

**Analytical Paper**

# Portrait of Official-Language Minorities in Canada: Francophones in Nova Scotia

by Camille Bouchard-Coulombe, Jean-François Lepage and Brigitte Chavez

Social and Aboriginal Statistics Division  
Jean Talon Building, 7th Floor, 170 Tunney's Pasture Driveway  
Ottawa, Ontario K1A 0T6



Statistics  
Canada

Statistique  
Canada

Canada

## How to obtain more information

For information about this product or the wide range of services and data available from Statistics Canada, visit our website at [www.statcan.gc.ca](http://www.statcan.gc.ca), e-mail us at [infostats@statcan.gc.ca](mailto:infostats@statcan.gc.ca), or telephone us, Monday to Friday from 8:30 a.m. to 4:30 p.m., at the following numbers:

### Statistics Canada's National Contact Centre

Toll-free telephone (Canada and United States):

Inquiries line	1-800-263-1136
National telecommunications device for the hearing impaired	1-800-363-7629
Fax line	1-877-287-4369

### Local or international calls:

Inquiries line	1-613-951-8116
Fax line	1-613-951-0581

### Depository Services Program

Inquiries line	1-800-635-7943
Fax line	1-800-565-7757

## To access this product

This product, Catalogue no. 89-642-X, is available free in electronic format. To obtain a single issue, visit our website at [www.statcan.gc.ca](http://www.statcan.gc.ca) and select "Publications."

## Standards of service to the public

Statistics Canada is committed to serving its clients in a prompt, reliable and courteous manner. To this end, Statistics Canada has developed standards of service that its employees observe. To obtain a copy of these service standards, please contact Statistics Canada toll-free at 1-800-263-1136. The service standards are also published on [www.statcan.gc.ca](http://www.statcan.gc.ca) under "About us" > "Providing services to Canadians."

# Portrait of Official-Language Minorities in Canada: Francophones in Nova Scotia

Published by authority of the Minister responsible for Statistics Canada

© Minister of Industry, 2012

All rights reserved. Use of this publication is governed by the  
[Statistics Canada Open Licence Agreement](http://www.statcan.gc.ca/reference/copyright-droit-auteur-eng.htm)  
(<http://www.statcan.gc.ca/reference/copyright-droit-auteur-eng.htm>).

February 2012

Catalogue no. 89-642-X no. 009

ISSN: 1923-3086

ISBN: 978-1-100-20089-7

Frequency: Occasional

Ottawa

La version française de cette publication est disponible sur demande.

---

## Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

# User information

---

## Symbols

The following standard symbols are used in Statistics Canada publications:

- . not available for any reference period
- .. not available for a specific reference period
- ... not applicable
- 0 true zero or a value rounded to zero
- 0<sup>S</sup> value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
- P preliminary
- r revised
- x suppressed to meet the confidentiality requirements of the *Statistics Act*
- E use with caution
- F too unreliable to be published

## Acknowledgements

This report was made possible thanks to the collaboration and financial support of Canadian Heritage's Official Languages Secretariat, Human Resources and Skills Development Canada, and Justice Canada.

The authors wish to specially thank Julie Bertrand of the Language Statistics Section of Statistics Canada for her technical support, professionalism and outstanding contribution in this project. As well, acknowledgements are given to Suzanne Belair, Mathieu Charron, René Houle, Michèle Lanoue, Claire Larocque, Elise Mennie, Evan Nip and Denis Theriault of the Social and Aboriginal Statistics Division for their important contribution in the completion of this project. Finally, the authors wish to thank Jean-Pierre Corbeil for his suggestions and relevant comments when revising earlier versions of the document.

## Table of contents

<b>Introduction</b> .....	<b>7</b>
<b>Section 1 Definitions of Nova Scotia’s French-speaking population</b> .....	<b>8</b>
Data sources .....	10
<b>Section 2 Evolution of the population by mother tongue and first official language spoken</b> .....	<b>11</b>
2.1 Change in the population by mother tongue .....	11
2.2 Evolution of the population by first official language spoken .....	13
2.3 Geographic distribution of the population with French as first official language spoken .....	14
2.4 Relative proportion within municipalities of residence and geographic concentration index .....	14
<b>Section 3 Factors influencing the evolution of the French-mother-tongue population</b> .....	<b>17</b>
3.1 Fertility .....	17
3.2 Transmission of mother tongue and the effect of exogamy .....	18
3.3 Age structure .....	21
3.4 Language transfers or intragenerational linguistic mobility .....	24
3.5 Use of French in the public sphere .....	28
3.6 Knowledge of French .....	30
3.7 Migration (interprovincial and international migratory movements) .....	34
3.7.1 Place of birth .....	34
3.7.2 International immigration .....	34
3.7.3 Interprovincial migration .....	35
<b>Section 4 A few key sectors essential to the vitality of official-language minority communities</b> .....	<b>39</b>
4.1 Health .....	39
4.2 Justice .....	40
4.3 Education .....	42
4.3.1 Children .....	42
4.3.2 Adults .....	43
4.4 Media, arts and culture .....	46
4.5 Community life .....	47
4.6 Employment and income characteristics .....	47
4.6.1 Use of French at work by industry sector .....	49
4.6.2 Income differentials .....	50
<b>Section 5 Subjective sense of vitality</b> .....	<b>53</b>

<b>Conclusion .....</b>	<b>54</b>
<b>Geographical maps .....</b>	<b>57</b>
<b>Appendix A.....</b>	<b>59</b>
<b>Appendix B.....</b>	<b>63</b>
<b>Appendix C.....</b>	<b>64</b>
<b>Appendix D.....</b>	<b>65</b>
<b>References .....</b>	<b>66</b>

## Introduction

This demolinguistic portrait of the French-speaking population in Nova Scotia was undertaken with the financial support of Canadian Heritage's Official Languages Secretariat, Human Resources and Skills Development Canada (HRSDC) and Justice Canada. It is the ninth in a series of demolinguistic portraits of official-language minorities in Canada, prepared by Statistics Canada's Language Statistics Section.

This study paints a general statistical portrait of the official-language minority in Nova Scotia based on data from the Census of Population and the Survey on the Vitality of Official-Language Minorities in Canada, conducted in 2006. The purpose of such a portrait is to present a set of characteristics, behaviours and perceptions of the minority official-language population, exploiting the analytical opportunities contained in the data.

This document is intended to be neither a mere collection of tables nor an in-depth study of the demolinguistic dynamics of the French-speaking population in Nova Scotia. It presents a range of themes and issues that will be of interest to official-language minorities and anyone concerned with the past, present and future situation of minority official-language populations in Canada.

Section 1 of this demolinguistic portrait concerns the criteria used in this study to define the French-speaking population in Nova Scotia. It also provides a brief description of the data sources used.

Section 2 presents varied information on the evolution of the French-speaking population and its geographic distribution and concentration in Nova Scotia. This information is accompanied by a series of appended maps and a detailed table on the size, relative weight and distribution of the French-speaking population in Nova Scotia.

Section 3 concerns the main factors that affect or are affected by changes over time in this province's French-speaking population: fertility; transmission of mother tongue and the effect of exogamy; age structure; intragenerational linguistic mobility; and interprovincial and international migration. It also discusses the use of French in the public sphere and how the ability to conduct a conversation in that language has evolved according to mother-tongue group.

Section 4 looks at a few sectors essential to the vitality of minority official-language communities, as identified in the *Roadmap for Canada's Linguistic Duality 2008–2013: Acting for the Future*,<sup>1</sup> namely health, justice, education and the media, the arts and culture. It also provides statistics on community participation, employment and income characteristics, and the use of French at work.

The last section of this portrait presents statistics on the identity of Francophones and their perceptions regarding the presence of French in their community, federal government provision of services in French, respect for linguistic rights, and the fact that people are working to develop the Francophone community.

---

1. When referring to this federal government official language strategy, the expression "Roadmap" will be used throughout this report.

## Section 1 Definitions of Nova Scotia's French-speaking population

This statistical portrait of Nova Scotia's official-language minority contains information drawn from variables from Canadian censuses. Up to 2006, these included no fewer than six questions or sub-questions that provide information on official languages, namely knowledge of official languages, language spoken most often at home, other languages spoken on a regular basis at home, mother tongue, language used most often at work, and other languages used on a regular basis at work.

What is the definition of the minority official-language group in Nova Scotia? How is a Francophone defined? There is actually no established definition. For historical reasons, Statistics Canada has generally used the criterion of mother tongue, that is, the first language learned at home in childhood and still understood at the time of the census. Statistics based on mother tongue have the advantage of being roughly comparable going back more than half a century.

Other criteria are also used, opening the way for either more inclusive or more restrictive definitions of French-speaking persons. Thus, does the definition of the Francophone population in Nova Scotia apply to the roughly 34,000 persons who reported French as their mother tongue in the 2006 Census,<sup>2</sup> the 32,000 persons with French as their first official language spoken,<sup>3</sup> or the 34,000 persons<sup>4</sup> who speak French most often (19,000) or on a regular basis (15,000) at home? Or should a broader definition be considered? Such a definition might include all of the approximately 96,000 French speakers, or indeed more if we include young children who do not speak French, but who have at least one parent whose mother tongue is French. These are just a few examples of the variables that can be used to define language groups.<sup>5</sup>

Also, in choosing a strategy for estimating a language group, it is important to take into account at least two main options. On the one hand, if the objective is to enumerate the population considering all language groups on an equal basis—in other words, treating them symmetrically and creating mutually exclusive categories for estimating them (e.g., English, French, Other)—this implies an appropriate allocation of multiple responses. In such a case, the French-mother-tongue population of Nova Scotia would be 33,700. On the other hand, if one aims to focus on a single language group (e.g., Francophones), one can broaden the criteria for inclusion without being concerned about the implicit overlaps between language groups. In this case, the number of French-mother-tongue persons in Nova Scotia would number more than 34,900.

This statistical portrait of Nova Scotia Francophones will use two main criteria: mother tongue and first official language spoken. The latter criterion is now used increasingly to define language groups in studies on official-language minorities. This is because the shifting composition of the Canadian population over the years tends to call for a redefinition or broadening of the concept of Francophone group or community. In fact, a significant number of persons whose mother tongue is neither French nor English nevertheless use French either predominantly or commonly in their daily lives.

The concept of “first official language spoken” is based on a number of considerations. Firstly, the substantial increase in immigration to Canada since the mid-1980s has had the effect of increasing the size of the population with a mother tongue other than French or English (20% in 2006). Such persons are often designated by the term “allophones.”

---

2. The number is approximately 34,900 if all single and multiple responses mentioning French are included (see Table 3.6).

3. Includes all single responses and half of the English and French responses.

4. This number includes all single and multiple responses mentioning French.

5. To cite only one example, in June 2009, the Ontario government adopted a new, inclusive definition of the Francophone population (IDF) (formerly defined according to the mother tongue criterion). This definition is fairly similar to the one based on first official language spoken, except that it also includes French-mother-tongue persons who understand French but can no longer conduct a conversation in it.



Since an allophone cannot be a Francophone by mother tongue but can become so by adopting French most often at home or in the public sphere, the question arises as to how to designate individuals' first official language—or more specifically, how to allocate allophones between French and English based on their reported knowledge of either official language.

Questions of this type led to the development of different variants of the concept of first official language spoken (Statistics Canada, 1989). This concept echoes the spirit of the current version of the *Official Languages Act* (1988) which specifies, in section 32(2), that the government may take into account “*the English or French linguistic minority population of the area served by an office or facility, the particular characteristics of that population and the proportion of that population to the total population of that area.*”

The concept of first official language was chosen by the federal government, in December 1991, in the Official Languages Regulations (*Communications with and Services to the Public*). Section 2 of the Regulations describes the method used to determine “the first official language spoken,” namely the first of two variants presented by Statistics Canada (1989). This method successively takes into account responses to the questions on knowledge of official languages, mother tongue and language spoken most often at home. The “first official language spoken” variable is thus not a census question but is instead derived from three questions in the census' language module.

The concept of first official language spoken (FOLS) serves to allocate the Canadian population between the country's two main language groups. In Canada, just over 97% of the population has either English or French as a first official language spoken. The residual portion comprises persons who cannot conduct a conversation in either of the two official languages (1.6%) and those who know both English and French but cannot be assigned one or the other of the official languages on the basis of the three census variables used for this purpose (1.1%).

Unlike the population with French as a mother tongue, the Francophone population according to the FOLS criterion excludes most persons for whom French is the mother tongue but who were unable to conduct a conversation in French at the time of the census. Also, it includes persons with an “other” mother tongue (i.e., other than French or English) who speak French most often at home, as well as those who, while having an “other” language as the main home language, can also conduct a conversation in French but not in English. It also includes half the persons who can conduct a conversation in English and French and who speak an “other” language or both official languages most often at home.

This report will draw a statistical portrait of Nova Scotia Francophones, primarily using the FOLS criterion, but also, when relevant, information on mother tongue.<sup>6</sup> Following the proposal of the Treasury Board Secretariat, Nova Scotia's Francophone population will refer here to persons having only French as their first official language spoken (FOLS), or the Francophone minority, and half of persons having both French and English as FOLS (and for whom it is not possible to assign only French or only English on the basis of answers to the above-mentioned three variables).

---

6. In this report, we will use the terms “Francophone” and “French-speaking” interchangeably. Except when referring specifically to Francophones by the mother tongue criterion, this report uses the criterion of first official language spoken to designate the Francophone or French-speaking population. In this regard, the target population in this report differs slightly from the one in the report on the first results of the Survey on the Vitality of Official-Language Minorities (2006), which were published in December 2007 (Corbeil, Grenier and Lafrenière, 2007). Also, for purposes of simplicity, the term “Francophone” naturally includes the designation “Acadian.” Note, however, that in the Canadian census, only the question on ethnic origin serves to identify Acadian origin. With regard to this point, this portrait emphasizes the language criterion rather than the criterion of identity or ethnicity.

## Data sources

This portrait of the French-speaking population in Nova Scotia contains information drawn from Canadian censuses from 1951 to 2006 and the Survey on the Vitality of Official-Language Minorities (SVOLM),<sup>7</sup> conducted in 2006 by Statistics Canada.

**Census:** The census data contained in this report are drawn from the long census questionnaire, completed by 20% of households and including 61 questions of which 7 are language-related.

**Survey on the Vitality of Official-Language Minorities (SVOLM):** This is a cross-sectional sample survey. Respondents to the SVOLM were selected from the sample of persons who completed the long questionnaire in the 2006 Census.

The survey focuses on Canada's official-language minorities, namely French-speaking persons outside Quebec and English-speaking persons in Quebec. The data can be used to gain a deeper understanding of the current situation of individuals belonging to these two groups, on subjects as varied as education in the minority language, access to different services in the minority language (the health care sector in particular), language practices in daily activities both in and outside the home, and matters of linguistic identity.

---

7. For information on the Survey on the Vitality of Official-Language Minorities, the reader is invited to visit Statistics Canada's website at <http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5099&lang=fr&db=imdb&dbg=f&adm=8&dis=2>.

## Section 2 Evolution of the population by mother tongue and first official language spoken

### 2.1 Change in the population by mother tongue

Between 1951 and 2006, Nova Scotia saw its total population grow by 41%. Whereas the province had a population of 642,585 in 1951, the corresponding figure was 903,090 in 2006 (see Table 2.1). However, examining these statistics by mother tongue shows that the entire reason for this growth is the increase of English-mother-tongue and “other”-mother-tongue populations, which went from 588,610 to 833,925 and from 15,030 to 35,460, respectively. The French-mother-tongue population seesawed between 1951 and 1991, after which it declined. It went from 38,945 in 1951 to 33,710 in 2006, a decrease of 13% in 55 years. However, since 1996, the English-mother-tongue population also declined, from 838,280 to 833,925 in 2006.

**Table 2.1**  
**Population by mother tongue, Nova Scotia, 1951 to 2006**

Year	Mother tongue						
	Total	French		English		Other languages	
	number	number	%	number	%	number	%
1951	<b>642,585</b>	38,945	6.1	588,610	91.6	15,030	2.3
1961	<b>737,010</b>	39,565	5.4	680,235	92.3	17,205	2.3
1971	<b>788,960</b>	39,585	5.0	733,195	92.9	16,180	2.1
1981	<b>839,800</b>	35,385	4.2	786,725	93.7	17,695	2.1
1991	<b>890,945</b>	37,525	4.2	831,575	93.3	21,845	2.5
1996	<b>899,970</b>	36,310	4.0	838,280	93.1	25,375	2.8
2001	<b>897,570</b>	35,380	3.9	834,775	93.0	27,415	3.1
2006	<b>903,090</b>	33,710	3.7	833,925	92.3	35,460	3.9

**Note:**

Except for the 1951 to 1971 censuses, multiple responses were equally redistributed among the three main linguistic groups. Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

**Sources:** Statistics Canada, censuses of population, 1951 to 2006.

Table 2.2 shows the average annual growth rate for the population of each mother-tongue group since 1951. As may be seen, the average annual growth rate of the French-mother-tongue group was negative for the period from 1971 to 1981 and since 1991. For the English-mother-tongue population, the growth rate, while positive, declined steadily from 1951 to 1996, going from 1.56 to 0.16. Since then, it has been negative but very close to zero. For the “other”-mother-tongue group, the average growth rate varied considerably from one period to the next. Whereas it was 1.45 from 1951 to 1961, it was 5.87 from 2001 to 2006 and ranged from -0.60 to 3.23 between these two periods.

**Table 2.2**  
**Yearly average population growth rate by mother tongue, Nova Scotia, 1951 to 2006**

Period	Mother tongue		
	French	English	Other languages
	percentage		
1951 to 1961	0.16	1.56	1.45
1961 to 1971	0.00	0.78	-0.60
1971 to 1981	-1.06	0.73	0.94
1981 to 1991	0.60	0.57	2.35
1991 to 1996	-0.65	0.16	3.23
1996 to 2001	-0.51	-0.08	1.60
2001 to 2006	-0.94	-0.02	5.87

Sources: Statistics Canada, censuses of population, 1951 to 2006.

The French-mother-tongue population outside Quebec resides mainly in two of its bordering provinces. The provinces of New Brunswick and Ontario alone accounted for 76% of all Francophones living outside Quebec in 2006. That same year, Nova Scotia Francophones accounted for 3.5% of the French-mother-tongue population outside Quebec. This was a decrease compared to 1951, when the corresponding proportion was 5.4% (see Table 2.3). In Nova Scotia, Francophones made up 3.7% of the population of the province in 2006. For the English-mother-tongue and “other”-mother-tongue populations, the corresponding proportions were 92.3% and 3.9% respectively (see Table 2.1).

**Table 2.3**  
**Number and proportion of Francophones in Nova Scotia within the Francophone population outside Quebec, 1951 to 2006**

Year	French mother tongue		Proportion of Francophones in Nova Scotia
	Nova Scotia	Canada less Quebec	
	number		percentage
1951	38,945	721,820	5.4
1961	39,570	853,465	4.6
1971	39,585	926,295	4.3
1981	35,385	923,605	3.8
1991	37,525	976,415	3.8
1996	36,310	970,210	3.7
2001	35,375	980,270	3.6
2006	33,710	975,390	3.5

**Notes:**

The term Francophone refers to the mother tongue. Except for the 1951 to 1971 censuses, multiple responses were equally redistributed among the three main linguistic groups.

Sources: Statistics Canada, censuses of population, 1951 to 2006.

## 2.2 Evolution of the population by first official language spoken

As described in Section 1, the criterion of the first official language spoken (FOLS) offers a more inclusive definition of the Francophone population: it allows persons with mother tongues other than English or French to be included in the Anglophone or Francophone population. Most persons with “other” mother tongues usually fall into the majority FOLS group. As with the English-speaking group, the population with French as first official language spoken is usually larger than the French-mother-tongue population in a province such as Ontario, for example, where a large proportion of persons have mother tongues other than French or English. In other cases, such as New Brunswick, the use of the FOLS criterion yields practically the same result as the mother tongue criterion, since persons with “other” mother tongues in that province comprise only 2.6% of the population. In Nova Scotia, use of the FOLS criterion results in a slightly smaller Francophone population, despite a strong allophone presence. The relative share of the French population (according to first official language spoken) within the overall population of Nova Scotia is 3.5% (31,510) (see Table 2.4), while that of the French-mother-tongue population is 3.7% (33,710) (after equal allocation of multiple responses). As for the Anglophone population, its relative share is 92.3% according to the mother tongue criterion and 96.2% according to the FOLS criterion, which shows that, historically, allophones have been strongly oriented toward English.

