

# Portrait of the English-speaking Community of Rouyn-Noranda



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# Community portrait

## ROUYN-NORANDA

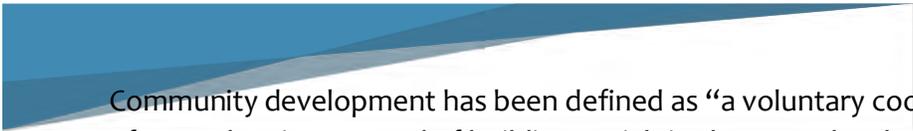
### INTRODUCTION

This portrait has been completed by Neighbours and the Community Health and Social Services Network (CHSSN), in collaboration with the Centre intégré de santé et des services sociaux (CISSS), the city of Rouyn-Noranda (Villes et villages en santé) and the local English school, Noranda School. Neighbours is a non-profit community organization established to serve the English-speaking population of the Rouyn-Noranda area through facilitating information sharing, defending the right of access to service in English and organizing social and cultural events. Neighbours is committed to strengthening networks within the English and French speaking population as well as encouraging community development initiatives.

The main objective of this portrait is to contribute to a more in-depth understanding of the English-speaking community of Rouyn-Noranda in order to address the issues it faces. 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 Rouyn-Noranda in March 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. Students from the elementary school provided their perspectives through drawings on the theme of “what I love in my community”.
4. community priorities for residents of Rouyn-Noranda, as expressed at a follow-up community gathering in June 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

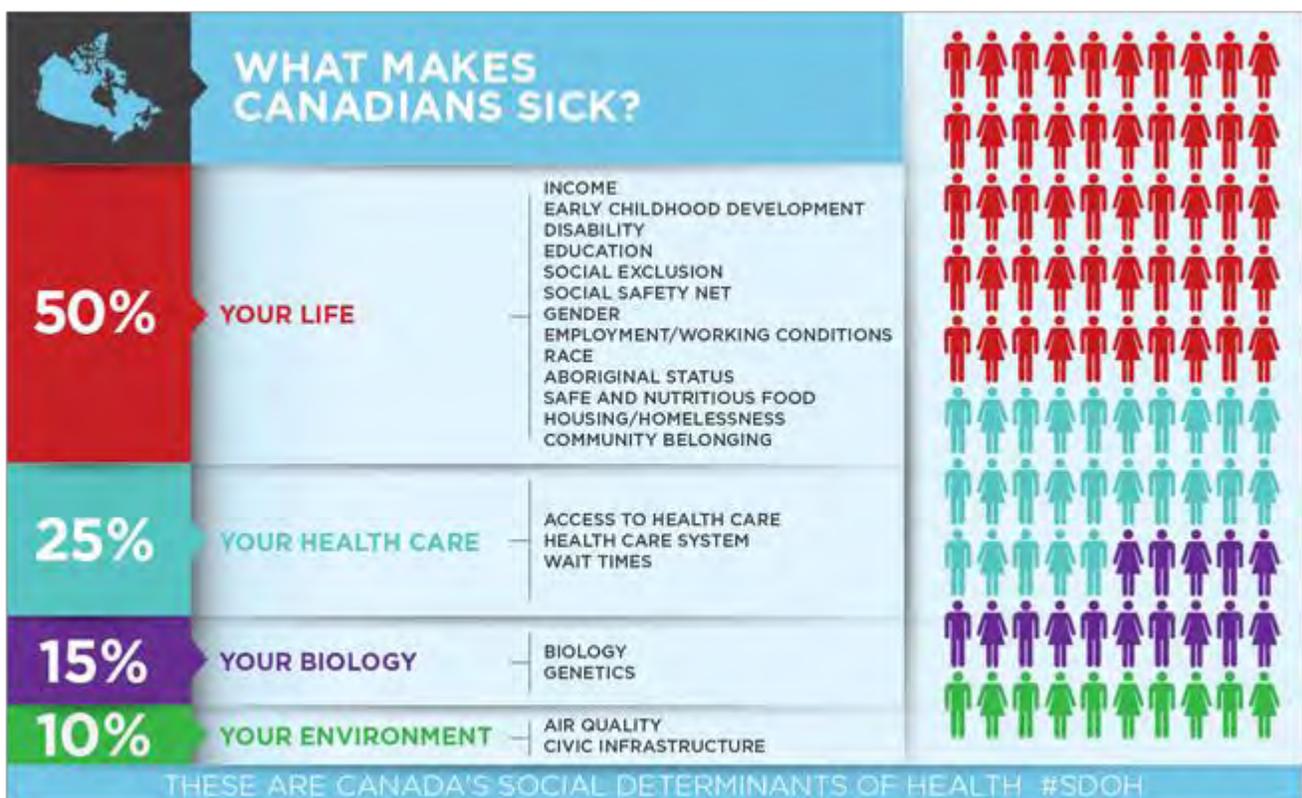
- ❖ Community engagement
- ❖ Empowerment (of individuals and communities)
- ❖ Intersectoral collaboration and partnership
- ❖ Political commitment leading to healthy public policy
- ❖ Reducing social and health inequalities

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 Neighbours’ 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.

