

For the community activities engaged in by Francophones in the territories, the language of interaction varies depending on the type of activity. However, English is the language preferred by Francophones in the two activities for which the results are statistically significant. English is used "only" or "mainly" by 69% of Francophones when they provide social support for everyday activities to someone not living in their household, while 64% use it in volunteer activities (data not shown).

The Survey on the Vitality of Official-Language Minorities shows that nearly two-thirds (64%) of the Francophones in the territories report that it is "very important" or "important" to them that individuals or organizations work at the development of the Francophone community. Also, 50% of those who join organizations, networks or associations do so in order to promote the Francophone community.

4.6 Employment and income characteristics

Thus far, we have examined the size of differences in education level between the main language groups in the territories. Data from both the census and the SVOLM shed light on the extent to which Francophones in the territories work in different industry sectors than Anglophones and persons with an other mother tongue. It is accordingly possible to identify similarities and differences in how the language groups are distributed among the various industry sectors.

A brief analysis of 2006 Census data reveals that Francophones are proportionally more likely than Anglophones to work in education services (data not shown). This sector employs 12% of Francophones in the territories, or 225 persons, compared to 8% of Anglophones. The latter, for their part, are proportionally somewhat more likely to have jobs in public administration (24%). By comparison, this sector employs 20% of Francophones in the territories, or 375 persons. In most of the other major industry sectors, there are few differences between these two groups. Nearly two-thirds (63.5%) of Francophones in the territories work mainly in six sectors: public administration (20%); education services (12%); construction (8%); accommodation and food services (8%); health care and social assistance (8%); and transportation and warehousing (8%). As for the group with a mother tongue other than French or English, the data show that just over one-third of these individuals work in public administration (24%) and retail trade (11%).

4.6.1 Use of French at work by industry sector

Of all workers in the territories aged 15 and over (60,970), 3% (1,860) use French most often or on a regular basis in their work (data not shown). Among Francophones, the corresponding proportion is 51%, namely 18% most often and 33% on a regular basis (that is, less often than the predominant language).²¹

As we have just seen, the public administration and education services sectors account for nearly one-third (32%) of the territories' Francophones. What about the use of French by the Francophones in these sectors? It is hardly surprising that Francophones in the education sector are proportionally more likely to use French as their main language of work; 63% use it most often while 11% report using it on a regular basis (data not shown). As for Francophones in the public administration sector, a smaller proportion of them report using French, 4% most often and 43% on a regular basis.

21. The data from the Survey on the Vitality of Official-Language Minorities revealed that when respondents report using a language regularly in addition to the language that they speak most often, they are referring to using it daily.