**Table 2.4**  
**Population by first official language spoken, Nova Scotia, 1971 to 2006**

Year	First official language spoken											
	Total		French		English		English and French		Neither English nor French		Francophone minority <sup>1</sup>	
	number		number	%	number	%	number	%	number	%	number	%
1971	<b>788,960</b>		39,645	5.0	747,970	94.8	310	0.0	1,035	0.1	39,800	5.0
1981	<b>839,800</b>		32,655	3.9	804,760	95.8	1,625	0.2	760	0.1	33,465	4.0
1991	<b>890,950</b>		35,470	4.0	853,680	95.8	835	0.1	970	0.1	35,885	4.0
1996	<b>899,970</b>		34,090	3.8	863,720	96.0	1,040	0.1	1,115	0.1	34,615	3.8
2001	<b>897,585</b>		33,175	3.7	862,395	96.1	1,175	0.1	840	0.1	33,760	3.8
2006	<b>903,090</b>		31,510	3.5	868,855	96.2	1,430	0.2	1,300	0.1	32,225	3.6

1. Total of first official language spoken (FOLS) French and half of first official language spoken English and French.

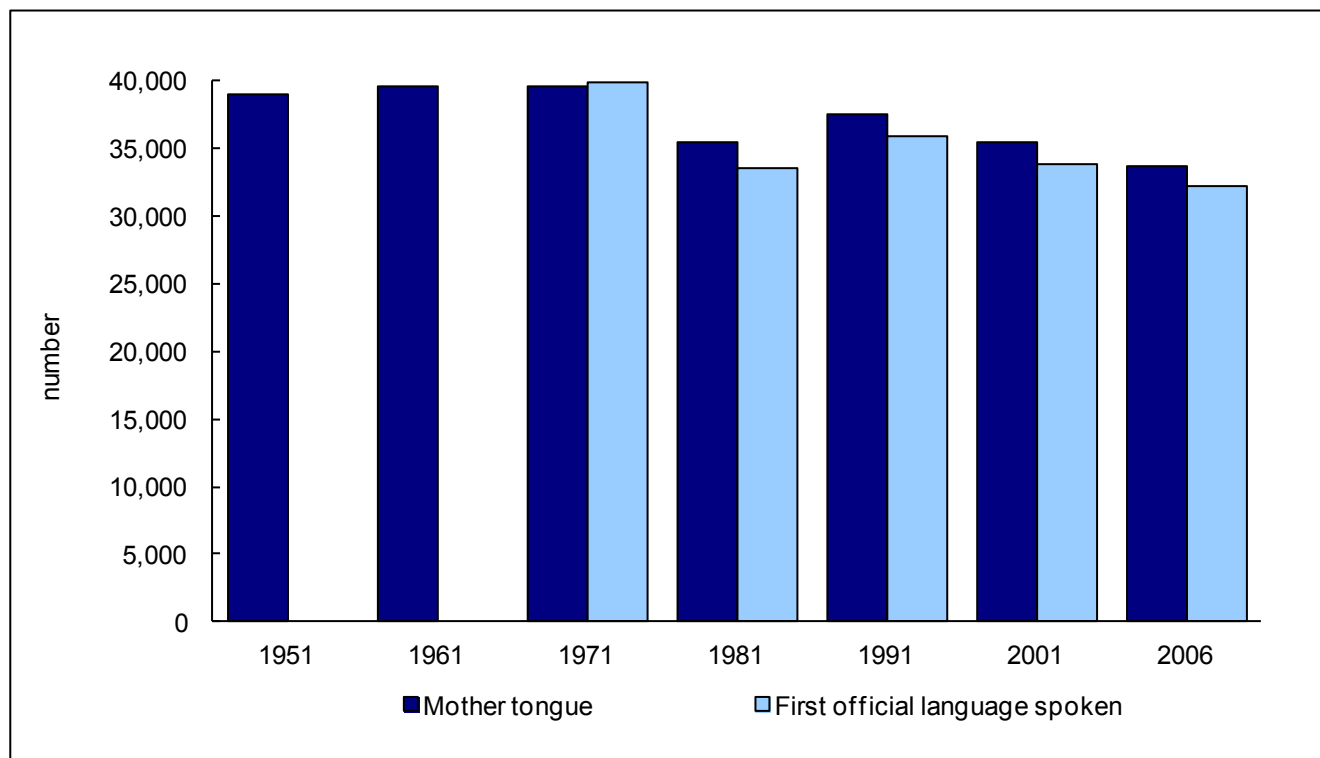
**Note:** Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

**Sources:** Statistics Canada, censuses of population, 1971 to 2006.

Based on the results in Chart 2.1, it appears that since 1981, the French-mother-tongue population has exceeded that of the Francophone minority according to first official language spoken (FOLS). Generally, when the French-mother-tongue population is equal to the French FOLS population, this means that persons with mother tongues other than English or French are not integrating linguistically to the advantage of the minority language. When the French-mother-tongue population is larger than the French FOLS population, this means that, as well as “other”-mother-tongue persons not integrating, some persons with French as their mother tongue no longer know French (but do know English) well enough to conduct a conversation. For this reason, they are included in the English FOLS group.

From 1971 to 2006, the size difference between the French-mother-tongue population and the French FOLS population varied slightly. Whereas in 1971 the gap was 215 persons, it was more than 1,900 in 1981. Since 1991, the gap has been around 1,600 persons, with these two subpopulations respectively decreasing in number.

**Chart 2.1**  
**Number of persons with French as mother tongue and as first official language spoken, Nova Scotia, 1951 to 2006**



**Note:**

Since the question on language used most often at home was asked for the first time on the 1971 Census, we can not derive the first official language spoken variable before 1971. Except for the 1951 to 1971 censuses, the multiple responses were equally redistributed.

**Sources:** Statistics Canada, censuses of population, 1951 to 2006.

### 2.3 Geographic distribution of the population with French as first official language spoken

The Francophone minority constitutes 3.6% of the overall population of Nova Scotia. Nearly two-thirds of the Francophone population lives in three census divisions (CDs): Halifax (32% or 10,240 persons), Digby (19% or 6,050) and Yarmouth (17% or 5,525). The Digby CD includes the census subdivision of Clare (see Appendix A), while the Yarmouth CD includes the census subdivision of Argyle. These two census subdivisions alone account for 13% and 18% of Nova Scotia’s Francophones respectively, the largest proportions of Francophones after Halifax. Lastly, somewhat smaller proportions of Francophones—just under 7% and 9%—live in Richmond and Inverness census divisions.

### 2.4 Relative proportion within municipalities of residence and geographic concentration index

In this statistical portrait, we do not just present aggregate information on Nova Scotia Francophones as a whole, because Francophones are not distributed evenly among the various geographic entities and their proportion varies from one census division (CD) or census subdivision (CSD) to another within regions. We can provide more differentiated analyses by presenting statistics that consider the relative share of Francophones within their municipality of residence. In other words, the proportion of Francophones within a municipality has more influence on their perceptions and their linguistic practices than does their proportion within a larger region.

We therefore examined the distribution of Francophones according to the relative weight of their language group within their municipality of residence (see Table 2.5). This revealed that more than half of Nova Scotia Francophones (56%) live in a municipality where they constitute less than 10% of the population. Furthermore, 2% of the province's Francophones live in a municipality where their relative weight is between 10% and 29% of the population, and 25% live in a municipality where it is between 30% and 49%. In the province as a whole, 18% of Francophones live in a municipality where they are in the majority.

**Table 2.5**  
**Number and proportion of Francophones by their relative weight within the municipality of residence, Nova Scotia, 2006**

Relative weight within the municipality	Francophone	
	number	%
0 to 9%	17,960	55.7
10 to 29%	603	1.9
30 to 49%	7,997	24.8
50 to 69%	5,708	17.7
70% and over	...	...
<b>Total</b>	<b>32,268</b>	<b>100.0</b>

**Notes:**

The term Francophone refers to the first official language spoken. The total number of persons with French as first official language spoken differs slightly from the numbers in other tables presented in this portrait. This difference results from the random rounding and random distribution mode of the "English-French" category.

**Source:** Statistics Canada, 2006 Census of Population.

Table A-1 in Appendix A and the maps preceding it show the relative weight of the Francophone population within each census division and some of their respective census subdivisions in 2006.

Information on the proportion of Francophones within their municipality of residence is quite useful in analyzing Francophones' perceptions and language behaviours. However, municipalities vary in size, and in the case of urban agglomerations, for example, this information does not reveal whether Francophones are spread throughout the municipality or are concentrated in certain specific areas.

As already noted, Francophones live in specific regions, and in each region, their proportions within municipalities vary. It is also useful to distinguish between municipalities where Francophones are concentrated in certain areas and those where they do not exhibit any particular concentration. For this purpose, the distribution of Francophones within their municipality's geographic area is presented here using a concentration index,<sup>8</sup> which casts new light on the minority/majority ratio. Table 2.6 shows the usefulness of such a concept.

Such information is highly useful in that the concentration of a language group within a given area, like its relative weight, will influence the potential language practices of its members.

8. Refer to Appendix D for a description of concentration index and the concept of dissemination area.

**Table 2.6**  
**Distribution of Francophones according to the concentration index within their municipality of residence, Nova Scotia, 2006**

---

<b>Concentration in the municipality</b>	<b>percentage</b>
Weak	49.6
Average	6.6
Strong	43.8
<b>Total</b>	<b>100.0</b>

---

**Note:** The term Francophone refers to the total French first official language spoken (FOLS) and half the French and English FOLS.

**Source:** Statistics Canada, 2006 Census of Population.

Table 2.6 shows that nearly one Francophone in two (44%) lives in a municipality with a strong concentration index. For 50% of Francophones, their concentration within their municipality is weak, while for 7% it is average.



## Section 3 Factors influencing the evolution of the French-mother-tongue population

How the language groups in a given province or region evolve depends on the combined effect of different factors: on the one hand the determinants of natural increase—fertility and mortality—and on the other hand, internal and international migration. An additional factor is intergenerational linguistic continuity, that is, the mother-to-child transmission of the mother tongue.<sup>9</sup> Another factor will be described in this section, namely intragenerational linguistic continuity, or its counterpart, language transfer or substitution. The latter, while it does not directly influence how a language group evolves in the short term, can nevertheless have a major long-term influence, in that the language predominantly used in the home is generally the one transmitted to the children.

This section will mainly focus on the French-mother-tongue group in Nova Scotia. However, some of the analyses—particularly those on interprovincial migration and international immigration—will also cover the population with French as the first official language spoken.

### 3.1 Fertility

During the first half of the twentieth century in Canada, differences in fertility between language groups were partly explained by the population growth or maintenance of some groups in relation to others.

According to census data, the total fertility rate of Francophone women declined so steeply that over a period of 25 years (1956-1961 to 1976-1981), the average number of children per woman went from 4.63 to 1.74 (see Table 3.1). There was also a drop in fertility among women with English as their mother tongue, from 4.28 to 1.75 during the same period. Starting in 1981, the fertility of Anglophone women slightly exceeded that of Francophone women. However, from 2001 to 2006, the total fertility rate of Anglophone women was essentially equal to that of Francophone women, at 1.43 and 1.42 respectively.

Demographers have determined that in the current conditions of low mortality, the replacement level corresponds to a rate of 2.1, that is, 2,100 children per 1,000 women. As Table 3.1 shows, the fertility of Francophone and Anglophone women fell below the replacement level during the same period, from 1976 to 1981. For “other”-mother-tongue women, the total fertility rate first fell below the replacement level during the 1986–1991 period, before climbing to 2.14 during the next period. Since the 1996–2001 period, the total fertility rate of allophone women has fallen back below the threshold of 2.10 but has remained higher than that of Francophone and Anglophone women.

Caution is warranted, however, when examining the effect of higher fertility for “other”-mother-tongue women. This phenomenon does not necessarily translate into an increase of this group’s population in relation to the others. As will be seen further on, the transmission of another mother tongue to children—generally the majority language of the community—is a significant phenomenon.

---

9. Of course, a language is also transmitted from fathers to their children, but it is usually the mother’s language that predominates.

**Table 3.1**  
**Total fertility rate by mother tongue, Nova Scotia, 1956 to 2006**

Five-year period	Children per woman			
	All languages	French	English	Other languages
	number			
1956 to 1961	4.31	4.63	4.28	4.57
1961 to 1966	4.00	4.39	3.97	4.28
1966 to 1971	2.82	3.00	2.79	3.85
1971 to 1976	2.20	2.23	2.18	2.92
1976 to 1981	1.77	1.74	1.75	2.60
1981 to 1986	1.63	1.60	1.62	2.25
1986 to 1991	1.62	1.50	1.61	1.95
1991 to 1996	1.59	1.46	1.58	2.14
1996 to 2001	1.51	1.35	1.50	1.89
2001 to 2006	1.44	1.42	1.43	1.70

**Note:** The method used to calculate the fertility rate is taken from Lachapelle (1988).

**Sources:** Statistics Canada, censuses of population, 1956 to 2006.

### 3.2 Transmission of mother tongue and the effect of exogamy

Although the total fertility rate provides useful information on the number of births within different mother-tongue groups, it does not shed any light on the mother tongue transmitted to children. The tendency to transmit a language to one's children varies according to a number of factors; one of the most important of these is the geographic concentration of the population comprising a given language group. This geographic concentration factor also influences the propensity to form an exogamous couple, that is, a couple in which the spouses<sup>10</sup> do not have the same mother tongue. Also, the lower the geographic concentration or relative weight of a language group in a given community, the lower the propensity of parents to transmit the minority language. In Nova Scotia at the time of the 2006 Census, French had been transmitted as a mother tongue to 39% of the children living in families with at least one French-mother-tongue parent.

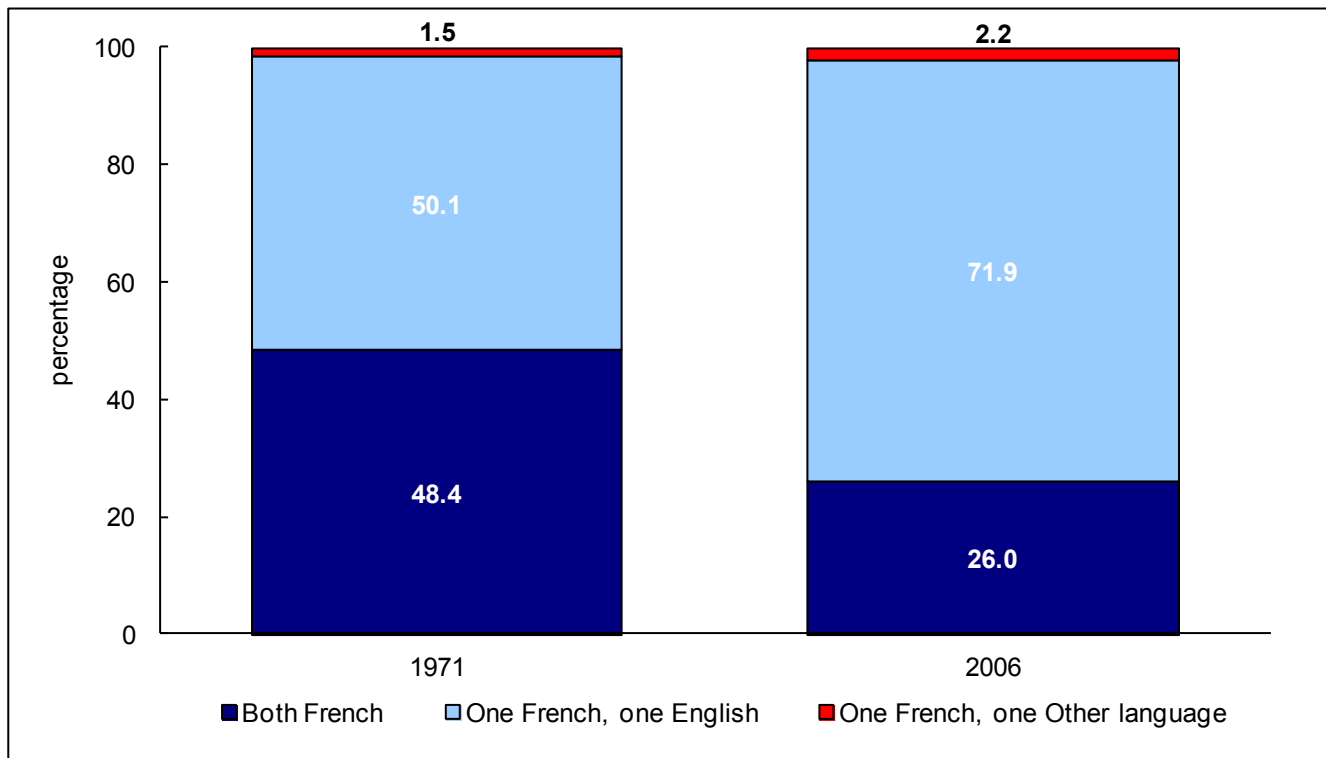
From 1971 to 2006, among all families with at least one French-mother-tongue parent, the proportion of French-English exogamous families increased in Nova Scotia, from 50% to 72% (see Chart 3.1). Conversely, the share of children living in an endogamous family with both parents having French as their mother tongue declined substantially, from 48% in 1971 to 26% in 2006. By the same token, the proportion of children with one French-speaking parent and one allophone parent remained marginal, at 1.5% in 1971 and 2% in 2006.

During the same period, among all couples with one French-mother-tongue spouse, the proportion of French-English exogamous couples greatly increased, from 47% to 70%. Thus, the proportion of endogamous couples with both spouses having French as their mother tongue fell sharply, going from 52% to 28%, while the proportion of French-"other"-language exogamous couples remained stable at under 2%.

10. The term "spouse" includes persons who are legally married as well as those living in a common-law union.

**Chart 3.1**

**Proportion of children under 18 years of age living in a family where at least one parent is of French-mother tongue, by mother tongue of parents, Nova Scotia, 1971 and 2006**

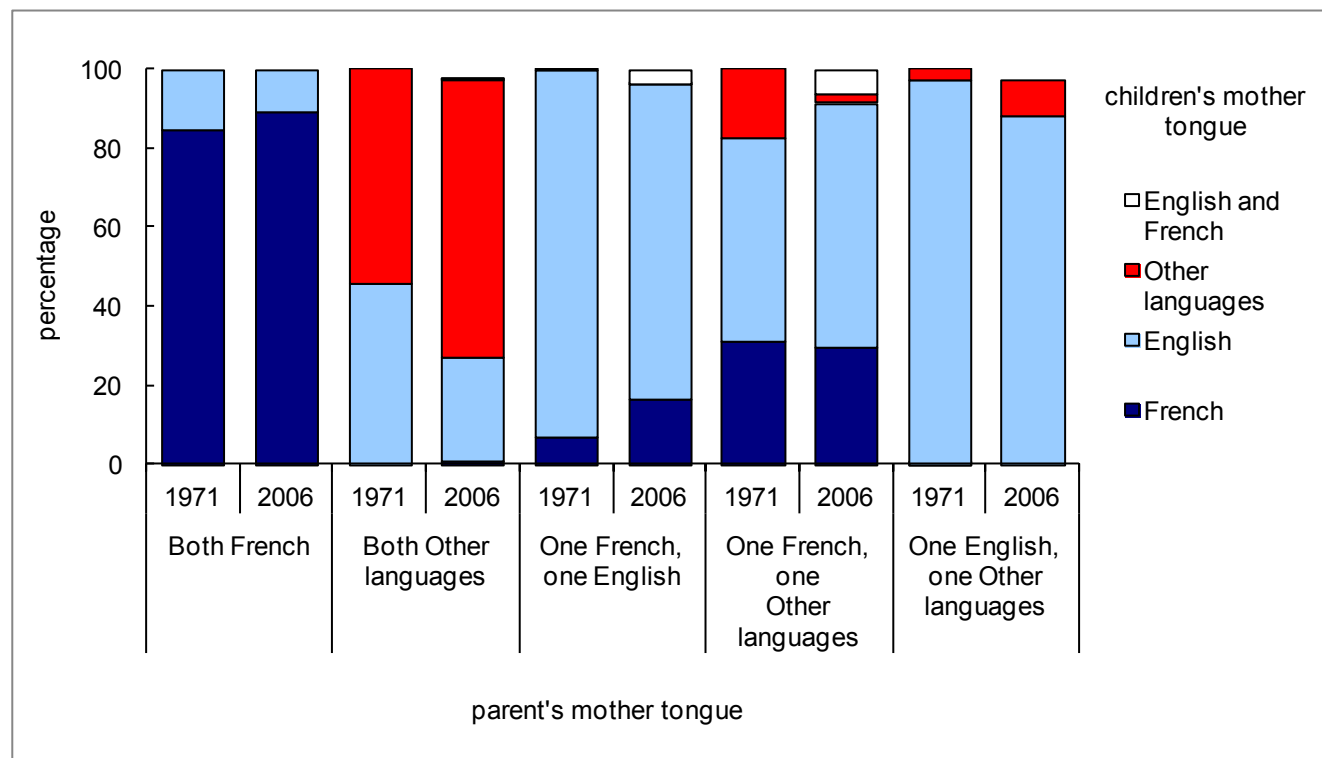
**Note:**

For 2006, multiple responses were equally redistributed among language groups. The 1971 Census database does not include multiple responses.

**Sources:** Statistics Canada, censuses of population, 1971 and 2006.

Because of the increasing proportion of French-English exogamous couples from 1971 to 2006, and the corresponding decrease in the proportion of French-speaking endogamous couples, one might expect to see a decrease in the rate of transmission to children of the minority language (in this case, French). In 1971, French had been passed on to 7% of the children under the age of 18 of French-English exogamous couples, whereas that proportion increased to 16% in 2006 (see Chart 3.2). There was a similar increase among Francophone endogamous couples: their transmission of French to children under the age of 18 went from 85% in 1971 to 89% in 2006. However, there was a decrease in the transmission of French to the children of French-"other"-language exogamous couples, from 31% to 29%, during the same period.

**Chart 3.2**  
**Mother tongue of children under 18 years of age, by mother tongue of parents,**  
**Nova Scotia, 1971 and 2006**



**Note:**

For 2006, only single responses were used for the parents, whereas in the case of children, among the multiple responses, only the "English and French" category was taken into account. The 1971 Census database does not include multiple responses.

**Sources:** Statistics Canada, censuses of population, 1971 and 2006.

From 1971 to 2006, an increase is observed in the rate of transmission of French to the children of French-English exogamous couples. This increase is larger among families in which the mother, rather than the father, is the French-mother-tongue parent. Thus, census data show that the rate of transmission of French by French-mother-tongue mothers to their children rose sharply, from 6% in 1971 to 27% in 2006, whereas the rate for French-mother-tongue fathers went from 7% to 14% over the same period.