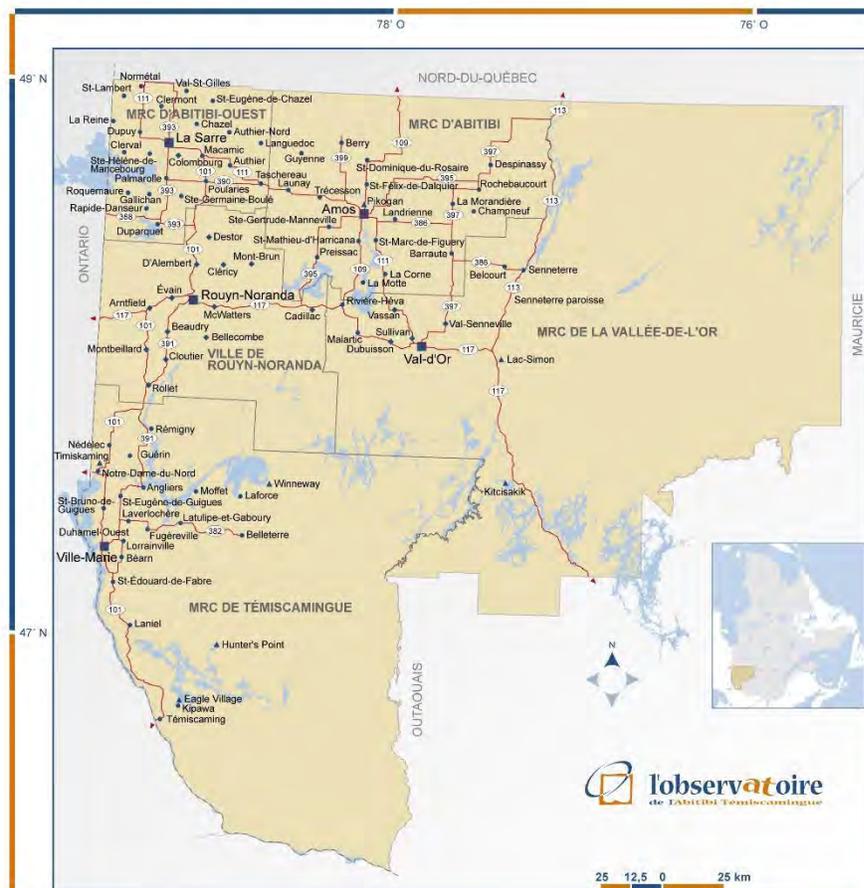
#### Community mobilization in English-speaking communities in Quebec

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.

## ROUYN-NORANDA

Rouyn-Noranda is a city located in the Abitibi-Témiscamingue region in the north-west of Quebec, near the Ontario border. In January 2015, it had a population of 42,167 over a territory of 6,500 km<sup>2</sup>. The size of the territory can be explained by the fact that in January 2002, the municipalities of the former Rouyn-Noranda Regional County Municipality amalgamated into the new City of Rouyn-Noranda.

### L'Abitibi-Témiscamingue



#### Carte détaillée

- Chef-lieu de MRC
- Ville, village ou localité
- ◆ Quartier d'une nouvelle ville à la suite de regroupements municipaux
- ▲ Réserve ou établissement aigouquin
- Limite de MRC
- Limite administrative
- - - Frontière interprovinciale
- Route numérotée
- Lac

#### Métadonnées

**Projection cartographique**  
 Universal Transverse Mercator (UTM)  
 Zone 18

**Système de référence géodésique**  
 NAD83 compatible avec le système mondial WGS84

**Source**  
 Ressources naturelles Canada, GéoBase (2007)

**Réalisation**  
 Conception : Prograph, 2010  
 Production : Observatoire de l'Abitibi-Témiscamingue  
 Graphisme : Les Arts infographiques

Notes : La présente carte n'a aucune portée légale. Toute reproduction pour vente est interdite.

## Historical context

The Abitibi-Témiscamingue region has been occupied by the Algonquins (Anishnabeg) for about 8,000 years. After Europeans began settling in New France, the development of the fur trade brought explorers and traders into the lands of the Anishnabeg and towards Hudson Bay (starting around 1670 with Radisson). Until 1868, Abitibi was owned by the Hudson's Bay Company; it was then purchased by Canada and became part of the North-West Territories. After negotiations with the federal government of Sir Wilfrid Laurier, Abitibi was annexed to the province of Quebec on June 13, 1898 by a federal decree.

In 1911, Edmund Horne, A Nova Scotia-born prospector, ventured onto the shores of Osisko Lake where he discovered remarkably rich deposits of copper ore. Other expeditions to the region were undertaken over the following nine years and in 1922, Noranda Mines was created. The city of Noranda was founded by the mining company to house its workers. A company town, it was a model town that would spread to mining districts all over the world. The city of Rouyn, its "sister town" prospered to the south of Lake Osisko, through private and public initiatives providing services such as businesses, a theater, a hospital, a bank, stores, schools and several hotels. Mining is still the backbone of the region's economy nowadays, alongside forestry and agriculture.

The agriculture and forest industries started to develop during the late 19th and early 20th century, with waves of colonization taking place between World War I and World War II when a large population came from urban centres due to the effects of the Great Depression. In the 1930s, federal and provincial plans such as the Plan Vautrin and the Plan Gordon encouraged jobless residents to move to undeveloped regions of the province, such as Abitibi.

