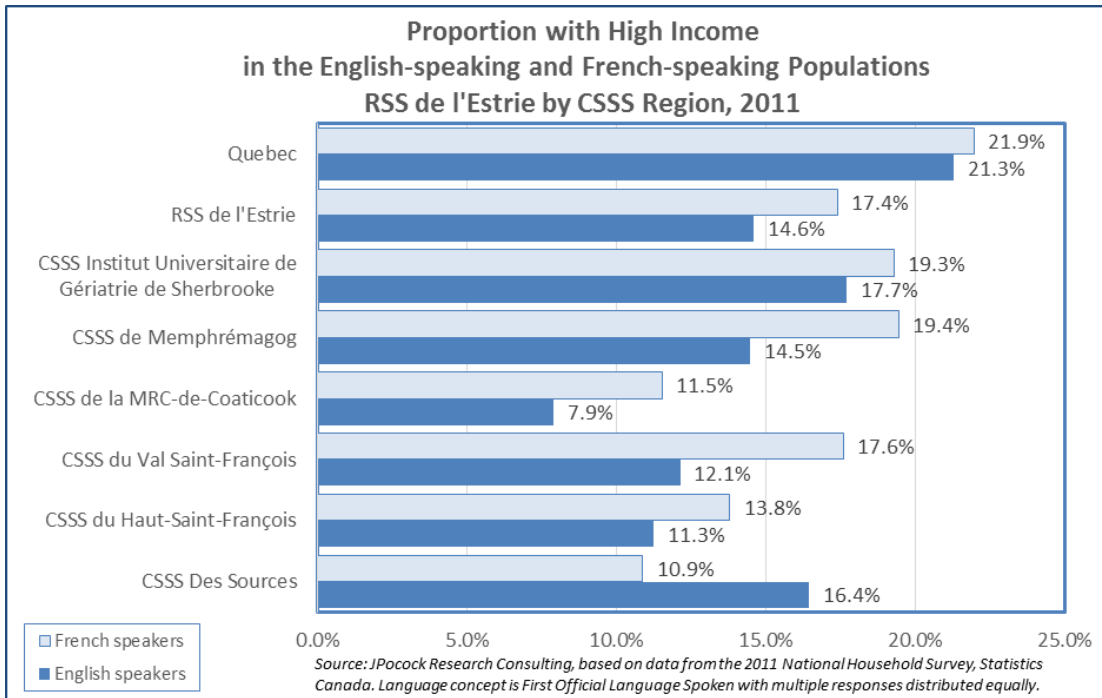
## Economic conditions and employment

<p>We have...</p> 	<p>However...</p> 	<p>What if we...</p> 
<p><b>A business centre In Lennoxville</b></p> <p><b>Training opportunities with local businesses</b></p> <ul style="list-style-type: none"> <li>• Some employers take interns every summer</li> <li>• Businesses and manufacturers contribute money to have students come and work (BRP)</li> <li>• There's a 'back to work' workshop on Main St. with programs to get young people back to work with a skill.</li> </ul>	<p><b>Few people set up their own business</b></p> <ul style="list-style-type: none"> <li>• We rarely think about building a job.</li> <li>• It is difficult to get loans for business projects.</li> </ul> <p><b>Some people lack French skills</b></p> <ul style="list-style-type: none"> <li>• Some people cannot get the jobs they want because of the French. For many jobs you can have a lower level of English but you need 5/5 French.</li> </ul> <p><b>Many young people leave the area to work</b></p> <ul style="list-style-type: none"> <li>• There are jobs, but many people tend to migrate out of the region rather than get jobs here.</li> <li>• Many local jobs do not offer the opportunities that some young people want.</li> <li>• Many young people who are bilingual move to other regions of Canada because they have better job opportunities and higher pay.</li> </ul> <p><b>Some lack the education (DES)</b></p> <ul style="list-style-type: none"> <li>• If you don't have a high school certificate there are not many opportunities.</li> </ul>	<p><b>Liaison more between industries and schools</b></p> <ul style="list-style-type: none"> <li>• ...for example through career days. It can give students something to aspire to. "There are lots of good jobs around."</li> </ul>