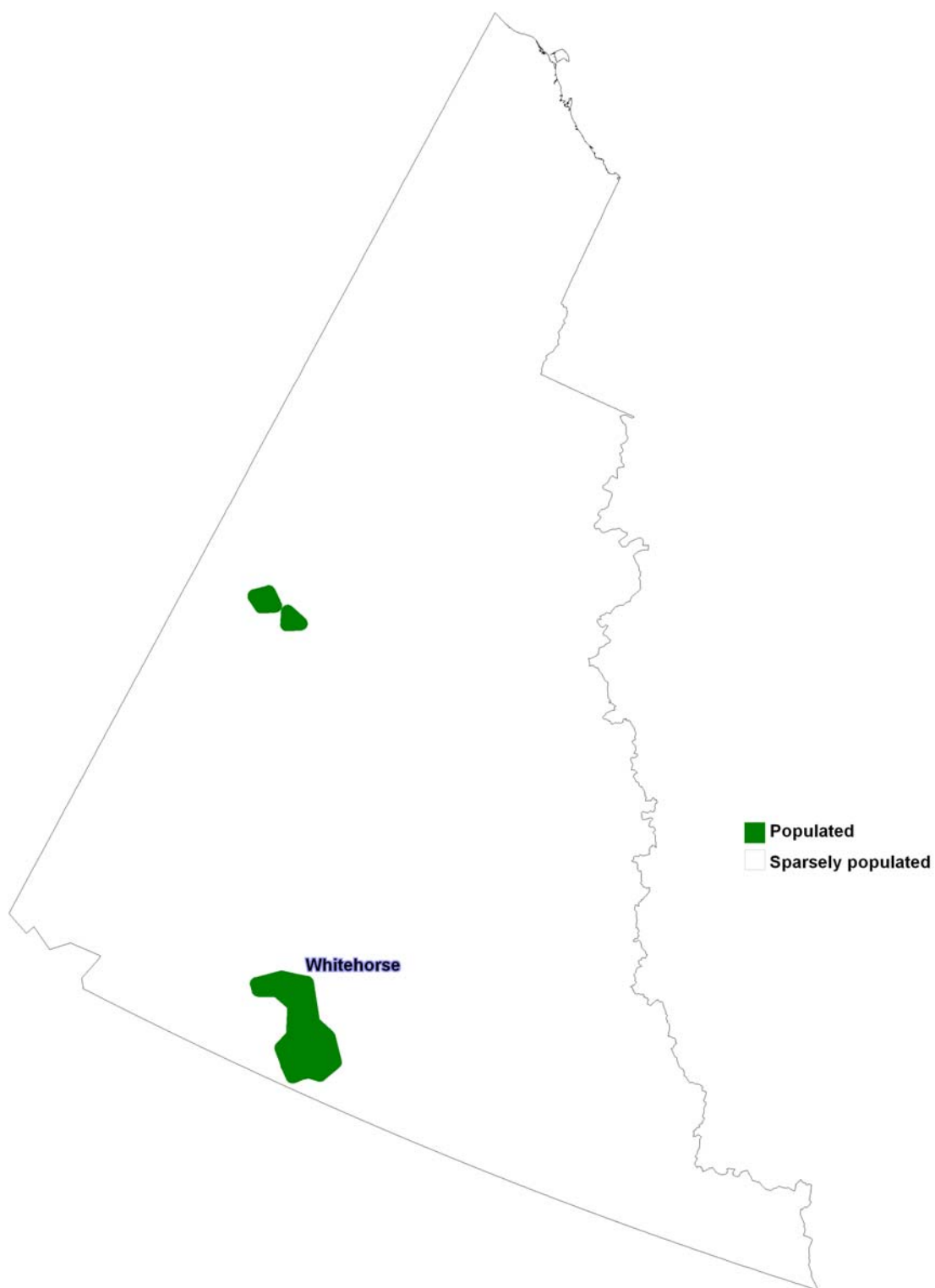
Geographical Maps

Map 1.1
Canada



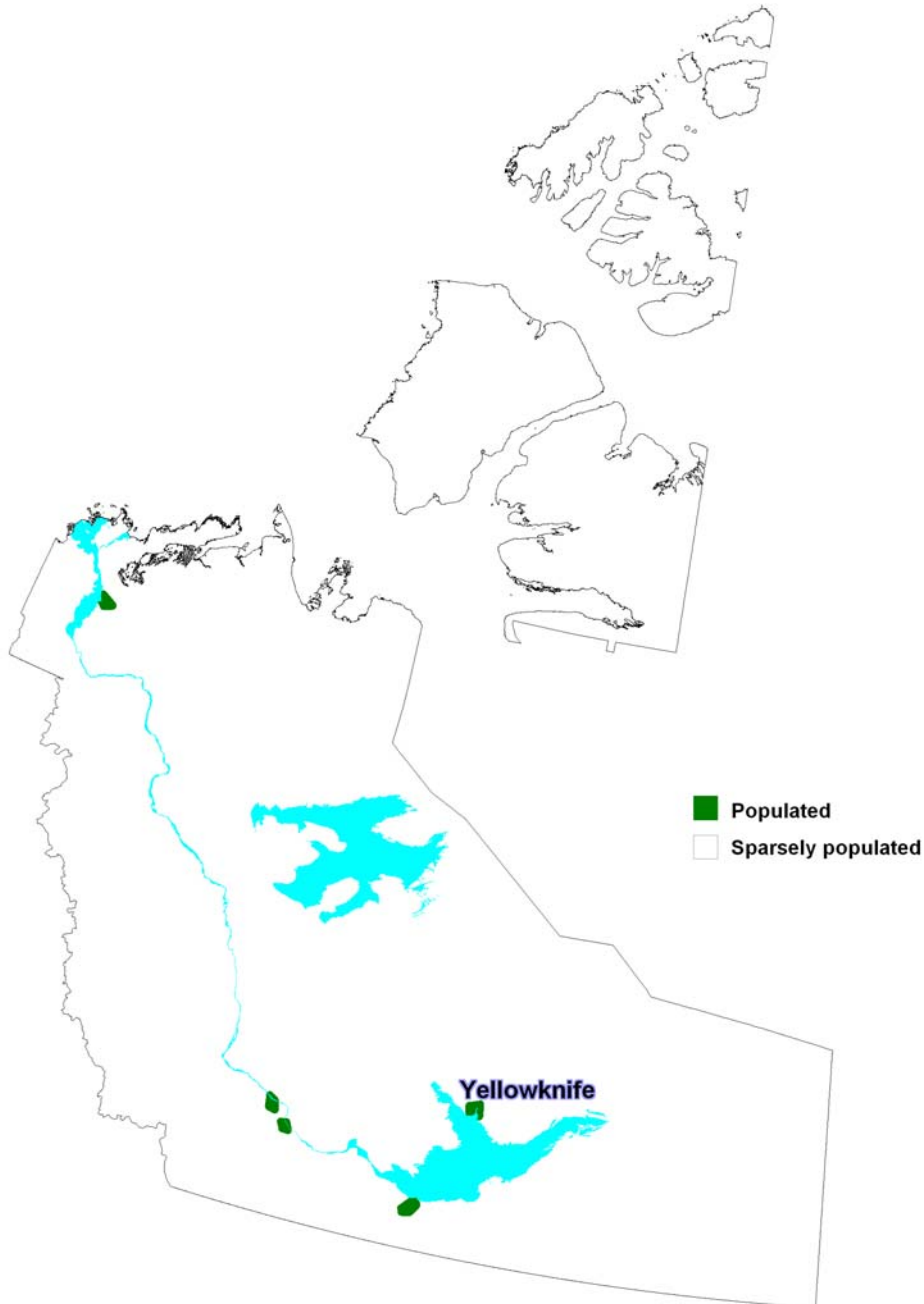
Source: Statistics Canada, 2006 Census of Population.