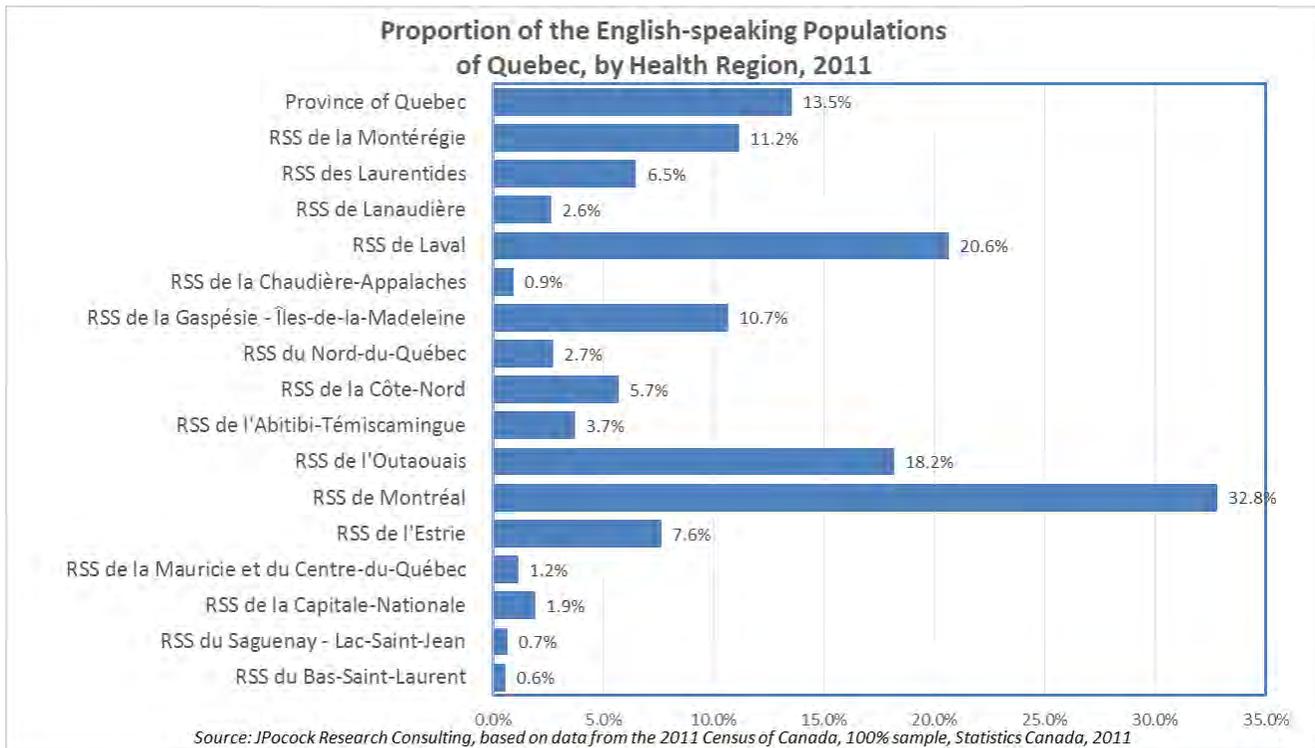
From the beginning, the Rouyn and Noranda areas received people from many different backgrounds, moving to the region in search of employment. In the mid to late 1920s, immigrants came from Poland, Italy, England, Ireland, Yugoslavia, France, Germany, the Ukraine, Russia and more. As was the trend at the time, upon arrival in Canada, most foreigners learned English, forming a thriving English-speaking community. An out-migration of French workers to the war factories and an in-migration of Europeans fleeing turmoil in their home countries led to the second wave of immigrants to the region in the 1940s. These different influences on the development of the Rouyn-Noranda of today can help to understand the current situation of English speakers in the region.



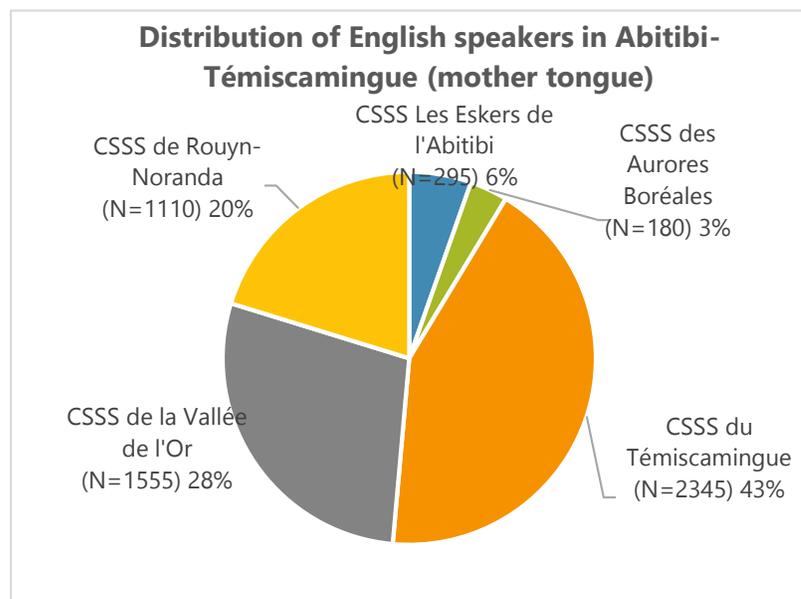
Source: <http://www.ville.rouyn-noranda.qc.ca>

## The English-speaking population

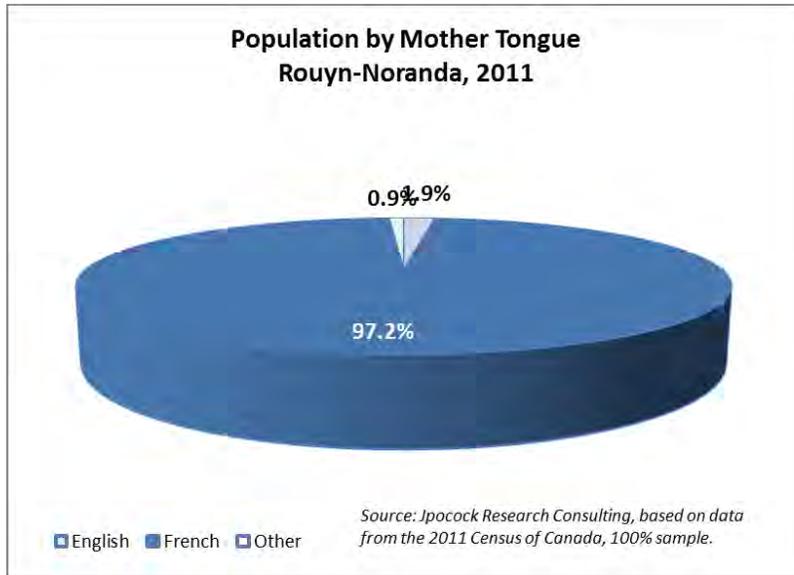
There are about one million (1,058,248) individuals living in Quebec whose first official language is English. Quebec’s English-speaking communities comprise 13.5% of the Quebec population. In the Abitibi-Témiscamingue region, the English-speaking community makes up 3.7% of the population.



