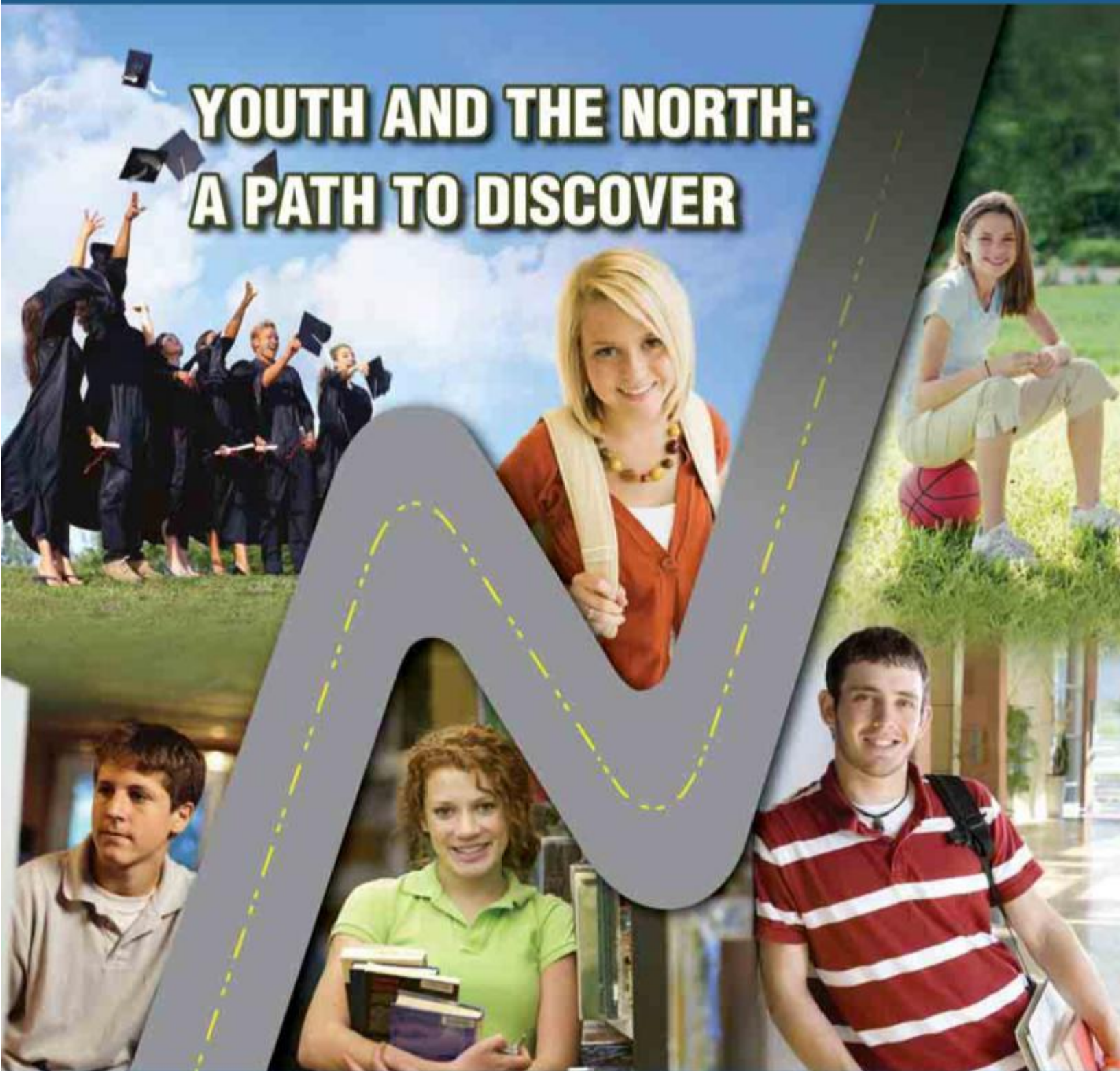


YOUTH AND THE NORTH: A PATH TO DISCOVER



REPORT – YEAR 9
2013



FAR NORTHEAST TRAINING BOARD (FNETB)
Your local labour market planning network
COMMISSION DE FORMATION DU NORD-EST (CFNE)
Votre réseau local de planification du marché du travail



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**YOUTH AND THE NORTH:
A PATH TO DISCOVER**

REPORT – YEAR 9

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FAR NORTHEAST TRAINING BOARD (FNETB)

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The Far Northeast Training Board is funded by the Ontario government.