Table 3.2 shows that from 1971 to 2006, among exogamous couples with a French-mother-tongue spouse, there was an increase in the proportion of spouses with a mother tongue other than French who could conduct a conversation in French and English. Thus, the increased transmission of French to children living in French-English exogamous families seems to go hand in hand with an increase in the French-English bilingualism of non-Francophone spouses. This increase is especially notable among "other"-mother-tongue persons with a French-mother-tongue spouse: whereas in 1971, 27% of "other"-mother-tongue males and 18% of "other"-mother-tongue females with a Francophone spouse could conduct a conversation in French, those proportions were respectively 43% and 34% in 2006. For Anglophone male and female spouses, the bilingualism rates were respectively 13% and 11% in 1971 and they were 19% for both sexes in 2006.

**Table 3.2**

**Proportion of spouses with a mother tongue other than French who can conduct a conversation in both English and French, by the couple's language combination, Nova Scotia, 1971 and 2006**

Couple's language combination	1971	2006
	percentage	
English male spouse and French female spouse	12.7	19.3
French male spouse and English female spouse	11.1	18.7
Other language male spouse and French female spouse	27.4	42.5
French male spouse and other language female spouse	18.1	33.7

**Note:** Only single responses were used.

**Sources:** Statistics Canada, censuses of population, 1971 and 2006.

It is also worth noting that in 1971, 9.6% of French-mother-tongue females living with an English-speaking male partner spoke French most often at home, compared to 7.3% of French-mother-tongue males living with an English-speaking female partner. Thirty-five years later, in 2006, the proportions were 14.0% and 9.5% respectively.

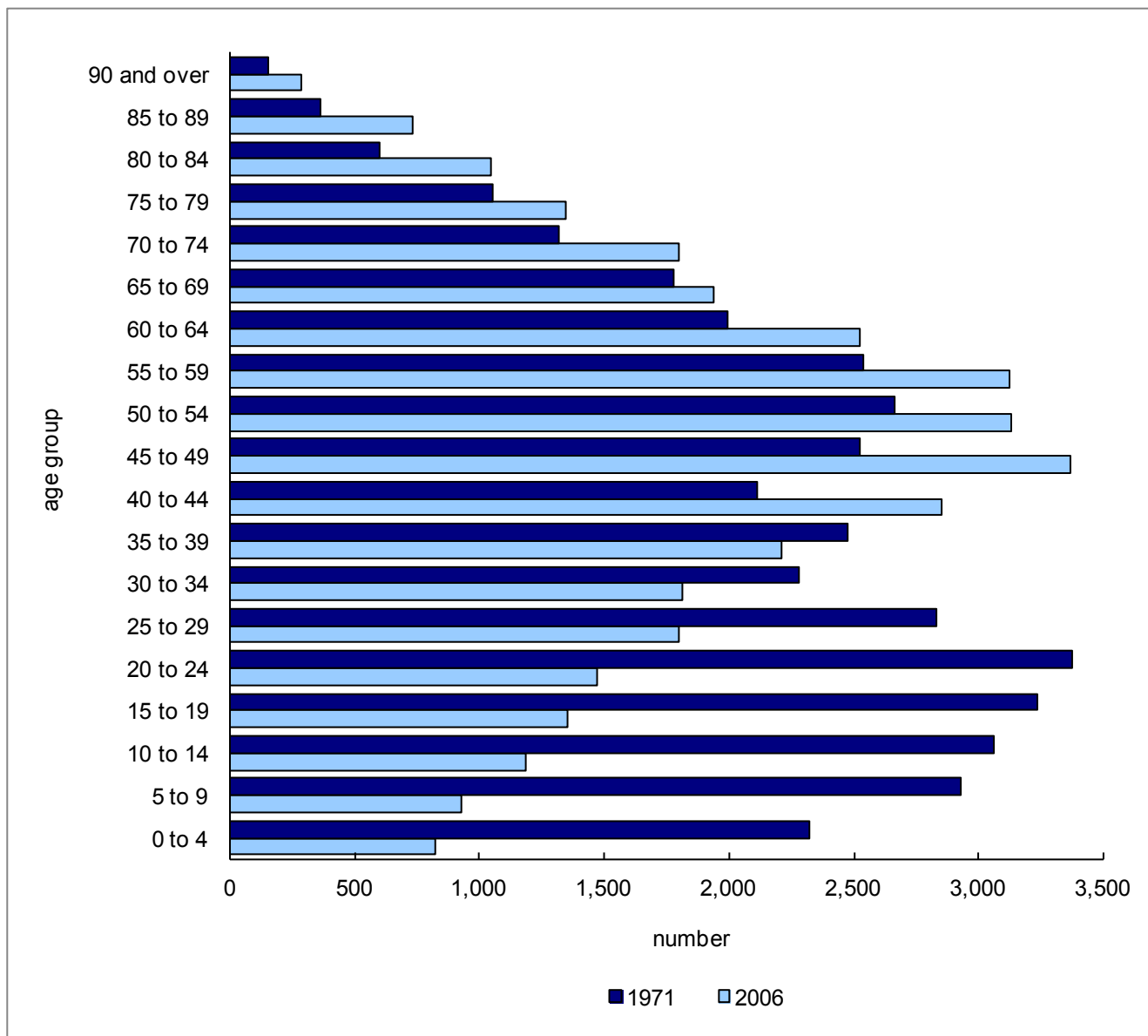
### 3.3 Age structure

It is helpful to examine how the age structure of Nova Scotia's Francophone population has evolved, in order to reveal part of the demographic history of that population while getting an indication of its future course. From 1971 to 2006, this evolution is essentially the result of a decreased total fertility rate among Francophone women, a negative net interprovincial migration among French-mother-tongue persons, and increased life expectancy. Added to all these phenomena is a moderate level of transmission to children of French as a mother tongue, for as noted above, at the time of the 2006 Census, French was passed on as a mother tongue to 39% of children under 18 years of age of couples with at least one French-mother-tongue spouse.

Chart 3.3 shows how the age structure of Nova Scotia's French-mother-tongue population has changed over time. As already noted, between 1971 and 2006, this language group saw its numbers decrease by 15%, from 39,585 to 33,710. All cohorts under age 40 saw their numbers decline. Conversely, there was a slight increase in the number of persons aged 40 and over because of the aging of the population and longer life expectancy.

In 2006, the number of children under the age of 5 (820) was smaller than the number of adults aged 25 to 29 (1,795)—average childbearing age—by a ratio of 0.46. By comparison, in 1971 that ratio was 0.82 (2,320/2,830). Also, as shown in Chart 3.3, the baby-boom generation (born between 1946 and 1966), which corresponded to the 5-9 to 20-24 age cohorts (12,600) in 1971, is larger than the 40-44 to 55-59 age cohorts (9,825) 35 years later. This is partly due to the negative net interprovincial migration of Nova Scotia's French-mother-tongue group.

**Chart 3.3**  
**Age structure of the French mother tongue population, Nova Scotia, 1971 and 2006**



**Note:** Multiples responses were equally redistributed.  
**Sources:** Statistics Canada, censuses of population, 1971 and 2006.

All things being otherwise equal, the small size of the youngest cohorts in 2006—combined with the fact that in the coming decades a number of cohorts will pass the over-65 mark—will result in an age structure that reflects considerable aging of Nova Scotia’s French-mother-tongue population. Indeed, already in 2006, the proportion of Francophones aged 65 and over is more than twice that of Francophones under 15 years of age.

While the aging of the French-mother-tongue population is mainly due to a low total fertility rate and a steady increase in life expectancy, one assumes that it also results from the non-transmission of French as a mother tongue to children. As noted previously, in families composed of French-English exogamous couples, the rate of intergenerational transmission of French is low, although it increased between 1971 and 2006 (see Chart 3.1). Instead, it was predominantly English (80%) that was transmitted to the children of these exogamous couples in 2006.

Overall during this period, the Francophone population was not favoured by intergenerational linguistic continuity. This phenomenon is measured by determining the ratio of children under 5 years of age with French as their mother tongue to children whose mother has French as her mother tongue.<sup>11</sup> In Nova Scotia, this ratio was 0.56 in 2006, down from 0.63 in 1971. “A language group emerges at the top of the mother tongue transmission process when the index is higher than 1. [...] Conversely, transfers are unfavourable to a mother tongue when the index is less than 1.” (Lachapelle and Lepage, 2011, page 86). In the case of Nova Scotia, not only did the linguistic continuity index decline, but it was also, in 2006, less than 1. Thus, in Nova Scotia, intergenerational transmission is unfavourable to the French-mother-tongue population.<sup>12</sup>

The steep drop in births exhibited by the French-mother-tongue group in the past 35 years is not unique to this language group. Chart 3.4 shows the age structure of the main mother-tongue groups in 2006. As may be seen, while the relative share of cohorts under 45 years of age within the English-mother-tongue and “other”-mother-tongue groups is greater than in the Francophone group, the consequences of a fertility rate below or near the replacement level are also apparent in the number of persons under 15 years of age in these language groups. But unlike French-mother-tongue and “other”- mother-tongue groups, the Anglophone group benefited from the contribution of intergenerational linguistic mobility from the other two groups.

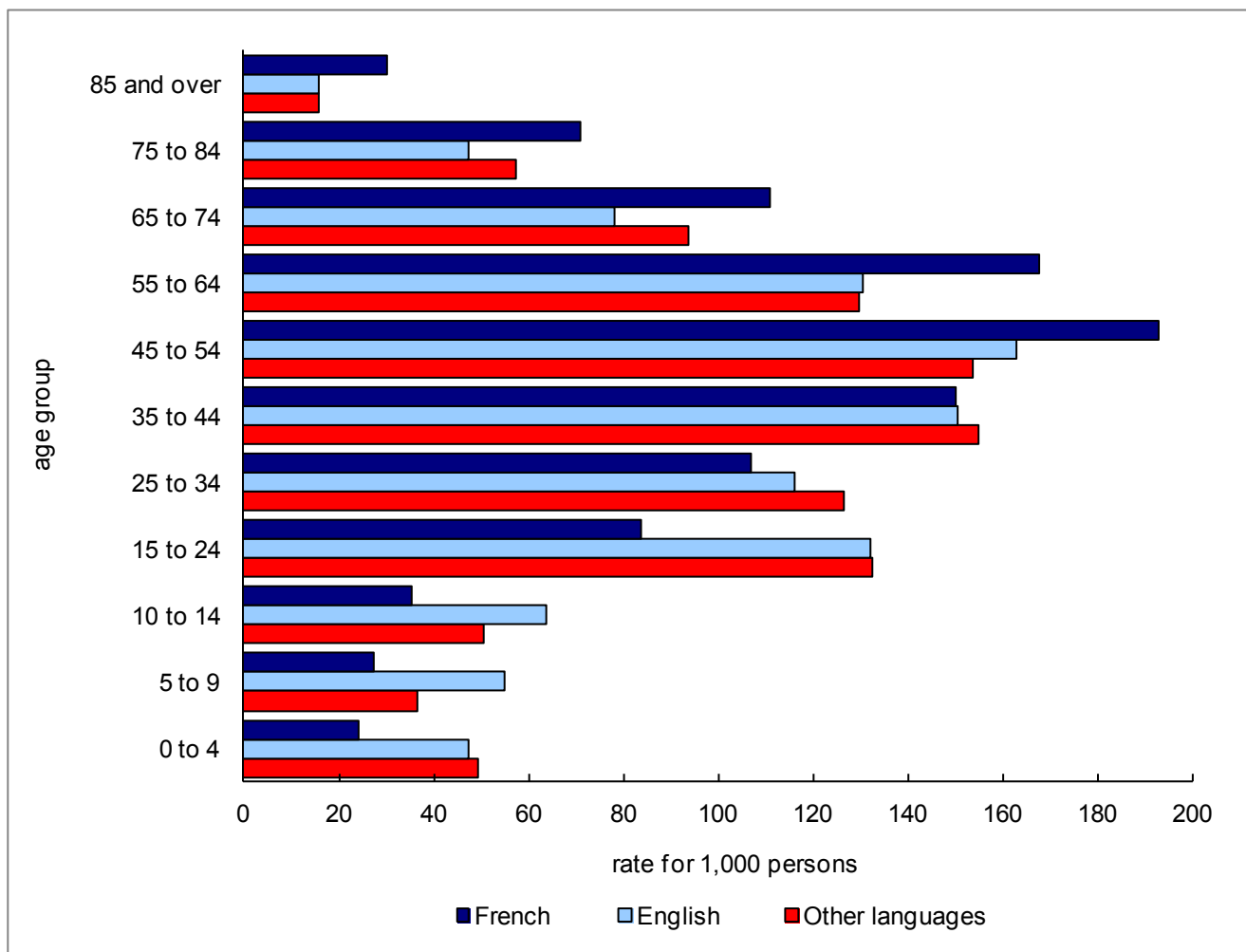
It should also be noted that the over-representation of the French-mother-tongue group within the cohorts aged 45 and over reflects the aging of the population, which is more pronounced in this language group than in the other two.

---

11. To establish this ratio, demographers generally look at children living in a two-parent family or a one-parent family headed by a woman, which account for more than 97% of all children in this age group.

12. For an in-depth examination of this approach, see Lachapelle and Lepage (2011).

**Chart 3.4**  
**Age structure of French, English and “other”-mother tongue populations, Nova Scotia, 2006 (rate per 1,000)**



**Note:** The multiple responses were equally redistributed among the groups.  
**Source:** Statistics Canada, 2006 Census of Population.

### 3.4 Language transfers or intragenerational linguistic mobility

Language transfers—sometimes called language shifts—refer to the phenomenon where an individual’s main language used at home differs from their mother tongue. This language mobility phenomenon has no direct bearing on the evolution of language groups defined according to mother tongue. However, insofar as the language that dominates in the home is generally the one that is passed on to the children, it has a long-term influence on the future of language groups. When the criterion used to define language groups is the first official language spoken, the language spoken most often at home directly influences the size of the Francophone group. For example, according to this criterion, persons who have knowledge of both official languages and who have either French and English or another language as a mother tongue are part of the French-speaking group if they speak French most often at home.<sup>13</sup>

13. As noted earlier, persons with an “other” mother tongue who know only French are assigned French as their first official language spoken, regardless of whether they speak that language most often at home.



Across the censuses, there is a rise in the rate of language transfer among French-mother-tongue persons in Nova Scotia. Thus, in 1971, 34% of the province's Francophones with French as a mother tongue reported using another language, usually English, most often at home. Thirty-five years later, 49% of French-mother-tongue persons reported speaking a language other than French most often at home. Among English-mother-tongue persons, the proportion of language transfers was almost nil and remained stable over the period, registering 0.3% in 1971 and 0.2% in 2006. Among "other"-mother-tongue persons, language transfers declined slightly over the past 35 years, from 57% in 1971 to 52% in 2006. This decrease is due, in particular, to the increase in the "other"-mother-tongue population (see Table 2.1).

**Table 3.3**  
**Rate of language transfer by mother tongue, Nova Scotia, 1971 to 2006**

Year	Mother tongue		
	French	English	Other languages
	percentage		
1971	34.1	0.3	56.6
1981	33.0	0.2	50.9
1991	41.7	0.1	51.0
2001	45.6	0.2	48.5
2006	48.5	0.2	52.0

**Note:**

With the exception of 1971, only single responses were used for mother tongue, whereas all responses were considered for the main language used at home.

**Sources:** Statistics Canada, censuses of population, 1971 to 2006.

A linguistic continuity index can also be used as a corollary to the rate of language transfer. This index is the ratio of persons with a given home language to persons with the corresponding mother tongue. A language group comes out ahead in exchanges with other language groups when the index is higher than 1. Conversely, transfers are unfavourable to a language group when the index is less than 1.

As shown in Table 3.4, the French-mother-tongue group saw its linguistic continuity index go from 0.69 to 0.53 between 1971 and 2006. For their part, the English- and "other"-mother-tongue groups had very little change in linguistic continuity from 1971 to 2006, their indexes going from 1.03 to 1.04 and from 0.50 to 0.47 respectively.

**Table 3.4**  
**Population by mother tongue, language spoken most often at home and linguistic continuity index, Nova Scotia, 1971 and 2006**

Linguistic characteristics	1971			2006		
	French	English	Other languages	French	English	Other languages
	<b>number</b>					
Language spoken most often at home	27,220	753,730	8,015	17,870	868,410	16,815
Mother tongue	39,585	733,195	16,180	33,705	833,925	35,465
Linguistic continuity index (%)	0.69	1.03	0.50	0.53	1.04	0.47

**Note:**

For 2006, multiple responses were equally redistributed among language groups. The 1971 Census database does not include multiple responses.

**Sources:** Statistics Canada, censuses of population, 1971 and 2006.

The continuity index of 0.53 for the French-mother-tongue group takes into account the fact that in Nova Scotia, 115 persons who have an “other” mother tongue speak French most often at home (Table 3.5). It also reflects the fact that more than 900 persons with English as their mother tongue have French as their main home language.

**Table 3.5**  
**Population by mother tongue and language spoken most often at home, Nova Scotia, 2006**

Mother Tongue		Language spoken most often at home			Total
		French	English	Other languages	
French	<b>number</b>	16,450	16,040	50	<b>32,540</b>
	<b>percentage</b>	50.5	49.3	0.2	<b>100.0</b>
English	<b>number</b>	930	830,595	585	<b>832,105</b>
	<b>percentage</b>	0.1	99.8	0.1	<b>100.0</b>
Other languages	<b>number</b>	115	18,715	15,790	<b>34,620</b>
	<b>percentage</b>	0.3	54.1	45.6	<b>100.0</b>
<b>Total</b>	<b>number</b>	<b>17,490</b>	<b>865,355</b>	<b>16,425</b>	<b>899,270</b>

**Note:**

With equal redistribution of multiple responses to the language spoken most often at home question and single responses to the mother tongue question. Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

**Source:** Statistics Canada, 2006 Census of Population.

Because the main home language of individuals may differ from their mother tongue, the concept of language transfer has often been interpreted as indicating the abandonment of one’s mother tongue. But since 2001, the Canadian census has included a question on the languages, other than the main language, that are spoken on a regular basis at home. Although it may be difficult to judge how respondents interpret this new question, qualitative tests, as well as results from the Survey on the Vitality of Official-Language Minorities, have shown that they usually consider it to refer to the daily use of the language.

Based on the census results for this question, a distinction can be made between partial and complete language transfer. As a corollary to this distinction, the concept of linguistic continuity needs to be understood more broadly, since using one’s mother tongue on a regular basis at home cannot automatically be interpreted as linguistic discontinuity.

In 2006, more than 17,000 Nova Scotians spoke French as the only main language at home, while more than 1,400 persons reported speaking that language most often in combination with English or another language (Table 3.6). Thus, 2.1% of Nova Scotians reported having French as their main home language. Data from the 2006 Census also show that nearly 15,000 reported speaking French on a regular basis at home, although it was not their main home language (see Table 3.7). In short, French was spoken most often or on a regular basis at home by 3.7% of the province's population, or approximately 33,500 persons.

**Table 3.6**  
**Population by mother tongue, language spoken most often at home and other languages spoken regularly at home, Nova Scotia, 2006**

Type of answer	Mother tongue		Language spoken most often at home		Other languages spoken regularly at home	
	number	%	number	%	number	%
<b>Single responses</b>	<b>899,270</b>	<b>99.6</b>	<b>899,550</b>	<b>99.6</b>	<b>39,275</b>	<b>4.3</b>
French	32,540	3.6	17,160	1.9	14,470	1.6
English	832,105	92.1	866,685	96.0	15,565	1.7
Other languages	34,625	3.8	15,700	1.7	9,240	1.0
<b>Multiple responses</b>	<b>3,820</b>	<b>0.4</b>	<b>3,540</b>	<b>0.4</b>	<b>535</b>	<b>0.1</b>
English and French	2,095	0.2	1,310	0.1	120	0.0
English and other	1,440	0.2	2,125	0.2	65	0.0
French and other	140	0.0	80	0.0	340	0.0
English, French and other	140	0.0	25	0.0	5	0.0
<b>Total</b>	<b>903,090</b>	<b>100.0</b>	<b>903,090</b>	<b>100.0</b>	...	...

**Note:** Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

**Source:** Statistics Canada, 2006 Census of Population.

**Table 3.7**  
**Number and proportion of persons with French as mother tongue, first official language spoken, language spoken most often at home and language spoken regularly at home, Nova Scotia, 2006**

French language	number	percentage
Mother tongue	34,920	3.9
First official language spoken	32,940	3.6
Language spoken at least regularly at home	33,520	3.7
Language spoken most often at home	18,585	2.1
Language spoken regularly at home	14,940	1.7

**Note:** Single and multiple responses combined.

**Source:** Statistics Canada, 2006 Census of Population.

One can use information on the regular use of French as a second language in the home to distinguish complete language transfers from partial language transfers. Thus, based on single responses to the question on the first language learned and still understood at the time of the 2006 Census (usually called mother tongue), figures show that for Nova Scotia as a whole, 29% of persons with French as their mother tongue do not use that language at least regularly at home (complete transfer), whereas 20% use it on a regular basis (partial transfer) (see Table 3.8). Consequently, French is the main home language for 51% of all Francophones. It is also worth noting that in Nova Scotia, Francophones who make a language transfer almost always transfer to English.