The English-speaking population of Abitibi-Témiscamingue is not evenly spread over the region. About 43% are in Témiscamingue, 28% are in the Vallée-de-l'Or and 20% in Rouyn-Noranda (CSSS territories).



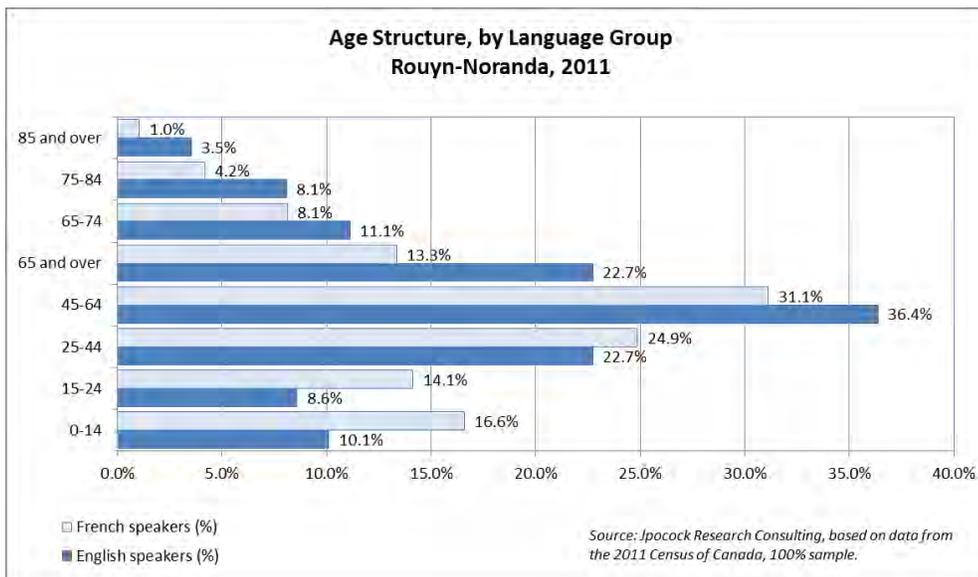
Source: Agence de la santé et des services sociaux de l'Abitibi-Témiscamingue, 2015. *Portrait de la population d'expression anglaise en Abitibi-Témiscamingue*



In Rouyn-Noranda, the most recent census data shows that 1.9% of the population has English as its mother tongue, while 97.2% has French. Only a very small proportion of the population has a mother tongue other than French or English.

### Age structure

The age structure is different among French speakers than English speakers. In Rouyn-Noranda, children (0-14) form a much smaller proportion of the English-speaking community than they do in the French-speaking community (10.1% compared to 16.6%). Seniors (65+), on the other hand, form a much higher proportion of the English-speaking population compared to Francophones (22.7% compared to 13.3% among French speakers). It is also important to note that 3.5% of the population is over age 85.



Teens and young adults (15-24 and 25-44) also form a smaller percentage of the linguistic community than is the case for these age groups among Francophones. This means that the English-speaking community is made up of older people and that younger people

are under-represented. This could be explained by the fact that English-speaking youth generally leave the region to pursue studies, and the smaller gap for those 25-44 indicates that some of them return to the region for work and to build their family.

## COMMUNITY PERSPECTIVES

In the sections below, we will discuss community perspectives on five themes, as they were discussed at the community consultation: 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?

When asked these questions, several themes come to the fore.

#### Arts and culture

We value the range of cultural activities, music and film festivals, fireworks and other events. There is something for everybody, even if it is a small town.

#### Nature

We love the bike path, the parks, the easy access to trails and sports. We have nature close by, and we can enjoy four seasons.

#### Services

We have a good English school. We have access to sports facilities. Neighbours helps us a lot. We have hospital services and medical help.

#### Community cohesion

People are friendly and integration is easy. You know your neighbours and people stick together. The crime rate is low.