Map 1.2
Yukon



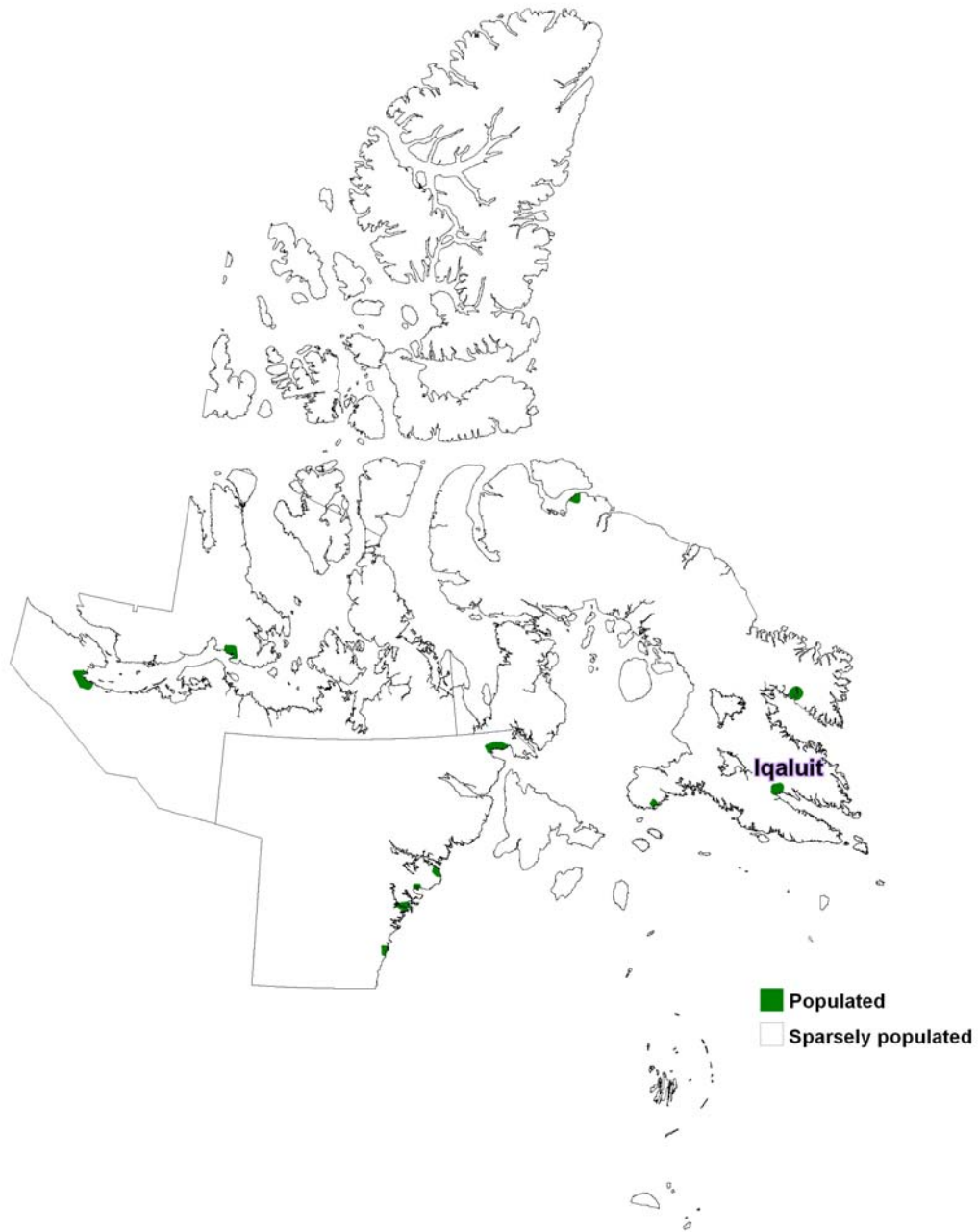
Source: Statistics Canada, 2006 Census of Population.