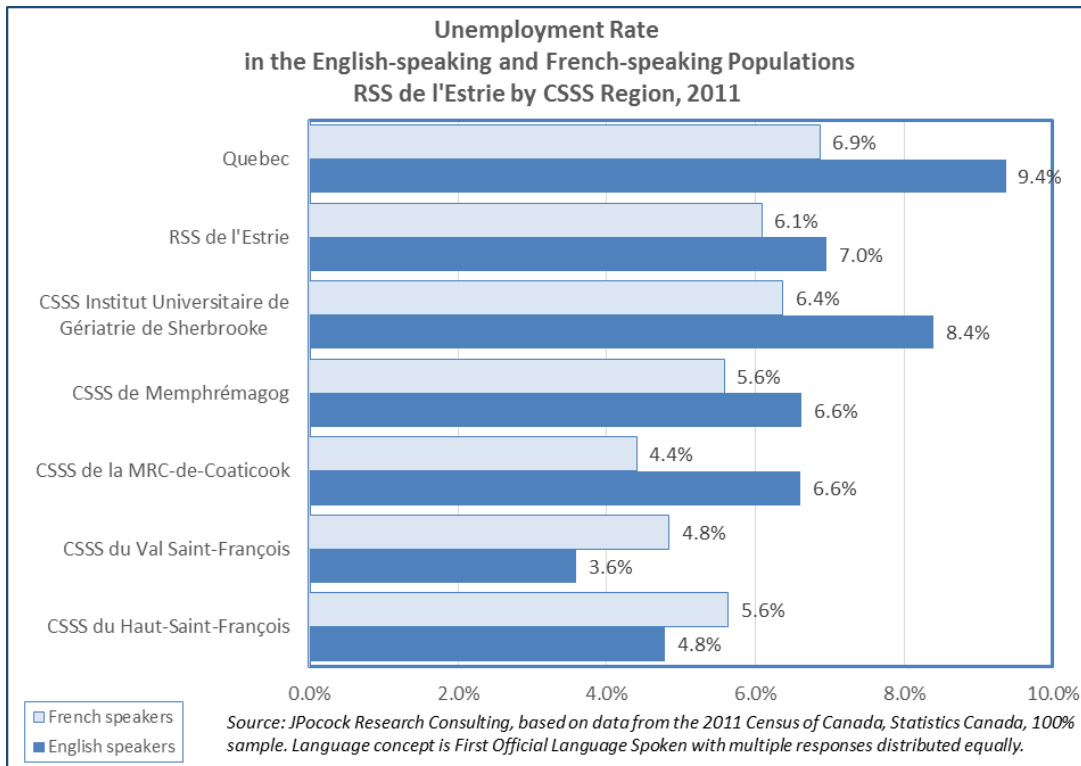
In all the CSSS territories (except Le Granit), a higher proportion of English speakers has a low income than the rate among French speakers. This is also true among English speakers residing in CSSS du Val Saint-François where the proportion of the population with low income is higher among English speakers (46.5%) than among French speakers (41.6%) in the same territory.





In CSSS du Val Saint-François, a lower proportion of the English-speaking population has an income of \$50k or more (11.3%) compared to French speakers (13.8%). These levels can be compared to the level for the provincial English-speaking population, or the provincial norm, which is 21.3%.












In Quebec as a whole, the unemployment rate is higher among English speakers than among French speakers (9.4% compared to 6.9%) This remains true in Estrie, although the gap is not as wide (7.0% compared to 6.1%). However, in CSSS du Val Saint-François, a lower proportion (3.6%) of the English-speaking population are unemployed compared to French speakers (4.8%).