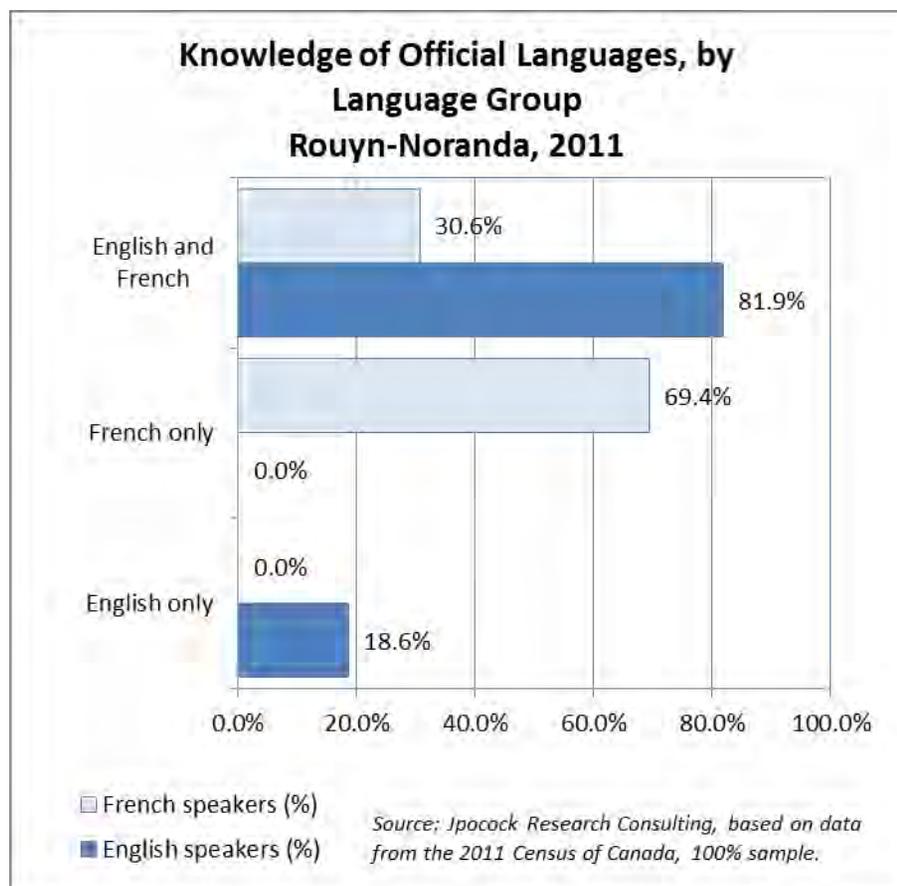


Social and community life



<p><b>Neighbours Regional Association of Rouyn-Noranda</b></p> <ul style="list-style-type: none"> <li>• The ESC can get together</li> <li>• It involves all age groups</li> </ul> <p><b>Entertainment</b></p> <ul style="list-style-type: none"> <li>• Paramount theatre has an English movie every week</li> <li>• Theatre du Cuivre has some English singers</li> <li>• Many festivals and other cultural activities</li> <li>• Library has some English books</li> </ul> <p><b>Churches</b></p> <ul style="list-style-type: none"> <li>• English church</li> </ul> <p><b>Volunteering</b></p> <ul style="list-style-type: none"> <li>• You can volunteer in English at the school</li> </ul>	<p><b>English are a small minority</b></p> <ul style="list-style-type: none"> <li>• If you want to participate, you have to make an effort to speak French</li> <li>• People can be rude sometimes, although less so than 20 or 30 years ago</li> <li>• The ESC is declining because many people move away for school or work</li> <li>• There are relatively few cultural activities or social clubs in English</li> <li>• Courses offered are in French</li> <li>• We have to be realistic about changes because it is unlikely there will be more English speakers</li> <li>• There are few opportunities to volunteer in English</li> </ul>	<p><b>Have more arts and entertainment in English</b></p> <ul style="list-style-type: none"> <li>• More English performers &amp; shows</li> <li>• More English movies: more variety, on more nights, more movies for kids</li> <li>• More English presenters</li> <li>• Have more English books available and to order (instead of having to do it on the internet)</li> </ul> <p><b>Find a place to socialize (for seniors)</b></p> <ul style="list-style-type: none"> <li>• Some go to Tim Horton's or a restaurant, but these are not ideal</li> <li>• People would like to get together once a week to socialize, have coffee and play games</li> </ul> <p><b>Increase fluency in French</b></p> <ul style="list-style-type: none"> <li>• Some would like to have access to less expensive or free courses</li> </ul>
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Among English speakers in Rouyn-Noranda, almost 82% know both French and English while over 18% know English only. In the same area, only 30% of French speakers know both languages while about 70% know only French.

Although levels of bilingualism may vary, clearly many English speakers are able to communicate in French. However, for the purposes of health care, the level of bilingualism may not always be sufficient, leading to less-than-optimal use of the health care system (e.g.: poor use of preventive services, over-use of acute care) and to communication difficulties during the health encounter (leading, for example, to inadequate assessment, lower patient understanding of diagnosis and treatment and decreased patient confidence and satisfaction) (Bowen, 2004).



Source: [http://www.cbc.ca/news2/pointofview/us\\_healthcare\\_pov.jpg](http://www.cbc.ca/news2/pointofview/us_healthcare_pov.jpg)

## Health and well-being

Public services



<p><b>Health services</b></p> <ul style="list-style-type: none"> <li>• The hospital: it covers most illnesses, provides good care and is very good at helping orient</li> <li>• Specialists are appreciated and speak both languages</li> <li>• Doctors are usually bilingual</li> <li>• The CLSC: lots of services and great staff who try to speak English</li> <li>• There are more and more bilingual health care providers</li> <li>• Lots of associations (Cancer, Alzheimers)</li> <li>• Palliative care home</li> <li>• The pharmacy gives good service</li> <li>• Future radiology clinic</li> <li>• Programs offered based on age (ex.: mammograms)</li> <li>• Meals on Wheels</li> </ul> <p><b>Support from Neighbours</b></p> <ul style="list-style-type: none"> <li>• Gives good information</li> <li>• Works with health institutions</li> <li>• Hosts video-conferences</li> </ul>	<p><b>Communicating in English</b></p> <ul style="list-style-type: none"> <li>• There are language and communication barriers. Some younger people have more trouble getting service in English</li> <li>• When we ask for service in English, most staff are patient, but some are "nasty" or refuse</li> <li>• Some doctors do not speak English</li> <li>• Receptionists can be difficult to deal with because most do not speak English</li> <li>• Even when you speak French it can be hard to understand staff with different accents</li> <li>• Home care nurses don't speak much English</li> <li>• For those who cannot read French, the lack of English signs makes it difficult to get around</li> </ul> <p><b>Services in English</b></p> <ul style="list-style-type: none"> <li>• Phone services are not available in English</li> <li>• There are no mental health services in English</li> <li>• The emergency room has no service in English</li> <li>• Speech and language therapy is available only twice a year in English, through the school</li> <li>• Documents are not available in English; or they are in theory, but not in practice</li> <li>• It is hard to get a family doctor and paperwork is only in French</li> </ul>	<p><b>Increase and improve public services in English</b></p> <ul style="list-style-type: none"> <li>• Better service in English especially at hospital</li> <li>• More doctors and more time with them</li> <li>• More bilingual staff, specifically doctors and speech therapists</li> <li>• Nurse practitioners</li> <li>• Walk-in clinic for people without a family doctor</li> <li>• Shorter wait times at ER</li> <li>• A change in attitude: provide the service without frustration or judgement</li> </ul> <p><b>Organize a service to accompany patients</b></p> <ul style="list-style-type: none"> <li>• A liaison person who could go with people to appointments</li> </ul> <p><b>Ask for small accommodations</b></p> <ul style="list-style-type: none"> <li>• Have "press 1 for French &amp; press 2 for English" at the beginning of the message not a whole message in French then at the very end "press 9 for English"</li> </ul>
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Healthy Lifestyles