Map 1.3
Northwest Territories



Source: Statistics Canada, 2006 Census of Population.

Map 1.4
Nunavut



Source: Statistics Canada, 2006 Census of Population.

Appendix C

Note on the construction of the language use indices

The indices used in this section were developed in the following manner. Whether it comes to the use of English or French, in all cases where people use only the language of the majority, they are assigned a value of 1, while those who use only the language of the minority are assigned a value of 5. In general, the large majority of questions consisted of a scale with five levels. For certain questions, there were only three possible categories: “French”, “English and French”, and “English”. The median category therefore corresponds to a value of 3.

Two approaches were used to present the results covering each of the indices: one on language categories, another by average level of use of languages. The second approach consisted essentially of summing the values obtained from each of the questions and dividing this sum by the number of questions answered by the respondent. For the first type, the average scores obtained were regrouped into five categories. However, given that the results obtained consisted of a continuous scale from 1 to 5, we identified thresholds which allowed us to redistribute the values among the following five language categories: “Only the majority language”, “Mainly the majority language”, “Both languages equally”, “Mainly the minority language”, “Only the minority language”. The corresponding thresholds for these categories are as follows: “1 to 1.49”, “1.50 to 2.49”, “2.50 to 3.49”, “3.50 to 4.49” and “4.50 to 5.0”. Since no perfect solution exists to carry out such a distribution, this approach has the advantage of centering the values on either side of the median category and cutting down the range of values at the extremities of the scale.

Finally, the general language use index was drawn up not by using the average of values for all 23 variables, but by adding the value obtained for the question on languages used with friends to the average values obtained on each of the four following indices: languages at work, immediate contacts, institutions and media. Such an approach offers the advantage of not assigning too much importance to a domain made up of numerous questions to the detriment of another composed of fewer questions.

Lastly it should be noted that information covering language used at home was used in the same manner as that regarding friends. By using both the information on language spoken most often and language spoken regularly, the variable created is made up of the same five categories explained above.

Appendix D

Description of concentration index

Dissemination area: a small, relatively stable geographic unit. All dissemination areas have roughly the same number of residents, namely 400 to 700 persons. For a complete definition, see the 2006 Census Dictionary.

The definition of concentration takes account of both the proportion and the number of the official-language minority within a dissemination area. A high concentration of the minority group exists when the Francophone population within a dissemination area constitutes at least 50% of the overall population or at least 200 persons. A medium concentration refers to a situation where the proportion is at least 10% but less than 50% and the number of Francophones is equal to or more than 50 but less than 200. Finally, the concentration of Francophones is considered to be low when their proportion within the dissemination area is less than 10% or their number is less than 50 persons.

Once a concentration class (i.e. low, average or strong) was assigned to all the dissemination areas in a given municipality (or census subdivision), we chose to assign to the Francophone population of that municipality the concentration class (or level) containing the largest proportion of the minority population. The total, which represents the largest portion of the total Francophone population of the municipality, tells us the concentration class assigned to Francophones of that municipality.

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