The rates for complete and partial language transfers are known to vary by age group (see Table 3.8). In Nova Scotia, statistics from the 2006 Census reveal that the older Francophones are, the more likely they are to have made a complete language transfer, except for persons aged 65 and over, whose complete and partial language transfer rates are lower than for those aged 55 to 64. Francophones aged 55 to 64 are more inclined to use a language other than French at home (37%) than those in other age groups, whereas those under 15 years of age are less likely to do so (6%). For partial language transfers, Francophones aged 25 to 34 have the highest rate (29%). By the same token, Francophones aged 0 to 14 and 15 to 24 are the most likely to have French as their main language at home, at 85% and 68% respectively.

**Table 3.8**  
**Rate of complete and partial language transfers of Francophones by age group,**  
**Nova Scotia, 2006**

Age group	Language transfers		
	Complete	Partial	Total
	percentage		
0 to 14	5.8	9.3	15.1
15 to 24	13.3	18.7	31.9
25 to 34	22.5	28.6	51.1
35 to 54	30.9	23.7	54.7
55 to 64	37.2	17.5	54.6
65 and over	35.4	16.0	51.5
<b>Total</b>	<b>28.5</b>	<b>19.9</b>	<b>48.5</b>

**Note:**

The term Francophone refers to the mother tongue. Only single responses were used for mother tongue, whereas all responses were considered for the main language used at home.

**Source:** Statistics Canada, 2006 Census of Population.

Data drawn from the Survey on the Vitality of Official-Language Minorities shed light on the link that tends to be established between language transfer and anglicization. The survey includes a question on respondents' main language, that is, the language in which they are most at ease in speaking. The data show that 45% of the population for whom French is the first official language spoken have French as their main language.

Overall in Nova Scotia, a larger proportion of Francophones report speaking English most often at home (complete and partial language transfers) than the proportion that report being more at ease in English than in French.<sup>14</sup> Thus, 49% of Nova Scotia Francophones report speaking English<sup>15</sup> most often at home, while 35% report being more at ease in English than in French.

### 3.5 Use of French in the public sphere

Statistics from the Census of Population shed light on the use of languages both in the private sphere (at home) and in the workplace, as we will see in the section on the labour force. But what do we know about the use of English and French by Nova Scotia Francophones in domains of interaction other than the home?

14. This finding applies to both the French-mother-tongue population and the population with French as first official language spoken.

15. This proportion includes both single and multiple responses. It therefore takes into account 4% of Francophones who report both French and English as languages most often spoken at home.

The Survey on the Vitality of Official-Language Minorities includes a number of questions on the use of languages in various domains of the public sphere such as stores, health care institutions (which will be examined in detail in the next section), volunteer activities, social support, community or sports activities, etc. Some questions in the survey also deal with domains on the borderline between private and public spheres, such as the language spoken with friends outside the home or the language in which various media are “consumed.”

An examination of linguistic practices in various domains of both public and private spheres reveals that in Nova Scotia, English is the predominant language used by Francophones outside the home, although French occupies a significant place in some domains.

The statistics in Chart 3.5 show that it is in the home (48%) that French remains the language of communication most used by Nova Scotia Francophones. In the public sphere, 29% of them use French mainly or only with friends and 24% do so in their immediate network. Moreover, 64% of Francophones use mainly or only English at work and 79% do so in institutions and stores. In 86% of cases, they consume media mainly or only in English. While 48% of Francophones report using mainly or only English at home, nearly 60% report doing so with friends and in their immediate network. Also, a certain proportion of Francophones report using French and English equally in the various above-mentioned domains in the public and private spheres. Thus, whereas 4% of Francophones speak French and English equally at home, many of them also communicate in both languages with their friends (14%), in their immediate network (18%) and at work (17%).

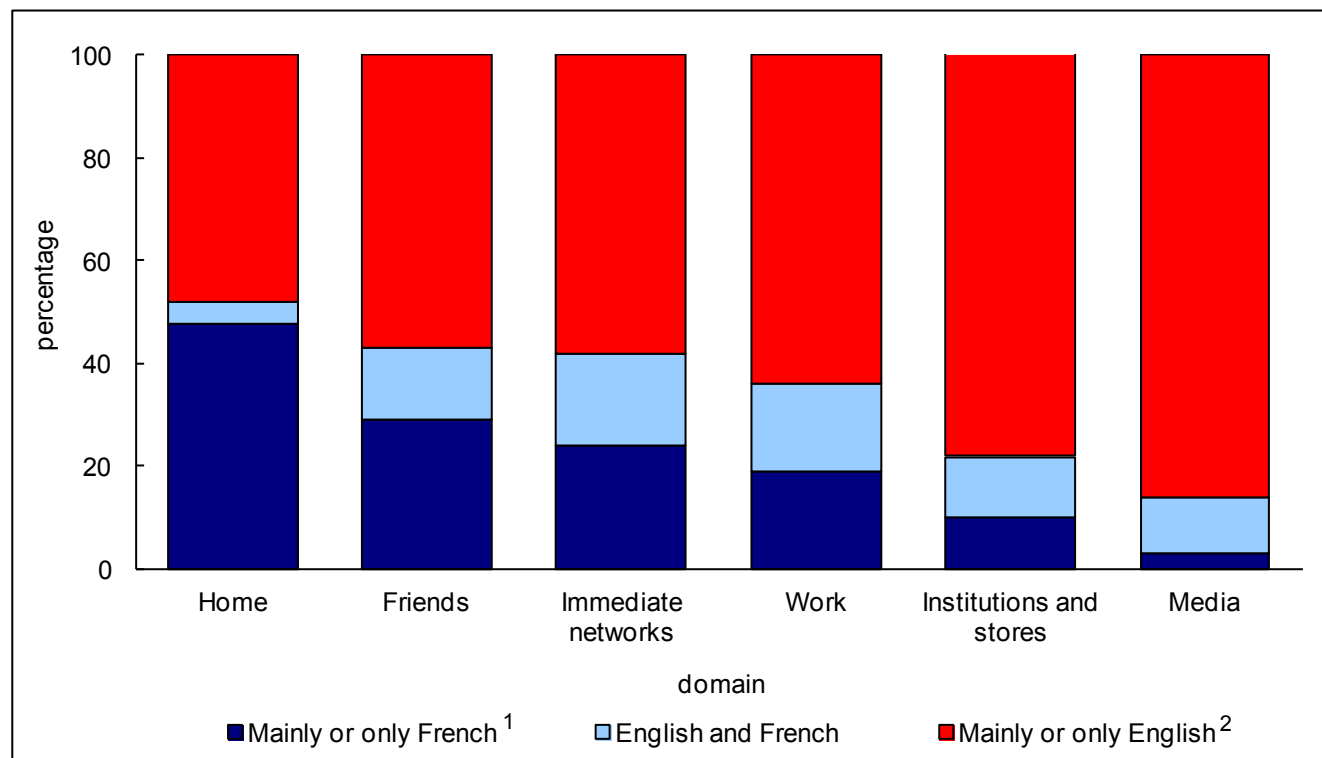
Finally, the general index of language use in the public sphere reveals that 66% of the population for whom French is the only first official language spoken use mainly or only English in the various domains of the public sphere (media, institutions and stores, work, immediate network and friends outside the home).<sup>16</sup> Thus, in the public sphere, 32% of Francophones use English exclusively, while 34% use mainly English (with another language).

---

16. See Appendix C for a description of the general index of language use in the public sphere.

**Chart 3.5**

**Proportion of Francophones by language use in various domains of the public and private spheres, Nova Scotia, 2006**



1. Refers to the sum of the "French only" and "Much more French than English" categories in the survey questionnaire.

2. Refers to the sum of the "English only" and "Much more English than French" categories in the survey questionnaire.

**Note:**

The term Francophone refers to the first official language spoken. Please refer to Appendix B to obtain quality indicators (coefficient of variation (CV)) for the estimates used to produce this chart. A note on the construction of the indices for use of language in daily activities is found in appendix C.

**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

### 3.6 Knowledge of French

Within the overall population of Nova Scotia in 2006, the proportion of persons who reported being able to conduct a conversation in French (11.0%) was greater than the proportion who reported French alone or with another language as their mother tongue (3.9%), or the proportion for whom French is the first official language spoken (3.6%). The relative share of Nova Scotians who are able to conduct a conversation in French is highly polarized by language group. Whereas 92% of persons with French as a mother tongue reported knowing both official languages, the corresponding proportion was only 7% for persons with English as a mother tongue and 10% for persons with another mother tongue (see Table 3.9). Among the latter group, 4% reported that they were unable to conduct a conversation in either French or English.

**Table 3.9**  
**Knowledge of official languages by mother tongue, Nova Scotia, 2001 and 2006**

Mother tongue	Knowledge of official languages									
	2001					2006				
	English		Neither English and nor		Total	English		Neither English and nor		Total
French	English	French	French	French		English	French	French		
percentage										
French	2.0	4.6	93.4	0.0	100.0	2.9	5.1	92.1	0.0	100.0
English	0.0	93.5	6.5	0.0	100.0	0.0	92.7	7.2	0.0	100.0
Other languages	0.1	86.0	10.7	3.1	100.0	0.1	86.2	10.0	3.7	100.0
<b>Total</b>	<b>0.1</b>	<b>89.7</b>	<b>10.1</b>	<b>0.1</b>	<b>100.0</b>	<b>0.1</b>	<b>89.2</b>	<b>10.5</b>	<b>0.2</b>	<b>100.0</b>

**Note:** Multiple responses regarding mother tongue were equally redistributed among the groups.

**Sources:** Statistics Canada, censuses of population, 2001 and 2006.

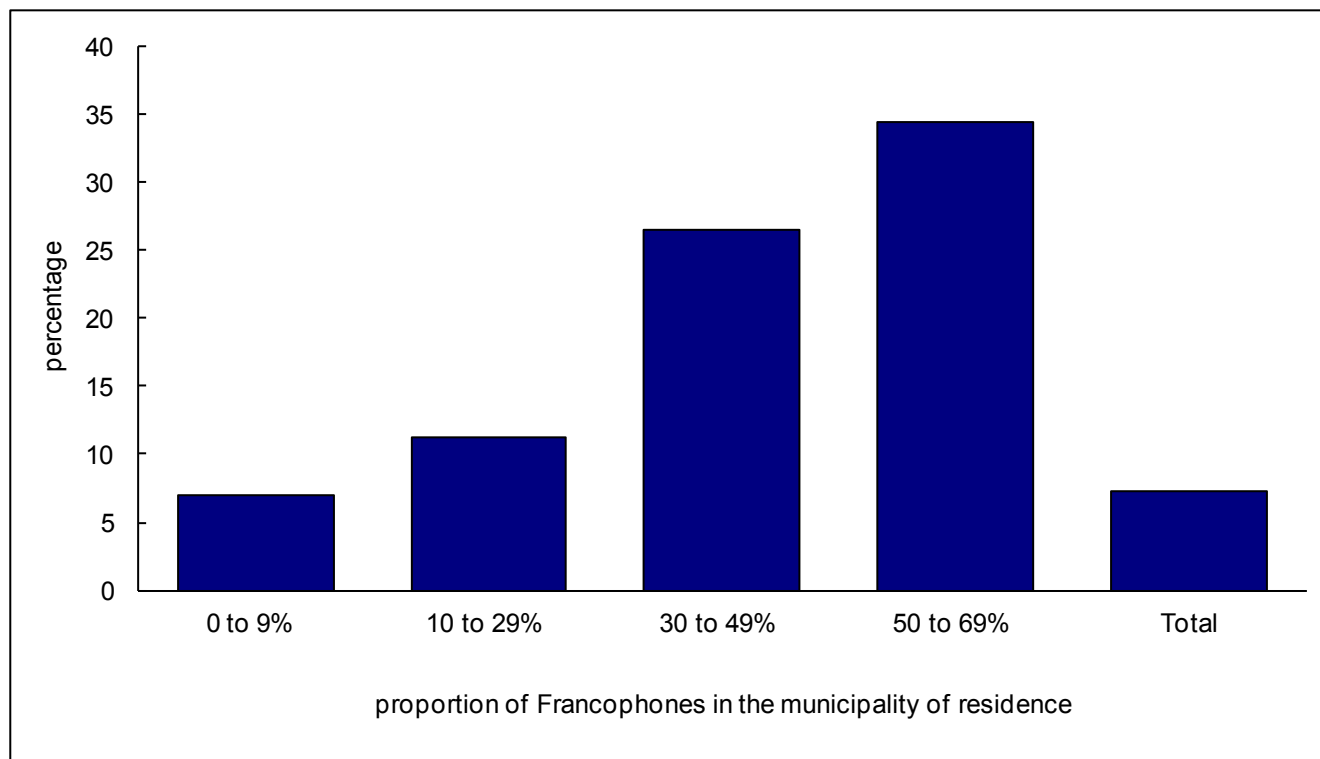
Persons whose main language is French have more opportunities to use it when they are in contact with persons who are able to conduct a conversation in French even if it is not their first official language spoken. In Nova Scotia, among bilingual Anglophones,<sup>17</sup> that is, those who reported that they were able to conduct a conversation both in English and French, 13% spoke French at least on a regular basis at home and 21% used it at least regularly at work in 2006.

In municipalities where Francophones comprise less than 10% of the population, the French-English bilingualism rate of non-Francophones barely reaches 7%. In municipalities where Francophones constitute between 10% and 29% of the population, the level of knowledge of French among non-Francophones climbs to 11%, while in those where Francophones make up 50% to 69% of the population, Anglophones' French-English bilingualism rate reaches nearly 35%. Thus, the greater the relative share of Francophones within their municipality, the greater the knowledge of French among non-Francophones.

17. Without allocation of multiple responses.

**Chart 3.6**

**Rate of English-French bilingualism among persons with English as their first official language spoken by the proportion of Francophones within the municipality of residence, Nova Scotia, 2006**



Source: Statistics Canada, 2006 Census of Population.

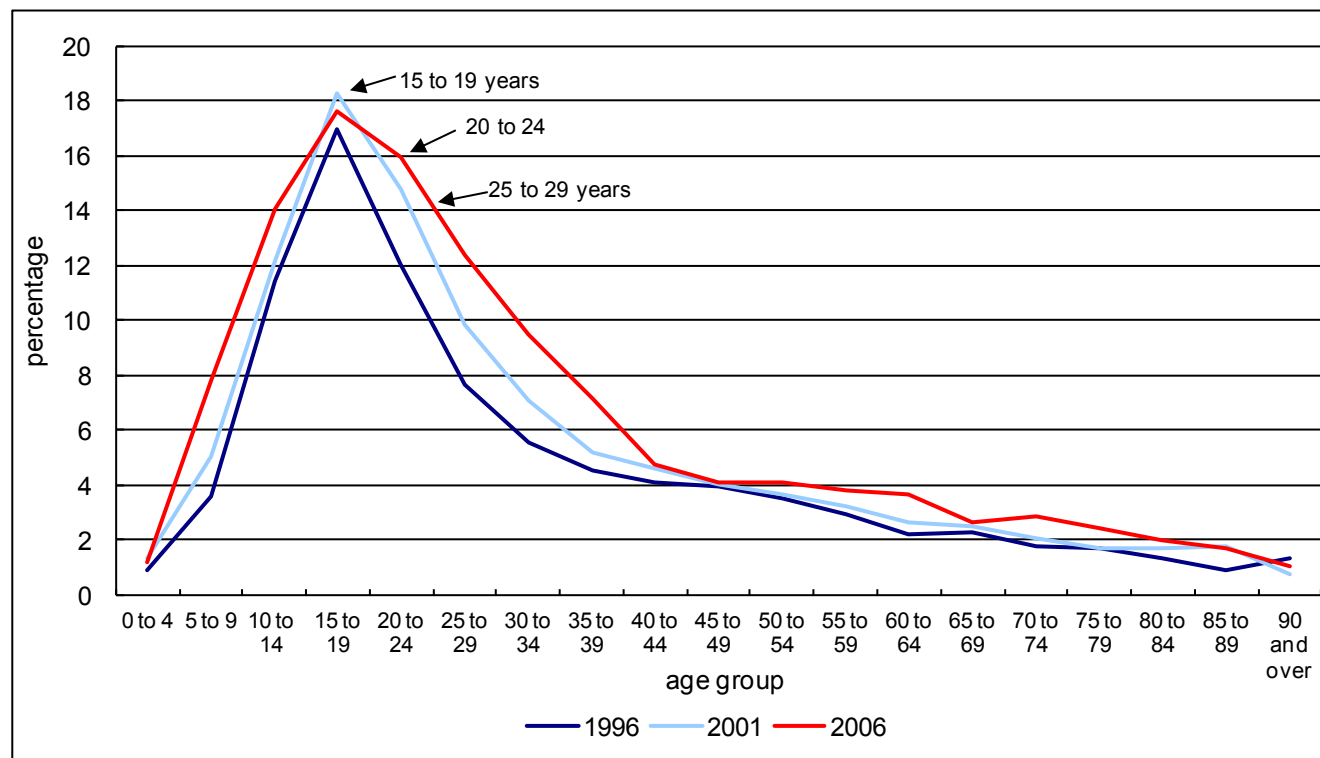
Statistics from the 2006 Census show that for the population aged 5 to 29, French-English bilingualism among non-Francophones is more widespread among English-mother-tongue persons than among those with another mother tongue (data not shown). For age groups in the 30 and over range, the French-English bilingualism rates of Anglophones are lower than those of allophones. Knowledge of French is more widespread among young persons because of their attending French immersion or French as a second language programs. Because French is usually learned at school, the bilingualism rate peaks in the 15-to-19 age group, which covers the period when young people are completing their secondary education.

Furthermore, the ability of young Anglophones to maintain their knowledge of French as a second language diminishes over time. As may be seen in Chart 3.7, when considering youths aged 15 to 19 in 1996, their bilingualism rate falls from 17.0% to 14.8% in 2001, when they are aged 20 to 24, and to 12.4% in 2006, when they are aged 25 to 29. A similar trend is observed among youths who were 15 to 19 years of age in 2001 and 20 to 24 years of age five years later. The French-English bilingualism rate for non-Francophones reaches a peak at the age of 15 to 19, the period when young people are leaving school.



**Chart 3.7**

**Proportion of persons with English as their mother tongue who can conduct a conversation in English and in French by age group, Nova Scotia, 1996, 2001 and 2006**



Sources: Statistics Canada, censuses of population, 1996, 2001 and 2006.

It is difficult to identify the exact causes of this decline in the ability to conduct a conversation in French among young 15-to-19-year-old Nova Scotians whose mother tongue is English. As Table 3.10 shows, enrolments in immersion programs increased between 2000 and 2006, reaching nearly 15,000 for the 2006/2007 school year. As the table also shows, starting with the 2000/2001 school year, enrolments in regular French-language programs remained quite stable at slightly more than 4,000 per year. Further research would be needed to gain a better understanding of this phenomenon.

**Table 3.10**

**Number of children registered in French immersion and in regular French programmes at the primary and secondary levels in public schools, Nova Scotia, 2000/2001 to 2006/2007**

Year	French immersion program		Regular French language program	
	number	variation in %	number	variation in %
2000/2001	11,463	9.1	4,109	-1.4
2001/2002	12,308	7.4	4,029	-1.9
2002/2003	13,154	6.9	4,059	0.7
2003/2004	13,753	4.6	4,153	2.3
2004/2005	14,181	3.1	4,121	-0.8
2005/2006	14,341	1.1	4,153	0.8
2006/2007	14,625	2.0	4,124	-0.7

Source : Brockington (2009).

### 3.7 Migration (interprovincial and international migratory movements)

The mobility of Francophones within Canada and the contribution of international immigration are factors that have a slight influence on the evolution of the French-speaking population of Nova Scotia.

#### 3.7.1 Place of birth

Table 3.11 shows the place of birth of Nova Scotia Francophones. In 2006, 66% of French-mother-tongue persons in Nova Scotia had been born there. The proportion is substantially the same for persons for whom French is the first official language spoken. Regardless of the criterion used, 30% of Nova Scotia Francophones were born in another province or territory of Canada, including nearly 15% born in Quebec and 9% in New Brunswick. As for foreign-born persons, most of whom were immigrants,<sup>18</sup> they comprised nearly 3% of the French-mother-tongue population and 4% of the population with French as first official language spoken.

**Table 3.11**  
**Place of birth of Francophones by mother tongue and first official language spoken, Nova Scotia, 2006**

Place of birth	French mother tongue		French first official language spoken	
	number	%	number	%
Born in Nova Scotia	22,615	67.1	21,360	66.3
Born in another canadian province or territory	10,085	29.9	9,425	29.3
Born in Quebec	4,975	14.8	4,830	15.0
Born in New Brunswick	3,015	8.9	2,775	8.6
Born outside Canada	1,000	3.0	1,410	4.4
<b>Total</b>	<b>33,705</b>	<b>100.0</b>	<b>32,195</b>	<b>100.0</b>

**Note:**

The multiple responses were equally redistributed. Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

Source: Statistics Canada, 2006 Census of Population.

#### 3.7.2 International immigration

Nova Scotia receives few international immigrants whose first official language is French. In 1971, 1,155 Francophone immigrants were enumerated, and in 2006, there were fewer than 1,300 foreign-born individuals with French as their first official language spoken, comprising 2.8% of the province's total immigrant population. Whereas in 1971, the French-speaking immigrant share of the Francophone population was 2.9%, it stood at nearly 4.0% in 2006, a share roughly equivalent to that of the English-speaking immigrant population within the Anglophone population (5.0%) (see Table 3.12).