<p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>• Wonderful outdoor spaces: golf courses, bike trails, walking trails, cross-country skiing trails</li> <li>• Free rentals for bikes, snowshoes and kayaks</li> <li>• Skating</li> <li>• Gym and sports facilities, including outdoor and indoor rinks for skating, curling and more</li> <li>• Neighbours organizes Aqua-Form</li> <li>• Hockey teams: The Huskies</li> <li>• The City provides lots of activities</li> </ul> <p><b>Food environment</b></p> <ul style="list-style-type: none"> <li>• Farmers markets with fresh produce</li> <li>• Good quality restaurants</li> </ul> <p><b>Outdoor activities</b></p> <ul style="list-style-type: none"> <li>• Bike and walking trail</li> <li>• Skiing, snowshoeing and skidoo trails</li> <li>• Winter activities</li> <li>• Playgrounds (for kids)</li> </ul>	<p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• It can be hard for seniors to access outdoor areas</li> <li>• Winter makes it hard to get out</li> </ul> <p><b>Services could be improved</b></p> <ul style="list-style-type: none"> <li>• City bus services (hours, route)</li> <li>• Organized sports can be costly</li> <li>• Hockey gets all the sports attention</li> <li>• Playgrounds could have better equipment</li> <li>• There are no more outside skating rinks in neighbourhoods</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Focus is always on cultural events (for adults) – we have to add to the opportunities for youths (especially teenagers)</li> <li>• Not much attention on individual sports equipment (skateboarding, running, rock climbing, etc.)</li> </ul>	<p><b>Support physical activity</b></p> <ul style="list-style-type: none"> <li>• An indoor athletic centre (indoor walking and bicycle tracks)</li> <li>• Better facilities such as arena and pool</li> <li>• Improve playground equipment (bigger slides, etc...)</li> <li>• Improve the whole area at Mouska Park</li> <li>• Create a better skateboard park</li> <li>• Install more individual sports equipment: for skateboarding, running, rock climbing, etc.</li> <li>• Make more walking trails or change them up with new attractions</li> <li>• Improve the quality of outdoor swimming pools</li> </ul>
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**DID YOU KNOW?**

**In 1987, Rouyn-Noranda was the first city in North America to adopt the “Healthy Cities” Approach.**

Education and literacy

School

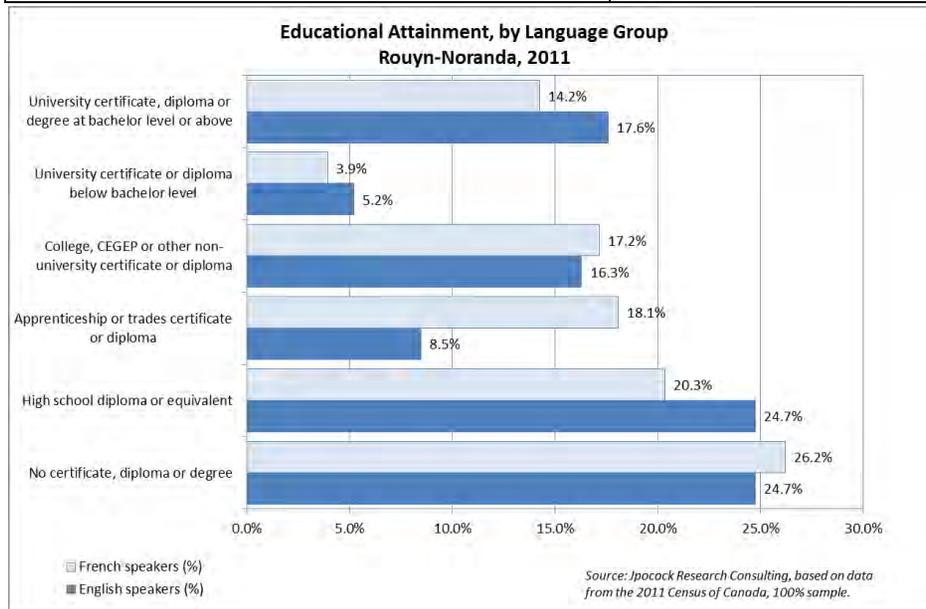


<p><b>English School from kindergarten to sec 5, with small class sizes</b></p> <ul style="list-style-type: none"> <li>• Teachers have more time for students since the school is small</li> <li>• Everyone knows each other</li> <li>• Few behaviour problems</li> <li>• Adult education pilot project in math</li> <li>• Social workers in English</li> <li>• Some kids do distance, or on-line, education for special options</li> <li>• Input from the school board</li> <li>• English nurse</li> <li>• High school homework help</li> </ul>	<p><b>Small school has some disadvantages</b></p> <ul style="list-style-type: none"> <li>• Bill 101 makes it hard to attract more students</li> <li>• Few extracurricular activities</li> <li>• Few enriched programs</li> <li>• Course options are limited</li> </ul> <p><b>Specialized services are lacking</b></p> <ul style="list-style-type: none"> <li>• Speech therapy: assessments are done quickly, but regular therapy is lacking</li> <li>• Support for special needs is insufficient</li> </ul> <p><b>French is spoken a lot in school</b></p> <ul style="list-style-type: none"> <li>• Many students are from French speaking families and tend to speak French outside the classroom</li> <li>• Those who need more hours of French do not get it</li> </ul> <p><b>Teacher turnover is high</b></p> <ul style="list-style-type: none"> <li>• It is hard to recruit teachers to come to R-N</li> </ul> <p><b>Books in English are hard to come by in R-N</b></p>	<p><b>Set up after-school activities for kids and help with homework</b></p> 
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Post-secondary