The opinions expressed in this document do not necessarily reflect the opinions of the Ministry of Training, Colleges and Universities of Ontario.

2013

Table of contents

| | |
|--|----|
| Summary | 1 |
| 1. Introduction | 2 |
| 2. The Sample Over Time | 5 |
| 3. Place of Residence: Perspective and Reality | 7 |
| 3.1. Movements Through Time..... | 7 |
| 3.1.1. Perspective in 2005 and in 2008 for the Grade 9 Cohort | 8 |
| 3.1.2. Perspective in 2008 and Factual Residence in 2013 for the Grade 9 Cohort..... | 8 |
| 3.1.3. Perspective in 2008 and in 2013 for the Grade 9 Cohort..... | 9 |
| 3.1.4. Perspective in 2005 and Factual Residence in 2013 for Both Cohorts | 9 |
| 3.1.5. Perspective in 2005 and Preferred Residence in 2013 for Both Cohorts | 10 |
| 3.1.6. Preferred Residence and Factual Residence in 2013 for Both Cohorts | 11 |
| 3.1.7. Factual Residence in 2005 and in 2013 for Both Cohorts..... | 12 |
| 3.2. In Search of an Explanation | 14 |
| 3.2.1. Occupation/Profession and Place of Residence | 14 |
| 3.2.2. Place of Study and Place of Residence | 17 |
| 3.2.3. Mother Tongue and Place of Residence..... | 18 |
| 3.2.4. Marital Status and Place of Residence | 18 |
| 3.2.5. Health and Place of Residence | 18 |
| 3.2.6. Appreciations, Representations and Activities | 18 |
| 3.2.6.1. Appreciations for Outdoors Activities | 19 |
| 3.2.6.2. Representations in 2005 | 19 |
| 3.2.6.3. Representations in 2013 | 20 |
| 3.2.6.4. Activities in 2005 | 21 |
| 3.2.6.5. Activities in 2013 | 21 |
| 3.2.7. The Causes of the Causes..... | 22 |
| 3.2.7.1. Shopping | 23 |
| 3.2.7.2. Cultural Activities | 23 |
| 3.2.7.2.1. The Library | 23 |
| 3.2.7.2.2. The Theatre | 23 |
| 3.2.7.2.3. The Movies | 24 |
| 3.2.7.2.4. Art Galleries..... | 24 |
| 3.2.7.3. Outdoor Activities..... | 25 |
| 3.2.7.3.1. Fishing..... | 25 |
| 3.2.7.3.2. Hunting | 25 |
| 3.2.7.3.3. Snowmobiling | 25 |
| 3.2.7.3.4. Four-wheeling | 25 |
| 3.2.7.4. Politics..... | 26 |
| 3.2.7.4.1. Provincial Politics | 26 |
| 3.2.7.4.2. World Politics | 26 |
| 3.2.7.5. Love for the Community | 26 |
| 3.2.7.6. Synthesis - The Causes of the Causes..... | 26 |
| 4. Conclusion..... | 30 |
| 5. Assesment of the Study | 32 |
| 5.1. Main Observations | 32 |
| 5.2. Recommendations | 34 |
| Appendix 1 - Questionnaire..... | 36 |
| Appendix 2 - Main Observations and Recommendations | 57 |
| Appendix 3 - Tables | 64 |

Summary

In this last year of our study, in order to insure the comparability of our results over time, we deemed it essential to compare the characteristics of the 2005 and 2013 samples. Descriptive analysis of each revealed the likeliness of their principal characteristics, thus allowing us to study the movements in data from 2005 through 2013.

In 2013, results reveal that 49.4% of youth reside in the Far Northeast Training Board (FNETB) region; 10.6%, elsewhere in the North East; 28.1%, elsewhere in Ontario and 11.8%, somewhere other than in Ontario. When we compare the predicted place of residence in 2005 and the factual place of residence in 2013, we observe variations across time. Among those destined to the FNETB region, 39.1% live elsewhere; of those wishing to reside elsewhere in the North East, 50.0% have returned to their region of origin, as have done 39.4% of those who thought they would establish themselves elsewhere in Ontario and 43.9% of those who imagined themselves somewhere other than in Ontario. If we analyze these movements by cohort, we discover that, in 2013, we find less of those who were in grade 12 at the beginning of the study in the FNETB region than we do of those who were in grade 9, which reveals that time plays a role in draining individuals from their home region.