18. Foreign-born persons include immigrants, non-permanent residents and Canadians born abroad.

**Table 3.12**  
**Number and proportion of French-speaking and English-speaking immigrants,**  
**Nova Scotia, 1971 to 2006**

Immigrants	1971	1981	1991	2001	2006
	number				
Number of French-speaking immigrants	1,155	1,190	1,170	1,285	1,285
	proportion (in %)				
French-speaking immigrants within the immigrant population	3.1	2.8	3.0	3.1	2.8
French-speaking immigrants in Nova Scotia within all French-speaking immigrants outside Quebec	2.1	2.1	2.0	1.5	1.3
French-speaking immigrants within the Francophone population	2.9	3.6	3.3	3.8	4.0
English-speaking immigrants within the Anglophone population	4.8	5.0	4.4	4.6	5.0
Immigrants in Nova Scotia within the immigrant population of Canada	1.1	1.1	0.9	0.8	0.7

**Note:** Populations are defined according to the first official language spoken criterium.

**Sources:** Statistics Canada, censuses of population, 1971 to 2006.

While French-speaking immigrants in Nova Scotia have various origins, a large proportion of them actually come from a limited number of countries. Data from the 2006 Census reveal that one Francophone immigrant in four comes from France. After France, such immigrants come mainly from Lebanon (12.0%), the United States (11.7%), Egypt (6.9%) and Germany (6.4%).

### 3.7.3 Interprovincial migration

From 1981 to 2006, Nova Scotia received between 2,800 and 3,500 Francophones per five-year period from other Canadian provinces and territories (see Table 3.13). However, during the same period, between 2,700 and 4,200 Francophones left the province to settle elsewhere in Canada. Consequently, since 1986, net interprovincial migration of Francophones has been negative, and for the period from 2001 to 2006 it stood at -850. For the province's Anglophones too, starting in 1986, the number leaving Nova Scotia exceeded the number coming to settle there. As a result, for the past two decades, Nova Scotia has had negative net migration, which has fluctuated from one five-year period to another. From 1996 to 2001, the province had its least unfavourable migratory balance, with a net migration figure of -1,290. Five years later, from 2001 to 2006, the province had its most unfavourable net migration, at -8,000.

**Table 3.13**  
**Interprovincial migration between Nova Scotia and other provinces and territories by first official language spoken, 1981 to 2006**

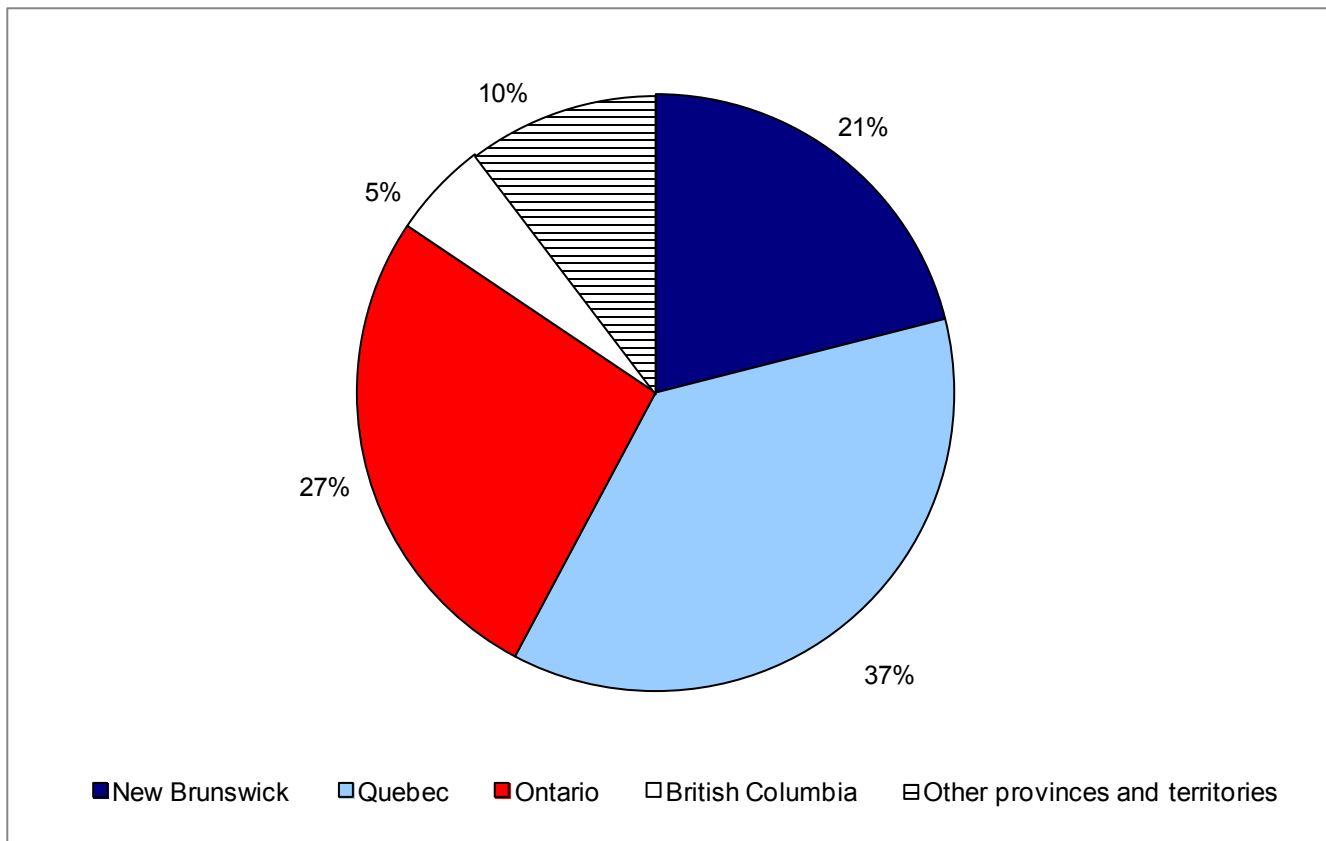
Period	First official language spoken		
	Total	French	English
	number		
<b>From Nova Scotia to other provinces and territories</b>			
1981 to 1986	<b>48,705</b>	2,705	45,915
1986 to 1991	<b>58,140</b>	4,195	53,825
1991 to 1996	<b>53,905</b>	3,675	50,040
1996 to 2001	<b>54,290</b>	3,455	50,770
2001 to 2006	<b>56,040</b>	3,610	52,365
<b>From other provinces and territories to Nova Scotia</b>			
1981 to 1986	<b>54,985</b>	3,545	51,425
1986 to 1991	<b>53,265</b>	3,440	49,805
1991 to 1996	<b>47,455</b>	3,265	44,170
1996 to 2001	<b>52,995</b>	3,045	49,945
2001 to 2006	<b>48,040</b>	2,760	45,245
<b>Net migration (arrivals minus departures)</b>			
1981 to 1986	<b>6,280</b>	845	5,510
1986 to 1991	<b>-4,870</b>	-750	-4,020
1991 to 1996	<b>-6,450</b>	-410	-5,870
1996 to 2001	<b>-1,290</b>	-410	-830
2001 to 2006	<b>-8,000</b>	-850	-7,120

**Note:** Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

**Sources:** Statistics Canada, censuses of population, 1981 to 2006.

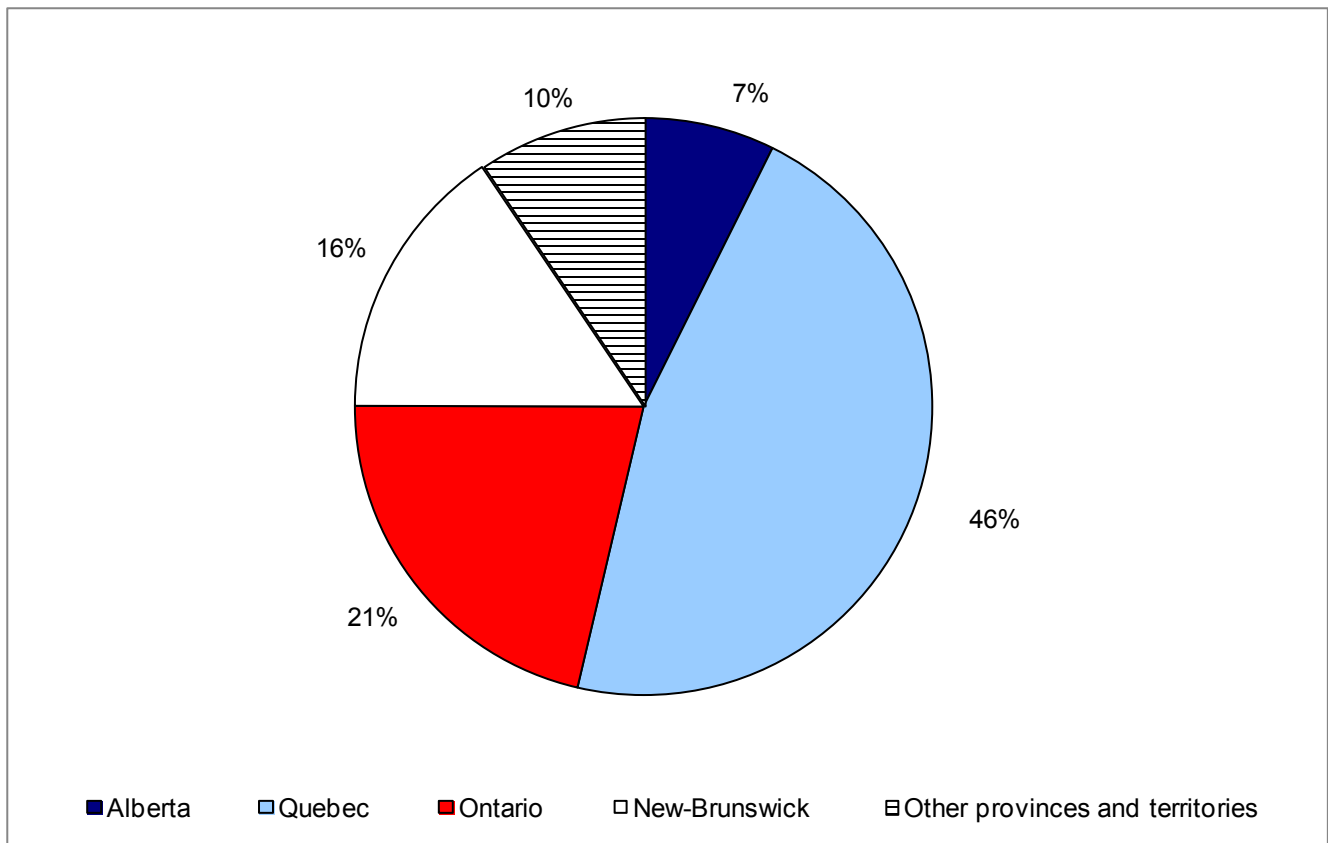
Charts 3.8 and 3.9 show the migratory movements between Nova Scotia and the other provinces and territories, from 2001 to 2006. Of the roughly 2,760 Francophones who came from other provinces and territories to settle in Nova Scotia, 37% were living in Quebec in 2001. The other Francophones came mainly from Ontario (27%) and New Brunswick (21%). Of the approximately 3,610 Francophones who were living in Nova Scotia in 2001 and subsequently migrated to other provinces, nearly half (46%) settled in Quebec, while the rest settled mainly in Ontario (21%), New Brunswick (16%) and Alberta (7%).

**Chart 3.8**  
**Province or territory of origin of Francophones who settled in Nova Scotia from 2001 to 2006**



**Note:** The term Francophone refers to the first official language spoken.  
**Source:** Statistics Canada, 2006 Census of Population.

**Chart 3.9**  
**Destination of Francophones who left Nova Scotia for another province or territory**  
**from 2001 to 2006**



**Note:** The term Francophone refers to the first official language spoken.

**Source:** Statistics Canada, 2006 Census of Population.

## Section 4 A few key sectors essential to the vitality of official-language minority communities

The *Roadmap for Canada's Linguistic Duality 2008-2013* calls for investing in five key sectors: health, justice, arts and culture, economic development and immigration. The last of these sectors was briefly discussed in the previous section and was dealt with in an analytical report released by Statistics Canada (Houle and Corbeil, 2010). This section will present statistics on the other four key sectors identified in the *Roadmap*. Also, the *Roadmap* includes financial support for education in the minority language. This sector was identified as being of great importance for the future of official-language minorities in Canada (Lord, 2008); therefore, a section will be devoted to it.

Drawing on data from the Survey on the Vitality of Official-Language Minorities and the census, we will provide general information on the presence of French and the situation of Francophones in each of these sectors.

### 4.1 Health

A common language between patients and health care professionals is a key factor in access to health care services and their effective provision. Language barriers can mean that some members of minority Francophone communities are less well served by health care services. It is therefore important to examine the situation of Nova Scotia's Francophone communities regarding various aspects of access to health care services.

In the 2006 Census, 20% of doctors working in Nova Scotia, or 280 out of a total of 1,380, reported that they were able to conduct a conversation in French, while 5.4% reported using French at least regularly<sup>19</sup> at work.<sup>20</sup> For nurses, who numbered 9,625, these proportions were 9.5% and 3.2% respectively.

The proportion of doctors and nurses who are able to conduct a conversation in French is much higher than the relative share of the Francophone population. Nevertheless, results from the Survey on the Vitality of Official-Language Minorities show that the vast majority of Nova Scotia Francophones (81%) report using French in their contacts with the different health care professionals about whom information was collected in that survey: family doctors, nurses, telephone health line or telehealth service professionals and professionals in other places that people go to in order to obtain care.

According to the Survey on the Vitality of Official-Language Minorities, 42% of Nova Scotia Francophones report that it is important or very important for them to obtain health services in French. Nevertheless, English is used in most cases with nurses (82%), family doctors (75%) and professionals and specialists in other places where health care services are provided (81%). Lack of knowledge of French by health care professionals, as perceived by the respondents, is the main reason given by Francophones to explain why they are not served in French during their visits/consultations. This reason thus greatly influences the main language used to communicate during these consultations.

Overall, the results of the SVOLM and the census show that three important factors affect the extent of use of one language or the other with health care professionals: the weak concentration of Francophones in their municipality of residence, the availability of professionals with knowledge of French and the main language of those requesting service.

The presence of Francophone professionals as well as professionals able to conduct a conversation in the minority language is likely to increase access to health care services in French. It may also be conducive to a stronger presence and more widespread use of French in this key sector of the public sphere. However, the gap observed between the proportion of these professionals able to conduct a conversation in French and the population of Francophones using French to obtain health services suggests that the active offer of services in the minority language may be an issue that should be examined more closely.

19. In other words, either most often or on a regular basis.

20. On this subject, see Table 2.1 of *Health Care Professionals and Official-Language Minorities in Canada: 2001 and 2006* (Blaser, 2009, p. 20).

Another important question is whether Francophones who report having French as their main language are more likely to use French in their interactions with health care professionals than those with English as their main language. The lack of use of the minority official language by Francophones for whom French is the main language—that is, the language in which they are most at ease—does not depend on the same factors as in the case of Francophones who have made a language shift resulting in their now being more at ease in English. The results of the Survey on the Vitality of Official-Language Minorities reflect the fact that whatever their main language, a large majority of Francophones (81%) use English in their contacts with different health professionals. However, in their interactions with their family doctor, Francophones who have French as their main language are proportionally less likely (76%) to use English as those with English (90%) as their main language.

However, information from the SVOLM clearly shows that for Francophones, obtaining health care services in the language of their choice does not necessarily mean obtaining them in French. Thus, since 35% of Nova Scotia Francophones have English as their main language, it is not surprising that French is not their “language of choice” for obtaining health care services.

## 4.2 Justice

An examination of results from the Survey on the Vitality of Official-Language Minorities (SVOLM) in the field of justice sheds light on the extent to which French language is present among institutions that ensure its use in the public sphere by Nova Scotia Francophones. By measuring the level of access to justice practitioners who are able to converse in French, one can document a phenomenon that is perceived by Francophones living outside Quebec as being very important for the status of French and the future of French-speaking minority communities. In this regard, the Canadian government undertook in the *Roadmap* to ensure that Canadians have better access to justice services in the minority official language. In the case of Nova Scotia, English remains the only language used in debating, publishing and enacting laws in the Legislative Assembly, as no simultaneous French-to-English interpretation is available. Moreover, Nova Scotians do not have access to trials in French in civil courts, although they are now entitled to judicial and legal services in French in Small Claims Court, Family Court and Probate Court, as well as before the Residential Tenancies Board. The province's Francophones can also access the services of the *Association des juristes d'expression française de la Nouvelle Écosse* (AJEFNÉ), which has been promoting public awareness and information about these matters since 1994. Concerning criminal law as stipulated by the Criminal Code of Canada, Nova Scotia Francophones, like all residents of Canada, are entitled to a trial and a preliminary inquiry in French.

In Nova Scotia, SVOLM results show that access to justice services in French does not appear to be highly valued by a majority of Francophones: 33% feel that if they had to use the services of a lawyer, it would be either important or very important for the lawyer to be able to speak French. It should be noted that interactions with the justice system and its representatives, including lawyers and the police, are not widespread among the population. Of Nova Scotia's roughly 26,350 adult Francophones, 29% reported that they had used the services of a lawyer in the two years preceding the survey, while 27% had come into contact with police, including municipal police and the Royal Canadian Mounted Police (RCMP).

Because the language barrier can hinder access to justice, the Canadian government has made it a priority to train professionals who can provide service in the minority official language. According to the 2006 Census, Nova Scotia had 355 lawyers able to conduct a conversation in French, which represents 20% of the provinces' lawyers. As for police officers, 15% reported that they were able to conduct a conversation in French (see Table 4.1).



In addition to these statistics on the potential pool of justice system professionals who are able to use French when interacting with Nova Scotia Francophones, Tables 4.1 and 4.2 show their knowledge of French and their use of this language at work. According to the 2006 Census, 8% of Nova Scotia police officers reported using French at least regularly at work (see Table 4.1). This rate is much lower than the proportion who can conduct a conversation in French, namely 15%. The same applies to lawyers: their rate of use of French at least regularly at work is also much lower than the proportion of lawyers who are able to conduct a conversation in French, namely 20%<sup>21</sup> (see Table 4.2).

**Table 4.1**  
**Knowledge and use of minority language by police officers (excludes senior management), Nova Scotia, 2006**

Knowledge and use of French language	Police officers	
	number	percentage
First official language spoken	100	5
Language used at least regularly at work	150	8
Knowledge and use of French language	300	15
Population total	1,985	100

**Note:**

The use of French by police in Nova Scotia is done essentially as a secondary language. The use of French as a main language is almost nonexistent.

**Source:** Statistics Canada, 2006 Census of Population.

**Table 4.2**  
**Knowledge and use of minority language by lawyers, Nova Scotia, 2006**

Knowledge and use of French language	Lawyers	
	number	percentage
First official language spoken	65	4
Language used at least regularly at work	125	7
Knowledge and use of French language	355	20
Population total	1,805	100

**Note:**

The use of French by lawyers in Nova Scotia is done essentially as a secondary language. The use of French as a main language is almost nonexistent.

**Source:** Statistics Canada, 2006 Census of Population.

21. As in the case of health care professionals, the use of French by lawyers and police officers depends on a number of factors, including the proportion of Francophones in a given community. However, an analysis of these factors is beyond the scope of this statistical portrait.

According to 2006 Census data, the number of police officers who use French at work in Nova Scotia is higher than the number of Francophone police officers. Thus, whereas nearly 150 of the provinces' police officers reported using French at least regularly in their work, 100 had French as their first official language spoken (FOLS) (see Table 4.1). The same is true for lawyers: the number of lawyers who communicate at least regularly in French in their work is greater than the number of Francophone lawyers. A certain number of non-Francophones thus reported using French as a language of work, which adds to the existing pool of professionals who are likely or able to provide services in French. Despite this, only English was used by a large proportion of Francophones, 72%, when they used the services of a lawyer.

## 4.3 Education

### 4.3.1 Children

Access to French-language schools and management of Francophone minority education systems have long been burning issues for Francophones outside Quebec. In many provinces, the education of Francophones in their own language was greatly limited by the fact that most French schools received no government funding until the early 1970s (Corbeil, 2003).

In a minority situation, French schools are accorded special status because of their role as an agent of socialization to French culture, transmission of the French language to children and maintenance of skills in that language. School is a public Francophone environment which, along with the family, can help Francophone community life to develop and flourish.

In Nova Scotia, the adoption of the *Education Act* in 1981 allowed French-language schools—namely Acadian or homogeneous schools—to be defined and created for the first time, where warranted by sufficient enrolment. Moreover, under this Act, the control and management of these educational institutions was delegated to representatives of the linguistic minority. In 1982, section 23 of the Charter of Rights and Freedoms guaranteed certain education rights to official-language minorities. In so doing, it granted the minority's representatives the control and management of "aspects of education which pertain to or have an effect upon their language and culture." [translation] (Boudreau, 2007) In 1996, following the release of the White Paper on Restructuring Nova Scotia's Education System, the Conseil scolaire acadien provincial (CSAP) was created, which provided Francophones with the management of their own educational institutions. In August 2003, the CSAP was given the task of developing educational programs for the French-first-language school system. By 2011, the CSAP comprised 21 elementary and secondary schools, for a total of more than 4,000 enrolments throughout Nova Scotia. At the postsecondary level, Université Sainte-Anne offers Francophones and Francophiles a wide range of programs that use French as the language of instruction and work.