	<p><b>No English post-secondary education</b></p> <ul style="list-style-type: none"> <li>• After high school, kids must leave the region for further studies</li> <li>• Some switch to the French system so they can stay</li> <li>• The courses offered in English at Cegep and university are aimed at First Nations</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• some leave school without having learned to read and write adequately</li> </ul>	<p><b>Have adult education courses</b></p>
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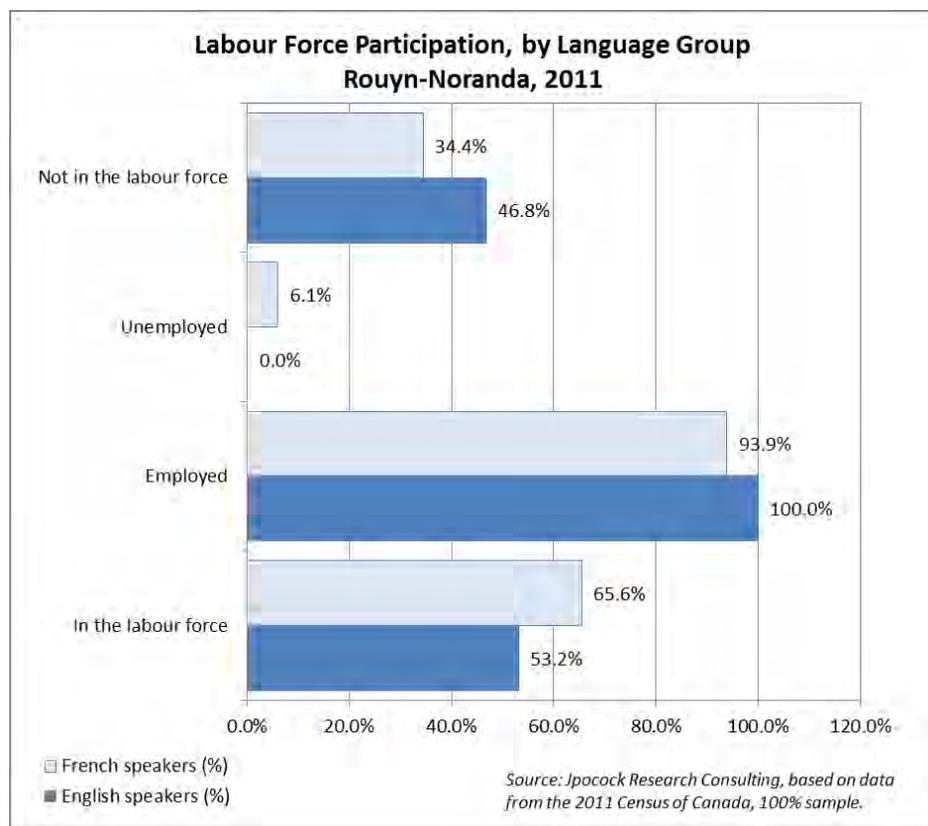
This graph shows that English- speakers have higher rates of educational attainment than do French speakers, on the whole. A higher percentage have university education, a higher number complete high school and a lower percentage leave school without a certificate, diploma or degree. It is also noteworthy that a much lower proportion choose a trade, perhaps because such training is not offered in English. French speakers tend to have higher rates of CEGEP or college diplomas and a much higher proportion has a trades certificate or diploma.