## Environment

### Natural environment

<b>We have...</b> 	<b>However...</b> 	<b>What if we...</b> 
<p><b>A beautiful natural environment</b></p> <ul style="list-style-type: none"><li>• Richmond has the St. Francis River flowing through it, woods and beautiful scenery.</li><li>• It is quiet.</li><li>• You can see the stars when you go out at night.</li><li>• The area is a beautiful farming region.</li><li>• The environment is improving, with the river being more inviting than 20 years ago.</li><li>• Trails and new equipment, Gouin Park, cross-country ski club, snow-shoe trails.</li></ul>	<p><b>The river is not easily accessible</b></p> <ul style="list-style-type: none"><li>• We used to be able to get to the river easily and go fishing but the CN rail or St Lawrence Atlantic has put fences everywhere.</li></ul>	<p><b>The ministry of agriculture should be closer to farmers</b></p> <ul style="list-style-type: none"><li>• Richmond is a big farming community.</li></ul>
		

Built environment (transportation, housing, urban planning)

<p style="text-align: center;">We have...</p> <p style="text-align: center;"></p>	<p style="text-align: center;">However...</p> <p style="text-align: center;"></p>	<p style="text-align: center;">What if we...</p> <p style="text-align: center;"></p>
<p><b>Easy access to main roads</b></p> <ul style="list-style-type: none"> <li>• the 243, 116, 143 and Highway 55 all intersect, plus there is the railroad.</li> <li>• We can live in a very rural environment but be in a city in half hour (4 cities nearby)</li> </ul> <p><b>Options for transportation</b></p> <ul style="list-style-type: none"> <li>• Collective transport, Trans-Appel</li> <li>• A driver service at the CAB</li> <li>• There is a FB page for getting rides /carpooling (used mainly by teenagers).</li> </ul> <p><b>Attractive buildings</b></p> <ul style="list-style-type: none"> <li>• The old bridge</li> <li>• The architecture, specific to Richmond with its red brick.</li> <li>• Regional character, influenced by Vermont, as Loyalists settled here.</li> <li>• There is interest in preserving old houses.</li> </ul> <p><b>Some low-cost housing</b></p> <ul style="list-style-type: none"> <li>• Some HLM and bachelor pads; you pay what you can especially if on Social assistance.</li> </ul> <p><b>Trails and parks</b></p> <ul style="list-style-type: none"> <li>• Walking and bike trails along the railroad tracks</li> <li>• A park with a gazebo, being improved</li> </ul>	<p><b>Transportation is a big problem</b></p> <ul style="list-style-type: none"> <li>• Public transit is very limited.</li> <li>• There are no taxis now for people to go shopping, to the hospital, etc.</li> </ul> <p><b>Bike paths are not always used properly</b></p> <ul style="list-style-type: none"> <li>• Bikes ride right through groups of walkers.</li> <li>• Dog walkers should pick up their poop!</li> </ul> <p><b>Housing can be a challenge</b></p> <ul style="list-style-type: none"> <li>• We need more apartments for families (5 and ½'s).</li> <li>• Houses are expensive, especially considering average income.</li> </ul> <p><b>There is not much downtown any more.</b></p> <ul style="list-style-type: none"> <li>• You have to leave Richmond to get things (goods and services).</li> <li>• People do not support local businesses enough.</li> <li>• There is no central square or open space that creates a sense of welcome.</li> <li>• There has been a lot more garbage and pollution since Tim Horton's and McDonald's have set up.</li> </ul>	<p><b>Improve the appearance of the main street</b></p> <ul style="list-style-type: none"> <li>• and its buildings (not as well-maintained as people would like).</li> </ul> <p><b>Have a community auto service</b> (like Communauto).</p>

## Community priorities

Many different ideas emerged through these discussions with community members, as shown above. But which ones are considered priorities, either because they are the most urgent to address or because people are most interested and excited about taking action in this area? During a follow-up consultation, these are the actions that participants considered to be priorities:

What?	Who?	How? When?
<p><b>1. Liaison more between industries and schools, for example</b></p> <ul style="list-style-type: none"> <li>a. Organize career days, to give students something to aspire to</li> <li>b. Companies in the area could offer training and workplace experience</li> <li>c. Industries could provide scholarships and other support to students</li> <li>d. The Centre Jeunesse Emploi (CJE) could do the same thing in English as in French</li> <li>e. Have mentors for students/young people</li> <li>f. Have on-going adult learning</li> <li>g. Bring back the trade school shops (and encourage registration in DEPs)</li> <li>h. Bring DEP graduates back to talk to students about their work</li> </ul>	<p>RRHS Table stratégique... CJE Persévérance scolaire Estrie PEER committee</p>	<p><i>To be determined</i></p>
<p><b>2. Improve Main Street</b> and its buildings (participants felt it is not as well-maintained as people would like and “there is not much downtown anymore”)</p> <ul style="list-style-type: none"> <li>a. Actively encourage derelict building to be fixed</li> <li>b. Find a different vocation for empty buildings</li> <li>c. Create an urban beautification committee</li> <li>d. Include interesting things for teens</li> <li>e. Support local businesses</li> <li>f. Design a central square or open space that creates a sense of welcome.</li> <li>g. Clean up garbage and pollution, around fast food restaurants in particular.</li> </ul>	<p>Municipal council Chambre de commerce Service de développement local et régional (MRC) Fondation Rue Principale? Heritage Val-St-François</p>	