In light of all this, it is important to be able to measure the extent to which French-language schools are attended by children who are eligible to attend them, and to examine factors that influence decisions concerning children's language of instruction. Data from the Survey on the Vitality of Official-Language Minorities can be used to estimate, for children of Francophone parents in Nova Scotia, the number eligible for French-language education who are enrolled in a French-language school or French immersion program. The data can also be used to examine the association between attending a French-language school and the use of languages, in particular at home and with friends.

In Nova Scotia, 6,610 children of Francophone parents were enrolled in kindergarten, elementary or secondary school at the time of the survey. Of those children, 68% were receiving an education in French, including 51% in a French school. The remaining children enrolled in kindergarten, elementary or secondary school (32%) were attending an English-language school (regular program). These results suggest that a number of factors may be inter-related: on the one hand, the language in which children are educated and on the other hand, the proportion of exogamous couples; the existence of English language transfer for many Francophones under 21 years of age; and the fact that a sizable proportion of Francophones feel more at ease in English than in French. For example, of the 5,910 children with at least one Francophone parent, the majority (64%) were from French-English exogamous families. Of these, 42% were enrolled in the regular program of an English-language school.

The Survey on the Vitality of Official-Language Minorities also reveals that attending a French-language school or a French immersion program in an English school seems to be as popular a choice for children enrolled at the secondary level as at the elementary level. The results suggest, for both French schools and French immersion programs, a continuing level of enrolments through the transition between elementary and secondary school: 70% of children were enrolled in a French-language school or a French immersion program at elementary school, while 72% were enrolled in the same programs at the secondary level (see Appendix B).

Apart from the environmental characteristics mentioned above, other factors influence the choice of the language of a child's school. In particular, the language used by parents in their own educational pathway appears to strongly influence their choice of language of instruction or school system for their children. Thus, of the 3,180 children with at least one parent who had been educated in French at elementary and secondary levels, approximately 78% were attending a French-language school or French immersion program and approximately 70% spoke French at home, including 48% most often.

Data from the SVOLM do not yield statistically significant results as to the association between children's school attendance in French and the sole or predominant use of French at home or with friends; nor to the association between school attendance in French and the ability to use French to conduct a conversation. However, an association can be established between attendance of a French school and use of French in various contexts. Thus, the majority of children who attend a French-language school use French—either alone or with English—when speaking with their friends (73%), use French most often at home (74%) and are therefore able to use it to conduct a conversation in the vast majority of cases (96%).

### **4.3.2 Adults**

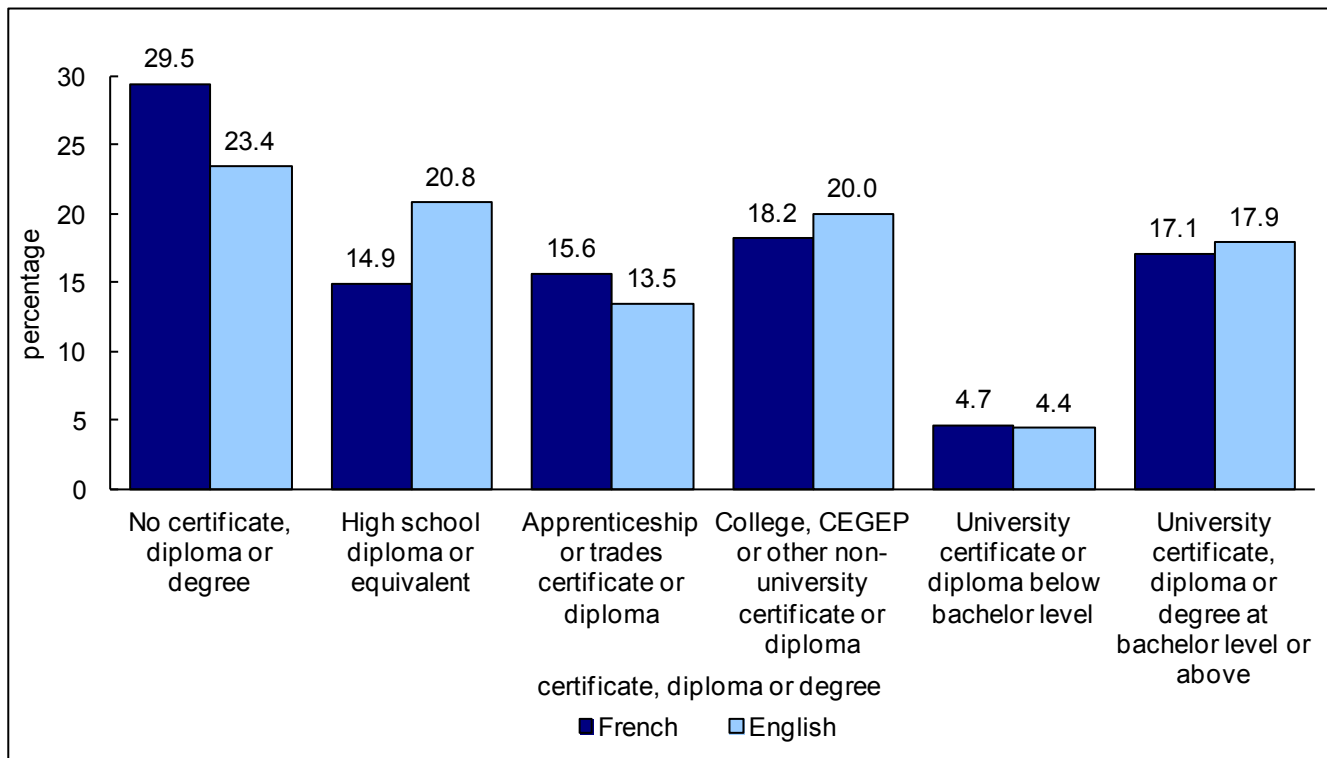
#### **4.3.2.1 Highest level of education attained**

In the 1960's, the Dunton–Laurendeau Royal Commission used statistics from the 1961 Census to describe the very large disparities observed between Francophones and Anglophones in Canada with respect to education as well as to labour market status and various spheres of economic activity. Notably because of compulsory education until age 16 and the growing importance that governments, employers and the general public assigned to education, the disparities between Francophones and Anglophones in Canada have greatly diminished over time. An important indicator of the progress made since the Dunton–Laurendeau Commission is the highest level of schooling reported by Nova Scotia Francophones in 2006.

To illustrate the phenomenon, we will first examine the results concerning the situation in 2006 shown in Chart 4.1. As may be seen, Francophones and Anglophones differ very little regarding postsecondary education. Francophones (18%) are as likely as Anglophones to have a college diploma (20%), and the proportion of Francophones with a university degree (17%) is also similar to that of Anglophones (18%). However, at lower educational levels, Francophones (29%) are more likely than Anglophones (23%) to have no certificate, diploma or degree whereas Anglophones (21%) are more likely than Francophones (15%) to have a high school diploma.

**Chart 4.1**

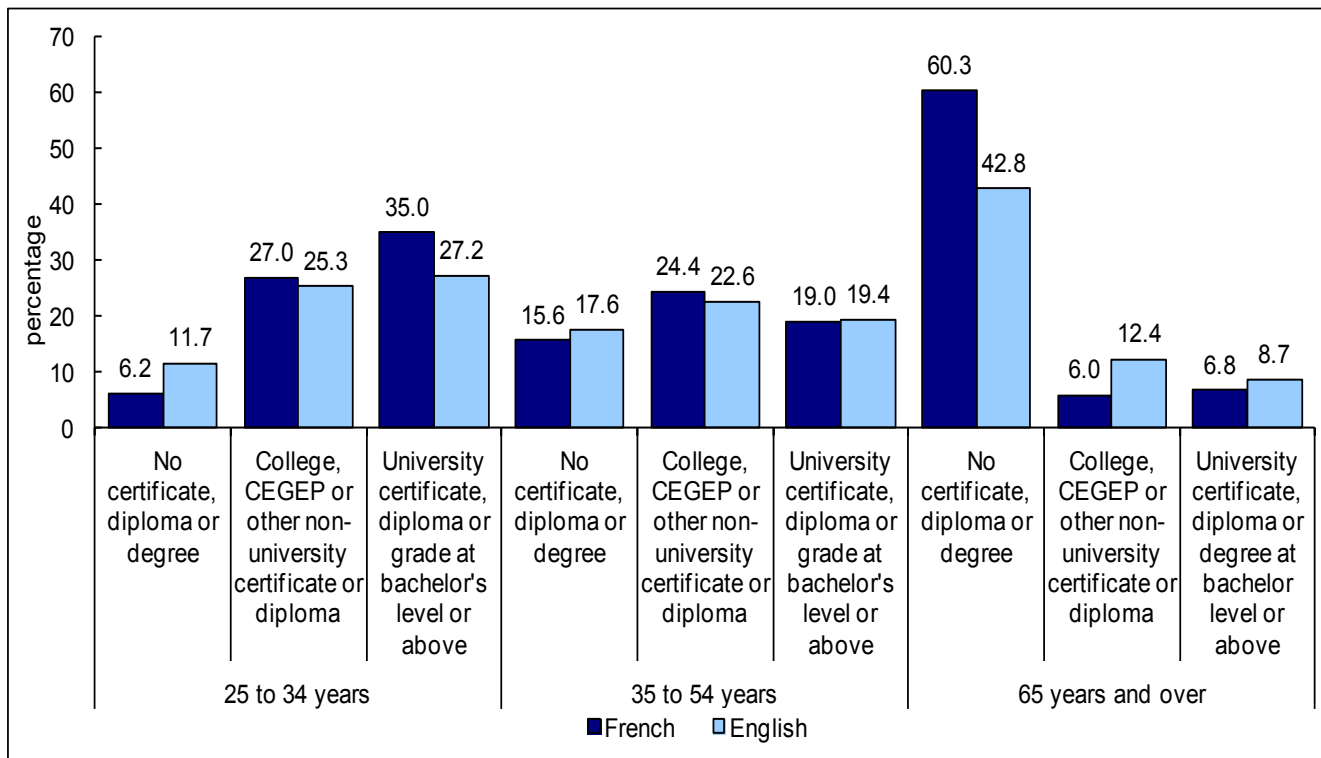
**Highest certificate, diploma or degree obtained by first official language spoken, persons aged 25 years or over, Nova Scotia, 2006**



Source: Statistics Canada, 2006 Census of Population.

The findings shown in the above chart cover the overall population aged 25 and over and therefore reflect both the present and past educational situation of language groups.

Chart 4.2 clearly illustrates this point with a look at selected sub-populations defined according to their age group. When we focus on the 25 to 34 age group, we see that a higher proportion of Anglophones than Francophones have no certificate, diploma or degree. By the same token, Francophones are more likely than Anglophones to have a university degree. In the 35 to 54 age group, there are essentially no gaps between Francophones and Anglophones. In the 65 and over group, Francophones are much more likely to have no diploma, while Anglophones are slightly more likely to have a college or university diploma.

**Chart 4.2****Highest certificate, diploma or degree obtained, by first official language spoken and age group, Nova Scotia, 2006**

Source: Statistics Canada, 2006 Census of Population.

**4.3.2.2 Adults' language of instruction**

As mentioned earlier, in Nova Scotia overall, two thirds (68%) of children with at least one French-speaking parent are enrolled in the regular program of a French-language elementary or secondary school or in a French immersion program. What about the language of instruction for adults who responded to the Survey on the Vitality of Language Minorities? According to respondents' answers to various survey questions concerning the language in which they pursued part or all of their education, the presence of French varies from one age group to the next and from one education level to the next.

Table 4.3 shows that more than three-fourths (78%) of Nova Scotia Francophones had all or part of their elementary education in French. This proportion declines as young people continue on their educational path, then rebounds at the university level. Thus, while 64% of Francophones had part or all of their secondary education in French, this proportion is 69% for those who pursued a university education.

The results of the Survey on the Vitality of Official-Language Minorities reveal a sizable gap between adults under age 25 and those 25 and over as regards attending elementary and secondary school in French. While approximately 88% of Francophones under age 25 attended French school at the elementary level and 80% at the secondary level, the corresponding proportions are smaller for older Francophones. In fact, the younger are the province's Francophones, the more likely they are to have been educated in French at the elementary and secondary levels. This difference is notably due to the fact that Nova Scotia Francophones increasingly have access to French schools.

**Table 4.3****Proportion of Francophones who did all or part of their studies in French by age group and level of schooling, Nova Scotia, 2006**

Age group	Level of schooling							
	Primary		Secondary		Non university post-secondary		University	
	%	CV	%	CV	%	CV	%	CV
18 to 24	88	3.7	80	5.3	F	F	58	14.0
25 to 44	82	4.7	74	7.2	49 <sup>E</sup>	18.8	67	11.4
45 to 64	74	5.7	55	11.9	42 <sup>E</sup>	23.7	73	13.0
65 and over	79	6.4	56	13.8	x	x	73 <sup>E</sup>	17.3
<b>Total</b>	<b>78</b>	<b>3.0</b>	<b>64</b>	<b>5.7</b>	<b>43</b>	<b>14.8</b>	<b>69</b>	<b>7.3</b>

CV coefficient of variation

**Note:** The term Francophone refers to the first official language spoken.**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

## 4.4 Media, arts and culture

Support for arts and culture is one of the key elements targeted by the *Roadmap*, which recognizes the essential role played by arts and culture in the development of minority official-language communities.

The Survey on the Vitality of Official-Language Minorities (SVOLM) measures access to cultural products in the minority language in six media: television; the Internet; radio; newspapers; books; and live performances and arts events. These days, the Internet and cable television facilitate access to these media in various languages and from many countries, thereby increasing the availability of various French-language cultural products throughout Canada.

The Survey on the Vitality of Official-Language Minorities results show that Nova Scotia Francophones, like their Anglophone counterparts, are big consumers of various media, led by television (96%) (see Table 4.4).

**Table 4.4****Proportion of Francophones by use of certain media (all languages included), Nova Scotia, 2006**

Use of medium	Francophones percentage
Watch television	96
Listen to the radio	89
Read books	81
Read newspapers	70
Use Internet	66

**Note:** The term Francophone refers to the first official language spoken.**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

A majority of Nova Scotia Francophones are inclined to report that they read newspapers (91%), watch television (79%), listen to the radio (72%), read books (72%) and access the Internet (80%) mainly or only in English. Access to French-language media is therefore not the only factor that influences consumption in the minority language: SVOLM results reveal that despite technological advances facilitating access to various French-language media, English predominates in media use.

## 4.5 Community life

It is generally recognized that people's civic engagement and participation in community activities are dimensions of civic life that contribute to creating and maintaining social support networks. Also, "social capital (broadly defined as participation in social networks) is increasingly being understood as a key component of community development or a key aspect of the 'capacity' of a community to develop." (Rothwell and Turcotte, 2006, p. 1)

Data from the Survey on the Vitality of Official-Language Minorities lend themselves to measuring several dimensions of Francophones' participation in community life. Statistics on participation in volunteer activities, membership in community organizations and informal care giving can be used to examine the extent to which Francophones are collectively engaged in the life of their community.<sup>22</sup>

Data indicate that 27% of Francophone adults reported that they had been a member of an organization, network or association in the 12 months preceding the survey, while 33% reported doing volunteer work and 31% provided unpaid assistance with everyday activities to someone not living in their household. Approximately 28% of Francophones reported having participated in at least two of these three types of activities.

When Nova Scotia Francophones engage in community activities, their language of interaction varies depending on the type of activity. Whereas 23% of Francophones use mainly or only French when participating in organizations, networks or associations, 30% use French when volunteering and 38% when providing social support for day-to-day activities to people who do not live in their household. Conversely, between 40% and 60% of them use mainly or only English in these community activities, reflecting the predominance of this language. Note that assistance with day-to-day activities is most often provided to family members—excluding children—(43%) and to friends (30%). Consequently, family and friends seem to be very important members of Francophones' networks in Nova Scotia. For example, in case of illness, 27% report that they would turn to their children for support, while 41% would turn to other family members and 11% to their friends. The use of French in social support activities thus seems to be mainly associated with the private sphere.

According to the Survey on the Vitality of Official-Language Minorities, 78% of Nova Scotia Francophones report that it is important or very important to them that individuals or organizations work to develop the Francophone community. Also, 24% of those who join organizations, networks or associations do so in order to promote the Francophone community.

## 4.6 Employment and income characteristics

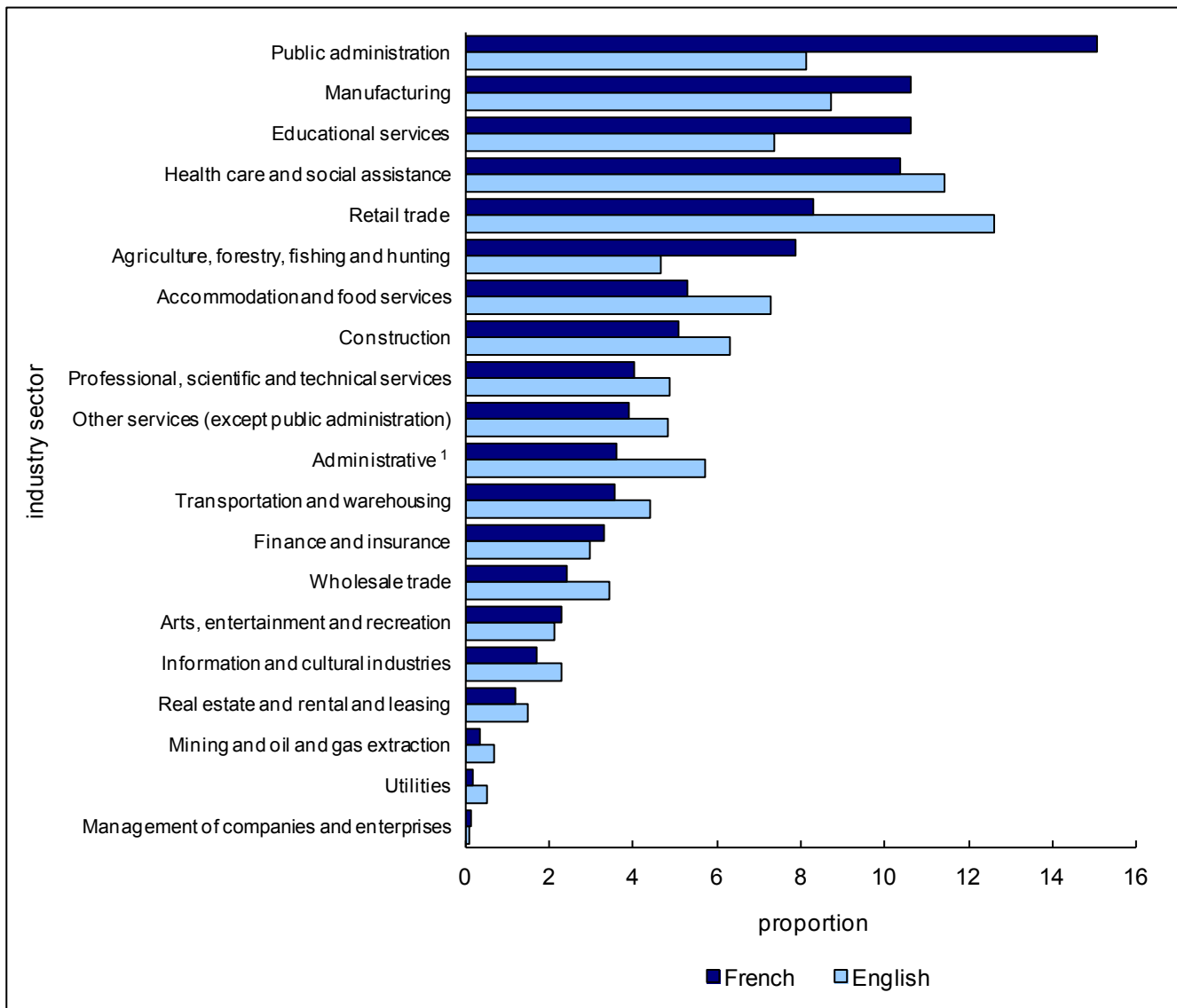
One can use data from both the census and the Survey on the Vitality of Official-Language Minorities (SVOLM) to examine the extent to which Nova Scotia Francophones work in different industry sectors than Anglophones. These data allow one to identify similarities and differences in how language groups are distributed among various industry sectors.

A brief analysis of 2006 Census data reveals that Nova Scotia Francophones are more likely than their Anglophone counterparts to work in particular sectors such as public administration, education services and agriculture, forestry, fishing and hunting. These three sectors employ respectively 15.1%, 10.6% and 7.9% of the province's Francophones, compared with 8.1%, 7.4% and 4.7% of Anglophones (see Chart 4.3). For their part, Anglophones are more likely to have jobs in retail trade, at 12.6%, compared with 8.3% of Francophones. In other major industry sectors, the two groups differ very little.

---

22. A number of sociodemographic and economic factors influence community participation, including age, education level, residential environment and socioeconomic status. However, an analysis of these factors goes beyond the objective of this report.

**Chart 4.3**  
**Proportion of workers by industry sector and first official language spoken, Nova Scotia, 2006**



1. Administrative and support, waste management and remediation services.

Source: Statistics Canada, 2006 Census of Population.