## Economic conditions and employment

Main economic sectors

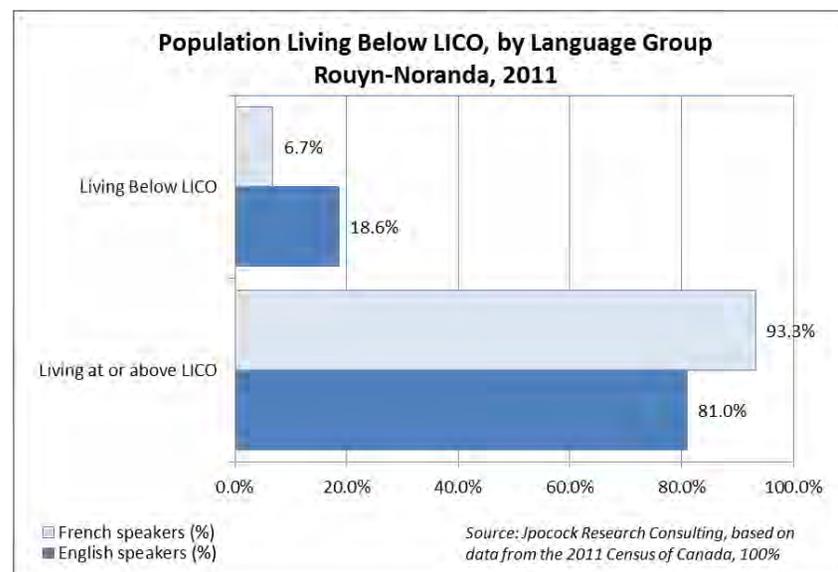


<p><b>Jobs</b></p> <ul style="list-style-type: none"> <li>• Mining</li> <li>• Schools, cegep and university (UQAT)</li> <li>• Many government jobs</li> <li>• Hospital CSSSRN and CLSC</li> <li>• Hydro-Québec</li> <li>• Télébec</li> <li>• Insurance companies</li> <li>• Real estate</li> <li>• RNC Media</li> </ul>	<p><b>You must speak French</b></p> <ul style="list-style-type: none"> <li>• And only private French courses are available</li> </ul> <p><b>English is an asset for Francophones</b></p> <ul style="list-style-type: none"> <li>• But there are few opportunities to learn it</li> </ul> <p><b>Job opportunities</b></p> <ul style="list-style-type: none"> <li>• Many jobs are part-time or on contract</li> <li>• People leave due to lack of education and job opportunities outside mainstream industries</li> <li>• Job opportunities are not as good for English speakers in Quebec, so many go out West</li> <li>• The mine hires contract workers to replace retirees</li> </ul> <p><b>Limited post-secondary or adult education to train workers</b></p> <ul style="list-style-type: none"> <li>• Courses offered are all in French</li> <li>• Young people leaving for post-secondary education hurts the economy</li> </ul> <p><b>Shortage of housing and high cost of living</b></p> <p><b>Lack of competition for certain businesses</b></p>	<p><b>Create more jobs</b></p> <ul style="list-style-type: none"> <li>• More mines</li> <li>• Especially more long-term jobs</li> <li>• Jobs in sectors other than mainstream industries</li> </ul> <p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>• Bigger airport</li> <li>• Bus service to Ontario</li> </ul> <p><b>Increase educational opportunities</b></p> <ul style="list-style-type: none"> <li>• Have adult education courses, including trades (in English)</li> <li>• Raise awareness among youth regarding trades</li> </ul> <p><b>Encourage commercial diversity</b></p> <ul style="list-style-type: none"> <li>• Different companies</li> </ul>
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A significantly larger proportion of the population is living below the low-income cut-off among English speakers than among French speakers (18.6% compared to 6.7%). These are people affected by poverty.

In Rouyn-Noranda there is currently very little unemployment, and among English speakers it is near 0%. On the other hand, almost half of English speakers are not in the labour force. This means that they are retired, not looking for a job or unable to work. Given the older population, this is not surprising. Some women, particularly in the older generations, may never have joined the labour force, as gender roles encouraged them to stay at home and salaries in the main industries were high enough to support a family on a single salary.



## Environment

### Natural and built environment



<p><b>Natural environment</b></p> <ul style="list-style-type: none"> <li>• Lakes – Osisko and Kiwanis</li> <li>• Air quality is much better than 20+ years ago</li> </ul> <p><b>Built environment</b></p> <ul style="list-style-type: none"> <li>• Street lighting is good</li> <li>• Driving is easy – big streets</li> <li>• Great downtown area: well decorated and active</li> </ul> <p><b>Planned public spaces</b></p> <ul style="list-style-type: none"> <li>• Parks Flower park with Lac Edouard</li> <li>• Place of the Citizens – with public market and shows</li> <li>• Festival spaces</li> <li>• Flower arrangements set up by the city</li> <li>• No smoking laws</li> </ul> <p><b>Services</b></p> <ul style="list-style-type: none"> <li>• Good recycling programs</li> <li>• Monitors all over town checking air quality</li> </ul>	<p><b>Environmental protection</b></p> <ul style="list-style-type: none"> <li>• Government is reducing the number of protected areas (lakes and swamps)</li> <li>• Forest areas are being destroyed for lines and mines</li> <li>• Water quality at Kiwanis is of concern</li> <li>• Soil around the mine and areas in Rouyn South is contaminated</li> <li>• The mine pollutes more when it will show less (wind, weather)</li> </ul> <p><b>Walking can be challenging</b></p> <ul style="list-style-type: none"> <li>• Sidewalks in poor shape</li> <li>• Traffic and potholes (ex.: corner of Murdoch and 10th)</li> <li>• No wheelchair access</li> <li>• Hard to get around if you don't have a car</li> <li>• Shopping areas seem to be moving away from downtown</li> </ul>	<p><b>Improve the natural environment</b></p> <ul style="list-style-type: none"> <li>• Improve the water quality in Osisko lake to make it swimmable</li> <li>• Kiwanis could be a great asset – camping, activities, festivals, etc.</li> <li>• Create a community garden or even a rooftop garden</li> </ul> <p><b>Improve the built environment</b></p> <ul style="list-style-type: none"> <li>• Fix sidewalks</li> <li>• Fix streets (potholes), and do the work more quickly</li> <li>• Shovel both sides of sidewalks in winter</li> <li>• Create a dog park, with dog poop garbage cans</li> <li>• More public garbage cans and benches</li> </ul> <p><b>Improve services</b></p> <ul style="list-style-type: none"> <li>• Control and direct traffic better</li> <li>• Improve the bus system (public transit), making it more accessible to seniors</li> </ul>
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## Community priorities

Many different ideas have emerged through these discussions with community members. 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? Since community mobilization is one of the main objectives of a community portrait, it is important to include issues and ideas that community members can mobilize around, even if they do not seem most urgent.

These are the main priorities for the English speakers of Rouyn-Noranda who participated in a follow-up community conversation in June 2015:

1. Improve the built environment
  - a. Parks, sidewalks, benches, and more
2. Increase and improve public health services in English
  - a. Hospitals, doctors, staff, and more
3. Contribute to favourable employment conditions for English speakers
  - a. Emphasize the value of bilingual employees
  - b. Facilitate businesses, taking into account language laws
  - c. Recognize qualifications from other provinces
4. Improve the natural environment
5. Encourage more arts and entertainment in English
  - a. Theatre, Canada Day, movies, and more
6. Set up a place for seniors to socialize in English
  - a. For doing crafts, holding a book club, playing cards, and more
7. Support indoor physical activity
  - a. Support the City in building a space for everyone

## VISION FOR THE FUTURE

During the community conversations we held in early 2015, the following vision was expressed:

A community that...

- \* has more facilities for staying active
  - o a multi-purpose indoor community sports facility
  - o an 18-hole golf course (in Noranda)
  - o a skateboard park
  - o a dog park
  - o an improved arena
- \* has improved infrastructure
  - o low-rent housing
  - o better roads
  - o better sidewalks
  - o better public transit
  - o train service
  - o bigger airport, and service to Ontario
- \* has more services and resources in English
  - o schools in both languages, including trades and post-secondary programs
  - o an English-language newspaper
  - o more bilingual health resources (mental health in particular)
  - o walk-in medical clinic
  - o greater communications
  - o English theatre
- \* Has more retail options
  - o greater diversity
  - o a nice mall
  - o competition for cable TV

Appendix