<p><b>3. CLC could organize classes and activities</b></p> <ul style="list-style-type: none"> <li>a. The CLC could organize presentations, TED talks, classes in computer skills, French, Spanish, budgeting workshops and more</li> <li>b. Make the CLC room cozier, more inviting (some people do not feel that comfortable going into the school)</li> <li>c. The CLC could become a hub for the English-speaking community</li> <li>d. Create more opportunities for people to have fun, especially youth</li> <li>e. Create a drama group or community theatre in English</li> <li>f. Encourage the English community to be more involved in local events and to use facilities that are available in the Richmond area</li> </ul>	<p>Su-Min Gwyn</p>	<p><i>To be determined</i></p>
<p><b>4. A centralized place for health-related services</b></p> <ul style="list-style-type: none"> <li>a. This could include GPs, specialists, psychologists, a pharmacist, an optometrist, a physiotherapist, facilities for tests, etc.</li> <li>b. Make sure that information is available (in English)</li> <li>c. Provide information on services</li> </ul>	<p>CIUSSS Townshippers' Association Gwyn</p>	
<p><b>5. Facilitate communications about activities</b></p> <ul style="list-style-type: none"> <li>a. Promote and communicate services and activities</li> <li>b. Have a central bulletin board somewhere</li> <li>c. Use our website more: valfamille.com</li> <li>d. Use L'Étincelle (even if not in English)</li> <li>e. Schools could be used more to pass information to parents about activities</li> <li>f. Make sure we are reaching the most vulnerable people</li> <li>g. Provide information in both French and English</li> </ul>	<p>CLC Municipality Others?</p>	





## VISION FOR THE FUTURE

During the community conversations we held in September 2015 with members of the English-speaking community, the following vision of an ideal Richmond and area was expressed:

### A community that has good community infrastructure

- A more attractive main street, with outdoor cafés, cleaner streets, a nicer grocery store building, no garbage
- Indoor recreation, an indoor pool, an indoor gym and a recreation centre, with a bookstore
- Train service, public transit, buses, Communauto and AmigoExpress

### Economic opportunities and development

- A biotech company (with 200 employees)
- Jobs so people stay in the area: industry, entrepreneurs, learning experience

### Arts and culture

- A wood shop to make furniture with courses
- An artists' coop
- A farmers' market year round
- Live bands
- Live theatre
- A writers' festival

### Communications

- A digital bulletin board or a central spot for information
- Something for non-computer people

### Services

- Intergenerational cooking classes
- Services for seniors and others who need help: gardening, groceries, etc.
- More wheelchair accessibility

### Green spaces

- Physical and visual access to the river
- A walking club
- More trees

Some of these are echoed in the priorities noted above, while others are part of an ideal vision that was not bound by considerations of realism. It is important to note that the priorities, the vision and many of the strengths, challenges and issues raised by members of the English-speaking community throughout this process are likely shared by French speakers as well. As such, some of them can benefit from collaborations between different groups, giving them a greater chance of success. In working on these and other actions, it may be helpful to bear in mind the community mobilization model presented below.

# COMMUNITY MOBILIZATION MODEL FOR IMPROVING HEALTH AND VITALITY OF ENGLISH-SPEAKING COMMUNITIES IN QUEBEC



MODEL DEVELOPED BY  
**CHSSN**  
Community Health and Social Services Network  
Réseau communautaire de santé et de services sociaux

Institut national  
de santé publique  
**Québec**

IN COLLABORATION WITH THE  
19 COMMUNITY HEALTH AND  
SOCIAL SERVICES NETWORKS



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