**Table 4.5**  
**Distribution of Francophone workers by industry sector, Nova Scotia, 2006**

Industry sector (NAICS)	Francophone worker	
	number	percentage
Public administration	2,940	15.1
Agriculture, forestry, fishing and hunting	1,530	7.9
Arts, entertainment and recreation	445	2.3
Other services (except public administration)	740	3.8
Retail trade	1,620	8.3
Wholesale trade	480	2.5
Construction	985	5.1
Mining and oil and gas extraction	70	0.4
Manufacturing	2,085	10.7
Finance and insurance	645	3.3
Management of companies and enterprises	25	0.1
Accommodation and food services	1,015	5.2
Information and cultural industries	330	1.7
Administrative and support, waste management and remediation services	700	3.6
Educational services	2,060	10.6
Real estate and rental and leasing	230	1.2
Professional, scientific and technical services	785	4.0
Utilities	35	0.2
Health care and social assistance	2,025	10.4
Transportation and warehousing	690	3.6
<b>Total</b>	<b>19,445</b>	<b>100.0</b>

**Note:**

NAICS = North American Industry Classification System. The term Francophone refers to the first official language spoken. Due to the random rounding of numbers, some totals may not correspond to the sum of the numbers presented in the table.

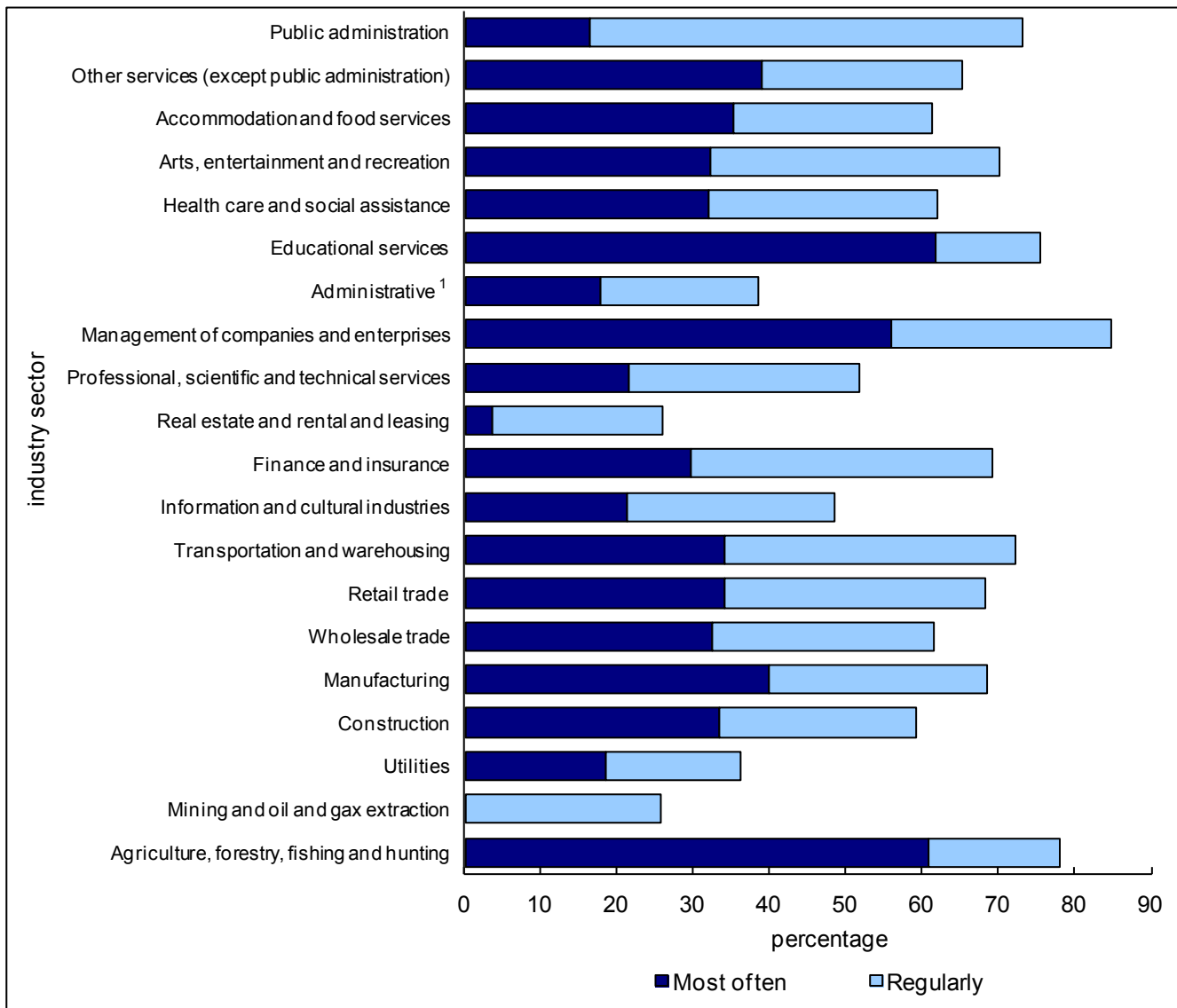
**Source:** Statistics Canada, 2006 Census of Population.

#### 4.6.1 Use of French at work by industry sector

Of all Nova Scotia workers aged 15 and over, 4.3% use French most often or on a regular basis at work. Among those with only French as their first official language spoken, this proportion reaches 63%, with 32% speaking French most often and 31% speaking it regularly (that is, less often than the predominant language).

Table 4.5 reveals that Francophones were working in various specific sectors. For example, the public administration, education, and health care and social assistance sectors account for nearly half (47%) of the province's Francophone workers. What about the use of French by Francophones in different sectors? It is hardly surprising that Francophone workers in the education sector are among the groups of workers who use French the most in their work: 62% use it most often and 14% use it regularly (see Chart 4.4). There are several industry sectors, including management of companies and enterprises, and agriculture, forestry, fishing and hunting, where more than 70% of Francophone workers use French at work, either most often or regularly. Nevertheless, Francophones in the public administration sector are proportionally the most likely to use French on a regular basis at work, with 57% doing so. However, few in that sector use it predominantly.

**Chart 4.4**  
**Use of French most often and regularly at work by Francophones, by industry sector, Nova Scotia, 2006**



1. Administrative and support, waste management and remediation services.

**Note:** The term Francophone refers to the first official language spoken.

**Source:** Statistics Canada, 2006 Census of Population.

#### 4.6.2 Income differentials

Historically, Canada's Francophones have been economically disadvantaged. Nova Scotia Francophones were no exception. Since the income level of individuals is highly dependent on their education level, their occupation and the industry sector in which they work (to name only these factors), it would appear that the substantial changes within Nova Scotia's Francophone communities in recent decades have had major effects on their income level.

It is beyond the purpose and scope of this report to analyze the factors that have influenced the evolution of income differentials between language groups. However, statistics from the 2006 Census suggest that the status of Nova Scotia Francophones has greatly improved over time.

The 2006 statistics reveal that mean and median incomes of persons with French as their first official language spoken are slightly higher than those of Anglophones. Thus, men having French as their only first official language spoken (FOLS) have mean and median incomes nearly \$4,000 higher than those of men in the English FOLS group. For women, Francophones' mean and medium incomes are similar to those of Anglophones (see Table 4.6). As to the mean and median incomes of persons with both French and English as first official languages spoken, for men, they are lower than those of Francophones and Anglophones, while for women they are slightly higher. For example, the mean and medium incomes of Francophone men are higher than those of men with French and English FOLS men by a margin of nearly \$12,000, while for Francophone women they are approximately \$2,000 lower.

**Table 4.6**  
**Average and median income for males and females by first official language spoken, Nova Scotia, 2006**

First official language spoken	.....Males		.....Females	
	Average income	Median income	Average income	Median income
	.....dollar			
French	40,267	33,873	24,883	18,424
English	36,795	29,460	23,925	18,051
English and French	28,516	21,968	26,889	20,053
<b>Total</b>	<b>36,904</b>	<b>29,592</b>	<b>23,956</b>	<b>18,053</b>

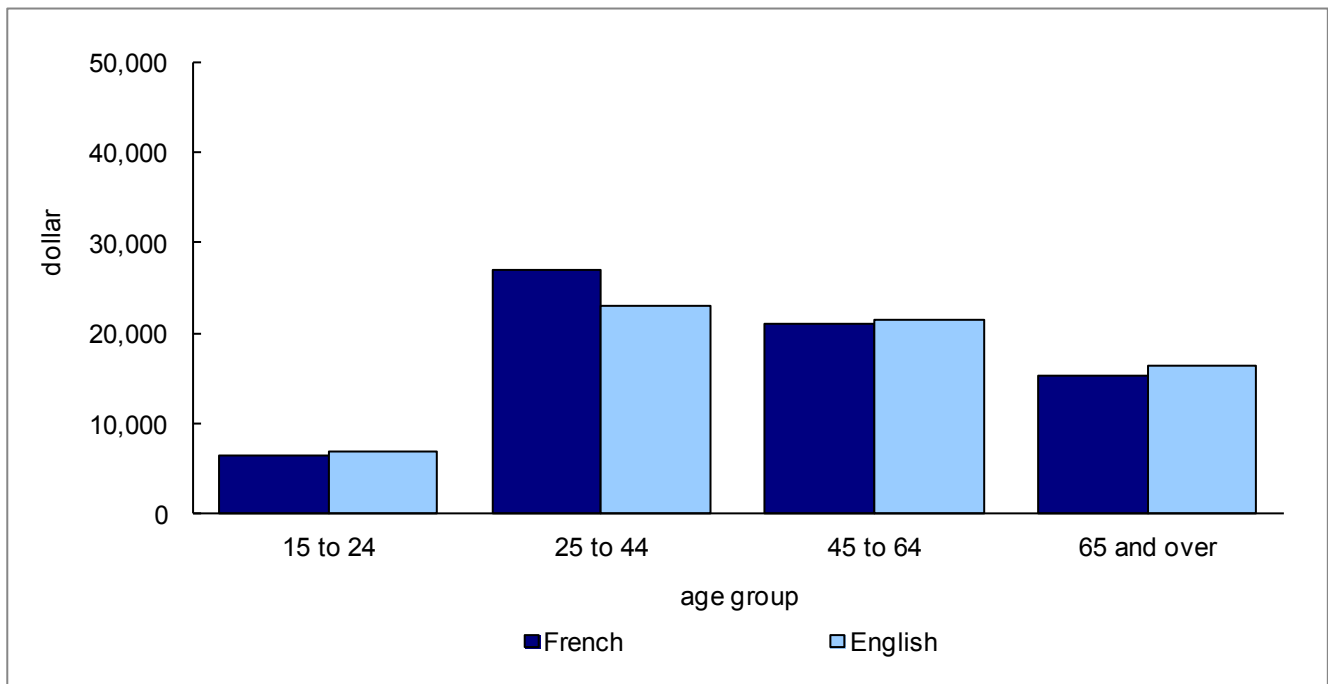
Source: Statistics Canada, 2006 Census of Population.

In light of the historical context described above, it is clear that the median income of the two language groups is associated with age. The statistics provided in Charts 4.5-a and 4.5-b show that among men from 15 to 64 years of age, Francophones have a higher median income than Anglophones, with the gap reaching more than \$11,000 for those aged 25 to 44. On the other hand, among men aged 65 and over, the median income of Anglophones is higher than that of Francophones by nearly \$5,000. Among women, while Francophones aged 25 to 44 have a median income exceeding that of Anglophones by \$4,000, the gaps are smaller and favour Anglophones for those aged 15 to 24 and 45 and over.

Several factors may explain the income differential between Francophones and Anglophones. Although the results on the general population reveal that for both men and women, Francophones' mean incomes exceed those of Anglophones, these differences are due in part to a number of characteristics that distinguish the two populations. For example, as previously noted, Nova Scotia's Francophone population under 65 years of age is more educated than the Anglophone population. The age structure of the population is also a factor affecting the mean and median incomes of this population.

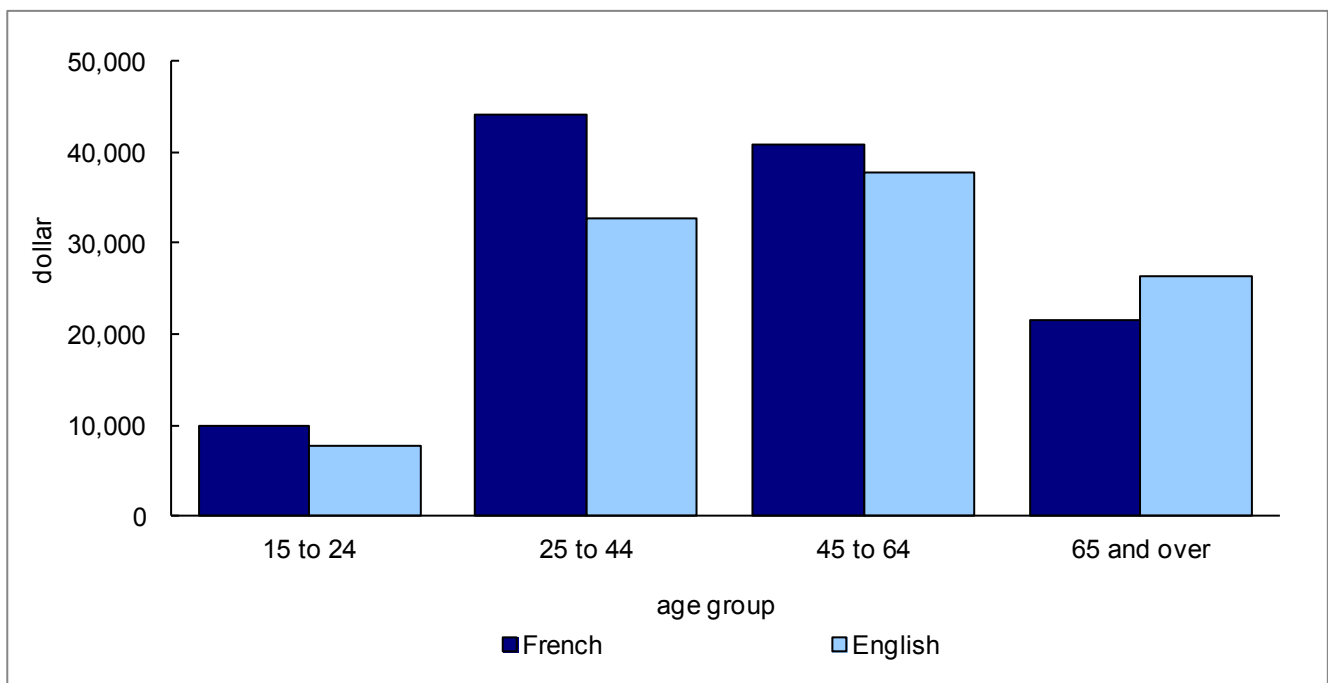
An in-depth analysis of census results, specifically using the multivariate analytical technique, reveals that age, sex, education, type of place of residence, industry sector and immigrant status are instrumental and partly explain these differences. Thus, if Francophones and Anglophones had exactly the same profile with respect to these characteristics (which is not the case), the mean income of Anglophone women in Nova Scotia would be approximately \$700 lower than that of Francophone women. For men, this difference, also favouring Francophones, would be \$2,700.

**Chart 4.5-a**  
**Median income of women, by age group and first official language spoken, Nova Scotia, 2006**



Source: Statistics Canada, 2006 Census of Population.

**Chart 4.5-b**  
**Median income of men, by age group and first official language spoken, Nova Scotia, 2006**



Source: Statistics Canada, 2006 Census of Population.

## Section 5 Subjective sense of vitality

In this portrait of Nova Scotia Francophones, we have drawn a general profile of their different demolinguistic and socioeconomic characteristics. But what do we know about various key aspects of their subjective sense of vitality, and of how they perceive and value the French fact in their living environment?

Results from the Survey on the Vitality of Official-Language Minorities bring out at least two key elements shared by most Francophones: a strong, double sense of identification with both Francophone and Anglophone groups, and a high value placed on the French language.

As regards the phenomenon of identity, SVOLM results suggest that Francophones have a double ethnolinguistic identity: 58% of them report that they identify with both Francophone and Anglophone groups, compared to 18% who report identifying mainly or only with the Francophone group.

Identity and sense of belonging are highly complex concepts. Depending on the circumstances, people may identify with their country, their language, their culture, etc. Among Nova Scotia Francophones, the double sense of identification with Francophone and Anglophone groups that is observed among Nova Scotia Francophones suggests that in many cases, immersion in the primarily Anglophone culture may contribute to an emerging phenomenon: while Francophones value and respect their cultural and linguistic heritage, their language practices are influenced by living within the dominant and pervasive Anglophone culture. However, to verify and analyze this hypothesis would go beyond the scope of this analytical report and the limitations of the SVOLM in this regard.

Nevertheless, a number of factors indicate that Nova Scotia Francophones definitely value French language. The majority of the province's Francophones (76%) reported that it is important or very important to them to be able to use French in their daily life. Also, they consider it important or very important for individuals or organizations to work in developing the French-speaking community (86%), for government services to be provided in French (77%) and for linguistic rights to be respected in their province (76%).

It is worth noting that in examining the extent to which French is used in the various domains covered by the SVOLM, (notably interactions with health care and justice system professionals, as well as access to the main mechanisms of cultural transmission), we observe a phenomenon that may, on the face of it, seem contradictory: valuing a language does not necessarily translate into using it a great deal. For example, among Nova Scotia Francophones who report that it is either important or very important to be able to use French in their daily life, 76% watch television only or mainly in English, while 9 out of 10 Francophones read newspapers only or mainly in English. Even though Francophones value and give great importance to the French language, their demolinguistic reality and the dynamics of their living environment may work against their use of that language.

The Survey on the Vitality of Official-Language Minorities collected data on respondents' subjective perceptions regarding the past and future evolution of the minority language's presence in their municipality of residence, as well as the vitality of the minority official-language community. On this score, 38% of Francophones feel that, in their municipality, the French-speaking community's vitality is strong or very strong, while 26% feel that it is neither strong nor weak. Also, when asked how the presence of French in their municipality would evolve in the next 10 years, 67% of Nova Scotia Francophones said that this presence would remain the same or increase. This was quite similar to the result obtained regarding their perception of how the presence of French had evolved in the past 10 years. These results suggest that Nova Scotia Francophones are confident regarding their language's presence in their municipality and indeed their province.

## Conclusion

This demolinguistic portrait of Nova Scotia Francophones contains considerable and varied information on the characteristics, practices and perceptions of this language group. What stands out from all this information? While the following items are not a complete list of the key points contained in this report, they provide a general picture.

1. The French-mother-tongue population decreased by 13% between 1951 and 2006, dropping from 38,945 to 33,710. For their part, the English-mother-tongue and “other”-mother-tongue populations have increased by 42% and 136%, respectively, going from 588,610 to 833,925 and from 15,030 to 35,460.
2. In Nova Scotia, use of the FOLS criterion results in a slightly smaller Francophone population, despite a strong allophone presence. The relative share of the French population (according to first official language spoken) within the overall population of Nova Scotia is 3.5% (31,510) while that of the French-mother-tongue population is 3.7% (33,710).
3. The Francophone minority constitutes 3.6% of the overall population of Nova Scotia. Nearly two-thirds of the Francophone population lives in three census divisions (CDs): Halifax (32% or 10,240 persons), Digby (19% or 6,050) and Yarmouth (17% or 5,525). The Digby CD includes the census subdivision of Clare while the Yarmouth CD includes the census subdivision of Argyle. These two census subdivisions alone account for 13% and 18% of Nova Scotia’s Francophones respectively, the largest proportions of Francophones after Halifax. Lastly, somewhat smaller proportions of Francophones—just under 7% and 9%—live in Richmond and Inverness census divisions.
4. From 1971 to 2006, among all families with at least one French-mother-tongue parent, the proportion of French-English exogamous families increased in Nova Scotia, from 50% to 72%. Conversely, the share of children living in an endogamous family with both parents having French as their mother tongue declined substantially, from 48% in 1971 to 26% in 2006. By the same token, the proportion of children with one French-speaking parent and one allophone parent remained marginal, at 1.5% in 1971 and 2% in 2006.
5. Because of the increasing proportion of French-English exogamous couples from 1971 to 2006, and the corresponding decrease in the proportion of French-speaking endogamous couples, one might expect to see a decrease in the rate of transmission to children of the minority language (in this case, French). In 1971, French had been passed on to 7% of the children under the age of 18 of French-English exogamous couples, whereas that proportion increased to 16% in 2006. There was a similar increase among Francophone endogamous couples: their transmission of French to children under the age of 18 went from 85% in 1971 to 89% in 2006. However, there was a decrease in the transmission of French to the children of French-“other”-language exogamous couples, from 31% to 29%, during the same period.
6. Between 1971 and 2006, the French-mother-tongue population saw its numbers decrease by 15%, from 39,585 to 33,710. All cohorts under age 40 saw their numbers decline. Conversely, there was a slight increase in the number of persons aged 40 and over because of the aging of the population and longer life expectancy.
7. Across the censuses, there is a rise in the rate of language transfer among French-mother-tongue persons in Nova Scotia. Thus, in 1971, 34% of the province’s Francophones with French as a mother tongue reported using another language, usually English, most often at home. Thirty-five years later, 49% of French-mother-tongue persons reported speaking a language other than French most often at home. Among English-mother-tongue persons, the proportion of language transfers was almost nil and remained stable over the period, registering 0.3% in 1971 and 0.2% in 2006. Among “other”-mother-tongue persons, language transfers declined slightly over the past 35 years, from 57% in 1971 to 52% in 2006.

8. Overall in Nova Scotia, a larger proportion of Francophones report speaking English most often at home (complete and partial language transfers) than the proportion that report being more at ease in English than in French. Thus, 49% of Nova Scotia Francophones report speaking English most often at home, while 35% report being more at ease in English than in French.
9. In Nova Scotia, the population with French as first official language spoken uses English above all in the public and private spheres: 66% reported they use English predominantly (mainly or only). It is in the home (48%) that French remains the language of communication most used by Nova Scotia Francophones. In the public sphere, 29% of them use French mainly or only with friends and 24% do so in their immediate network. Moreover, 64% of Francophones use mainly or only English at work and 79% do so in institutions and stores. In 86% of cases, they consume media mainly or only in English. While 48% of Francophones report using mainly or only English at home, nearly 60% report doing so with friends and in their immediate network.
10. Within the overall population of Nova Scotia in 2006, the proportion of persons who reported being able to conduct a conversation in French (11.0%) was greater than the proportion who reported French alone or with another language as their mother tongue (3.9%), or the proportion for whom French is the first official language spoken (3.6%).
11. The relative share of Nova Scotians who are able to conduct a conversation in French is highly polarized by language group. Whereas 92% of persons with French as a mother tongue reported knowing both official languages, the corresponding proportion was only 7% for persons with English as a mother tongue and 10% for persons with another mother tongue. Among the latter group, 4% reported that they were unable to conduct a conversation in either French or English.
12. In 2006, 66% of French-mother-tongue persons in Nova Scotia had been born there. The proportion is substantially the same for persons for whom French is the first official language spoken. Regardless of the criterion used, 30% of Nova Scotia Francophones were born in another province or territory of Canada, including nearly 15% born in Quebec and 9% in New Brunswick.
13. The immigrant population with French as first official language spoken represents a very small proportion of the whole immigrant population in the province. In 2006, this percentage was 2.8%. Whereas in 1971, the French-speaking immigrant share of the Francophone population was 2.9%, it stood at nearly 4.0% in 2006, a share roughly equivalent to that of the English-speaking immigrant population within the Anglophone population (5.0%).
14. From 1981 to 2006, Nova Scotia received between 2,800 and 3,500 Francophones per five-year period from other Canadian provinces and territories. However, during the same period, between 2,700 and 4,200 Francophones left the province to settle elsewhere in Canada. Consequently, since 1986, net interprovincial migration of Francophones has been negative, and for the period from 2001 to 2006 it stood at - 850. For the province's Anglophones too, starting in 1986, the number leaving Nova Scotia exceeded the number coming to settle there. As a result, for the past two decades, Nova Scotia has had negative net migration, which has fluctuated from one five-year period to another.
15. In the 2006 Census, 20% of doctors working in Nova Scotia, or 280 out of a total of 1,380, reported that they were able to conduct a conversation in French, while 5.4% reported using French at least regularly at work. For nurses, who numbered 9,625, these proportions were 9.5% and 3.2% respectively.
16. Results from the Survey on the Vitality of Official-Language Minorities show that the vast majority of Nova Scotia Francophones (81%) report using French in their contacts with the different health care professionals about whom information was collected in that survey: family doctors, nurses, telephone health line or telehealth service professionals and professionals in other places that people go to in order to obtain care.

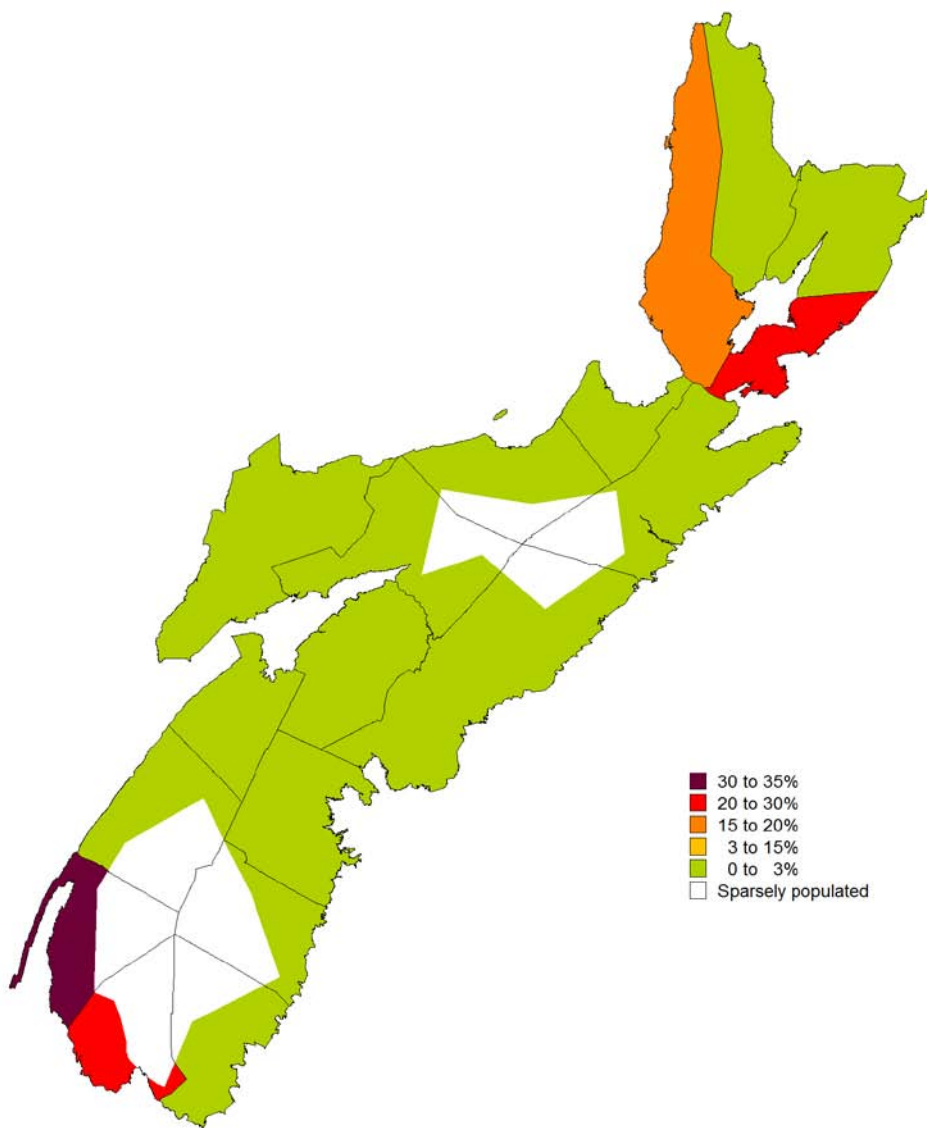
17. According to the 2006 Census, 8% of Nova Scotia police officers reported using French at least regularly at work. This rate is much lower than the proportion who can conduct a conversation in French, namely 15%. The same applies to lawyers: their rate of use of French at least regularly at work is also much lower than the proportion of lawyers who are able to conduct a conversation in French, namely 20%.
18. In Nova Scotia, 6,610 children of Francophone parents were enrolled in kindergarten, elementary or secondary school at the time of the survey. Of those children, 68% were receiving an education in French, including 51% in a French school. The remaining children enrolled in kindergarten, elementary or secondary school (32%) were attending an English-language school (regular program).
19. In 2006, Francophones and Anglophones differ very little regarding postsecondary education. Francophones (18%) are as likely as Anglophones to have a college diploma (20%), and the proportion of Francophones with a university degree (17%) is also similar to that of Anglophones (18%). However, at lower educational levels, Francophones (29%) are more likely than Anglophones (23%) to have no certificate, diploma or degree whereas Anglophones (21%) are more likely than Francophones (15%) to have a high school diploma.
20. The 2006 statistics reveal that mean and median incomes of persons with French as their first official language spoken are slightly higher than those of Anglophones. Thus, men having French as their only first official language spoken (FOLS) have mean and median incomes nearly \$4,000 higher than those of men in the English FOLS group. For women, Francophones' mean and medium incomes are similar to those of Anglophones.
21. As to the mean and median incomes of persons with both French and English as first official languages spoken, for men, they are lower than those of Francophones and Anglophones, while for women they are slightly higher. For example, the mean and medium incomes of Francophone men are higher than those of men with French and English FOLS by a margin of nearly \$12,000, while for Francophone women they are approximately \$2,000 lower.
22. The majority of the province's Francophones (76%) reported that it is important or very important to them to be able to use French in their daily life. Also, they consider it important or very important for individuals or organizations to work in developing the French-speaking community (86%), for government services to be provided in French (77%) and for linguistic rights to be respected in their province (76%).



## Geographical maps

### Map 1.1

Percentage of the population with French as first official language spoken (with random<sup>23</sup> distribution of the English-French category) among census subdivisions, Nova Scotia, 2006

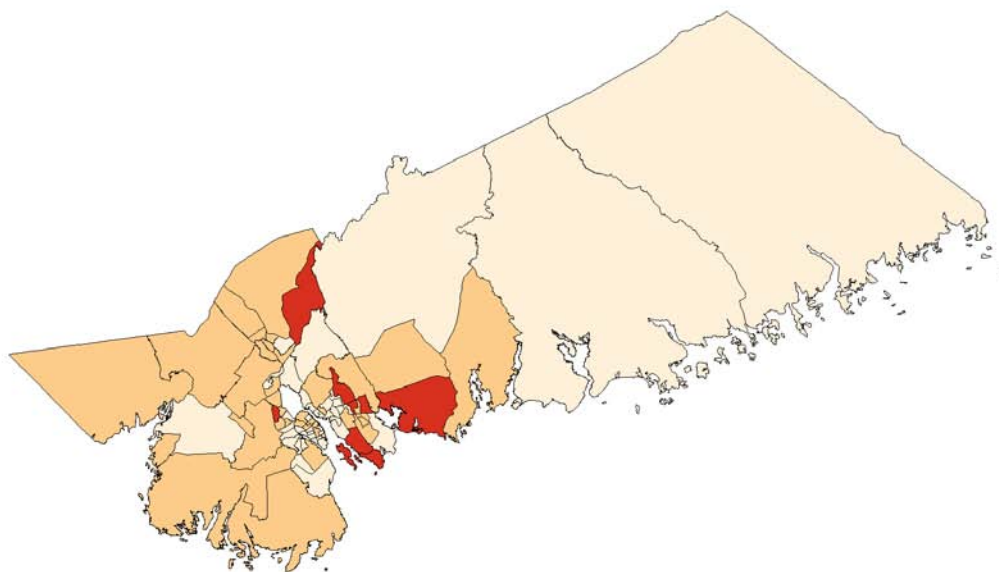


Source: Statistics Canada, 2006, Census of Population.

23. The random distribution of the English-French category was implemented with the help of SAS software (RANUNI command) to attribute half of this category to the French group.

**Map 1.2**

**Distribution of the population with French as first official language spoken (with random<sup>24</sup> distribution of the English-French category) within the Census Metropolitan Area of Halifax by Census Tract, Nova Scotia, 2006**



Scale	Number of tracts	% of the population
2 to 4%	(8)	22.5 %
1 to 2%	(37)	50.3 %
0 to 1	(43)	27.2 %

**Source:** Statistics Canada, 2006, Census of Population.

---

24. The random distribution of the English-French category was implemented with the help of SAS software (RANUNI command) to attribute half of this category to the French group.

## Appendix A

**Table A-1**  
**Francophone population of Nova Scotia by region, census division and census subdivision, 2006**

Census division and census subdivision <sup>1</sup>	Francophone population	
	percentage	number
<b>Shelburne</b>	<b>0.9</b>	<b>135</b>
Barrington	1.0	75
Clark's Harbour	1.2	10
Shelburne (1201006)	0.7	35
Shelburne (1201008)	0.8	15
<b>Yarmouth</b>	<b>21.4</b>	<b>5,525</b>
Argyle	46.8	4,025
Yarmouth (1202004)	8.1	825
Yarmouth (1202006)	9.9	685
<b>Digby</b>	<b>32.3</b>	<b>6,050</b>
Clare	65.9	5,703
Digby (1203004)	3.4	270
Digby (1203006)	3.8	75
<b>Queens</b>	<b>0.6</b>	<b>70</b>
Queens (1204010)	0.7	75
<b>Annapolis</b>	<b>2.4</b>	<b>500</b>
Annapolis, Subd. D	3.8	115
Annapolis, Subd. A	1.7	105
Annapolis Royal	2.3	10
Annapolis, Subd. B	2.7	95
Bridgetown	1.6	15
Annapolis, Subd. C	2.8	143
Middleton	1.1	20

**Table A-1**  
**Francophone population of Nova Scotia by region, census division and census subdivision, 2006** (continue)

Census division and census subdivision <sup>1</sup>	Francophone population	
	percentage	number
<b>Lunenburg</b>	<b>1.1</b>	<b>503</b>
Lunenburg (1206001)	0.9	218
Bridgewater	1.4	110
Lunenburg (1206006)	2.5	55
Mahone Bay	1.2	10
Chester	1.0	108
<b>Kings</b>	<b>1.8</b>	<b>1,090</b>
Kings, Subd. A	3.1	675
Berwick	2.2	50
Kings, Subd. C	1.6	130
Kentville	0.3	15
Kings, Subd. B	0.9	110
Kings, Subd. D	1.2	65
Wolfville	1.1	40
<b>Hants</b>	<b>1.1</b>	<b>453</b>
West Hants	0.7	100
Windsor	1.5	50
Hantsport	1.5	18
East Hants	1.4	295
<b>Halifax</b>	<b>2.8</b>	<b>10,243</b>
Halifax	2.8	10,243
<b>Colchester</b>	<b>1.0</b>	<b>505</b>
Colchester, Subd. C	1.0	135
Stewiacke	0.7	10
Truro	0.9	105
Colchester, Subd. B	1.2	235
Colchester, Subd. A	0.6	20

**Table A-1**  
**Francophone population of Nova Scotia by region, census division and census subdivision, 2006** (continue)

Census division and census subdivision <sup>1</sup>	Francophone population	
	percentage	number
<b>Cumberland</b>	<b>0.8</b>	<b>248</b>
Parrsboro	1.4	20
Cumberland, Subd. B	1.0	38
Springhill	0.3	10
Cumberland, Subd. C	0.8	45
Amherst	1.0	95
Cumberland, Subd. D	0.9	40
<b>Pictou</b>	<b>0.9</b>	<b>405</b>
Pictou, Subd. A	0.6	40
Pictou	1.6	60
Pictou, Subd. B	1.0	60
Westville	0.8	30
Stellarton	0.8	40
Pictou, Subd. C	0.8	75
New Glasgow	0.9	85
Trenton	0.7	20
<b>Guysborough</b>	<b>1.1</b>	<b>100</b>
St. Mary's	0.4	10
Guysborough	1.7	80
Canso	1.1	10
Mulgrave	1.2	10
<b>Antigonish</b>	<b>3.0</b>	<b>553</b>
Antigonish, Subd. A	2.0	155
Antigonish	1.5	60
Antigonish, Subd. B	5.1	330

**Table A-1**  
**Francophone population of Nova Scotia by region, census division and census subdivision, 2006** (continued)

Census division and census subdivision <sup>1</sup>	Francophone population	
	percentage	number
<b>Inverness</b>	<b>14.7</b>	<b>2,758</b>
Inverness, Subd. C	1.4	53
Port Hawkesbury	5.3	185
Inverness, Subd. B	1.7	88
Inverness, Subd. A	42.2	2,433
<b>Richmond</b>	<b>22.2</b>	<b>2,143</b>
Richmond, Subd. C	45.0	1,540
Richmond, Subd. A	10.4	415
Richmond, Subd. B	10.8	190
<b>Cape Breton</b>	<b>0.9</b>	<b>895</b>
Cape Breton	0.9	878
<b>Victoria</b>	<b>0.7</b>	<b>50</b>
Victoria, Subd. B	0.7	30
Victoria, Subd. A	0.7	20

1. The list excludes census subdivisions where there are little or no Francophones.

**Note:** The Francophone term refers to first official language spoken.

**Source:** Statistics Canada, 2006 Census of Population.

## Appendix B

**Table B-1**

**Proportion of Francophones by language use in various domains of the public and private spheres, Nova Scotia, 2006**

Language	Home		Friends		Immediate network		Work		Institutions and stores		Media	
	%	CV	%	CV	%	CV	%	CV	%	CV	%	CV
Mainly or only French <sup>1</sup>	48	6.7	29	6.8	24	7.5	19	11.9	10	16.3	3 <sup>E</sup>	32.2
English and French	4 <sup>E</sup>	22	14	14.7	18	11.1	17	14.2	12	10.5	11 <sup>E</sup>	17.9
Mainly or only English <sup>2</sup>	48	6.8	57	4.9	58	4.8	64	5.2	79	2.5	86	2.3
<b>Total</b>	<b>100</b>	<b>0.0</b>	<b>100</b>	<b>0.0</b>	<b>100</b>	<b>0.0</b>	<b>100</b>	<b>0.0</b>	<b>100</b>	<b>0.0</b>	<b>100</b>	<b>0.0</b>

1. Refers to the sum of the "French only" and "Much more French than English" categories of the survey questionnaire.

2. Refers to the sum of the "English only" and "Much more English than French" categories of the survey questionnaire.

CV coefficient of variation

**Note:** The term Francophone refers to the first official language spoken.

**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

## Appendix C

### Construction of indices

#### Note on the construction of the daily language use indices

The indices used in this section were developed in the following manner. Whether it comes to the use of French or English, in all cases where people use only the majority language, they are assigned a value of 1, while those who use only the minority language are assigned a value of 5. In general, most questions consisted of a scale with five levels. For certain questions, there were only three possible categories: “French”, “French and English”, 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 by language categories, the other by average level of use of languages. The first 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 second approach, the average scores obtained were regrouped into five categories. However, given that the results 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 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 network, 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 into account both the proportion and the number of official-language minority persons within a dissemination area. A strong concentration of the minority group exists when the Francophone population within a dissemination area makes up at least 50% of the overall population or at least 200 persons. An average 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 weak when their proportion within the dissemination area is less than 10% or their number is less than 50 persons.

Once a concentration class (ie. weak, 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. In other words, when we state that 49.6% of the Francophones living in Nova Scotia are weakly concentrated within their municipality of residence, this means that 49.6% of them live in municipalities where, in the majority of cases, either their number is lower than 50 persons or their proportion is lower than 10% of the population within their dissemination area of residence.

## References

- Blaser, Christine (2009), *Health Care Professionals and Official-Language Minorities in Canada: 2001 and 2006*, Statistics Canada, Catalogue no. 91-550-X, Ottawa, 58 pages.
- Boudreau, Geneviève, (2007), « La mise en œuvre des droits à l'instruction en français en Nouvelle-Écosse ». *Revue internationale d'études canadiennes*, N° 36, p. 73-94.
- Brockington, Riley (2009), *Summary Public School Indicators for the Provinces and Territories, 2000/2001 to 2006/2007*, Statistics Canada, Catalogue no. 81-595-M, 55 pages.
- Conseil scolaire acadien provincial, (2011), *Qu'est-ce que le CSP?*, <http://csap.ednet.ns.ca/lecsap.php?id=50> (available in French only) (site consulté le 18 octobre 2011).
- Corbeil, Jean-Pierre, (2003), "30 years of education: Canada's language groups," *Canadian Social Trends*, No. 71, Winter 2003, Statistics Canada, Catalogue no. 11-008, Ottawa, 8-12.
- Corbeil, Jean-Pierre, Claude Grenier and Sylvie Lafrenière (2007), *Minorities Speak Up: Results of the Survey on the Vitality of the Official-Language Minorities – 2006*, Statistics Canada, Catalogue no. 91-548-XIE, Ottawa, 176 pages.
- Doucet, Michel. (2004), *Étude d'impact de la décision de la Cour suprême du Canada dans l'affaire Glenda Doucet-Boudreau et al. C. Attorney General of Nova Scotia [2003] 3 R.C.S. 3*, Dieppe, 26 pages.
- Fédération des associations de juristes d'expression française de common law inc., (2011), *Documents sur les questions actuelles et historiques*, <http://www.accesjustice.ca/ej-ne.php> (available in French only) (site visited on October 21, 2011).
- Profiles of the Francophone and Acadian communities of Canada (PFAC), (2009), *Acadian and Francophone Community Profile of Nova Scotia*, <http://profils.fcfa.ca/en> (site visited on June 6, 2011).
- Houle René and Jean-Pierre Corbeil (2010), *Statistical Portrait of the French-Speaking Immigrant Population Outside Quebec (1991 to 2006)*, Statistics Canada, Catalogue no. 89-641-X, Ottawa, 104 pages.
- Lachapelle, Réjean, (1988), "Changes in Fertility among Canada's Linguistic Groups", *Canadian Social Trends*, No. 10, Statistics Canada, Catalogue no. 11-008-E, Ottawa, p. 2-8.
- Lachapelle, Réjean and Jean-François Lepage (2011), *Languages in Canada: 2006 Census*, Ottawa, Canadian Heritage and Statistics Canada, 197 pages.
- Lord, Bernard, (2008), *Report on the Government of Canada's Consultations on Linguistic Duality and Official Languages*, Ottawa, 45 pages.
- Martel, Angéline (1991), *Official Language Minority Education Rights in Canada: From instruction to management*, Office of the Commissioner of Official Languages, Ottawa, 409 pages.
- Rothwell, Neil and Martin Turcotte, (2006), "The Influence of Education on Civic Engagement: Differences Across Canada's Rural-Urban Spectrum." *Rural and Small Town Canada Analysis Bulletin*, Vol. 7, No. 1, July, Catalogue no. 21-006-XIE, Ottawa, 18 pages.
- Statistics Canada, (1989), *Population Estimates by First Official Language Spoken*, Statistics Canada, Catalogue no. 21-006-XIE, Ottawa.