In order to determine whether certain factors may explain the tendency for youth to choose one region over another, we opted to retain five factors which could, theoretically at least, affect their choice of place of residence: profession or occupation, mother tongue, marital status, location of study and health. And so our question was, is the choice to live in one region in particular somewhat determined by one's occupation, social class, mother tongue, health or location of study? **None of these factors, except for place of study, it turns out,** play a decisive role in youth's choice of region of residence.

It is important to point out that the city or town in which youth have pursued a post-secondary education has, at the end of the study, become the place of residence for 82.6% of those who have made their home in the FNETB region, for 27.6% of those who reside elsewhere in the North East, for 54.0% of those who live elsewhere in Ontario and for 45.5% of those who find themselves living outside of Ontario. To study in one's home region very often means to establish one's self in that same region. Those who have attended post-secondary establishments in the FNETB region and elsewhere in the North East (Sudbury, North Bay...) are more likely to reside in their home region. The further away from their home base their post-secondary education takes them, the less likely youth are to return.

Analyses show that the frequency with which youth engage in various activities and the views they express on different themes only slightly differ according to their place of residence in 2013. Regardless of the region in which they live, youth essentially think alike and are involved in the same types of activities. In the FNETB region, activities such as fishing, hunting, snowmobiling and four-wheeling are more frequent; conversely, going to the library, the theatre, the movies or art galleries is not as common as it is elsewhere and those who have elected residence in that particular region seem less interested in provincial and **world** politics.

1. Introduction

In 2005, driven by a more than decade-long downward population trend in Northern Ontario, we set out to enter the world of its young people in order to gain a better understanding of their life projects, movements and shifts; the objective was to collect data over several years which would serve to inform those responsible for community development and training within the FNETB area. Initial data collection gathered over 1,700 students from two cohorts attending schools in the region serviced by the FNETB. The first cohort was in grade 9 at the time and the second, in grade 12. Thus constituted, the sample would allow us to observe students' movements and evolution during high school, post-secondary education and in the work force. Depending on the language of instruction in the institution, either a French or an English questionnaire was circulated in which participants were asked to evaluate their relationships with those in their environment, to indicate their appreciation for the activities they engage in and the frequency at which they do so and to share their opinions on love, family relations, education, cultural diversity, politics, community of residence and interpersonal relationships. They were also invited to provide information on their training, language of communication, relationship with the media as well as their educational, professional and residential goals. In this first year of the study, we sought to identify differences in these activities and representations according to community, mother tongue, ethnicity, gender and cohort. Analyses highlight the importance of two elements: the extreme homogeneity of youth's activities and representations and the contained nature of their responses. Each year, with the exception of 2010 and 2012, new data was collected.

In 2006, the study reached 545 respondents, more than 75% of which belonged to the grade 9 cohort. This attrition was largely due to the loss of collaboration from some schools as well as to the low mail survey response rate from those who were no longer attending secondary school. Nonetheless, analyses were conducted which confirmed the two tendencies observed in the first report, that of the homogenous character of youth's activities and representations and the lack of enthusiasm in their responses, both of which reappear in each of the following data collections.

From 2007 on, projections, in terms of place of residence, vary, as do career plans and educational goals. In this third year of the study, through a sample of 700 youth, it becomes apparent that the school atmosphere does not play an important role in the fact that one might want to remain in or move out of the region. A trialectical model emerges through which love for the community, relationships with others and social engagement appear intertwined; this model will be consolidated by subsequent analyses from 2008 through 2013. Representations and practices are still essentially undifferentiated, although culture and education seem to appeal more to girls and Francophones seem more critical of the French issue than do Anglophones. At this point, many youth see themselves living outside of Northern Ontario five years down the road.

In the fourth year of the study, most of those who were in grade 9 in 2005 have obtained a secondary school diploma. Thus, we focused our attention on youth's secondary school itineraries which, from 2005 through 2008, mainly reflect a form of stability which seems to rest on a relative uncertainty in regard to the future as well as an accentuated fluctuation of life projects.

300 youth, in 2009, responded to the call for participation. This sample being much smaller than that of 2005, its principal characteristics needed to be examined in order to ensure comparability. By comparison, the 2009 sample is comprised of more females, more Francophones and more youth living in urban areas who, on average, do slightly better academically; all of these elements must be taken into account upon interpretation of the data. 2009 also brings into play a new phenomenon, that of a negative attitude towards university studies, which coexists with a preference for college studies. Francophones appear more pessimistic than Anglophones in regard to the French issue and generally speaking, youth are using Internet more and more as a means of communication. The interconnection of love for the community, relationships with others and social engagement is apparent.

In 2011, a sample of 322 individuals, most of which are female, reveals itself comparable to the 2005 sample and allows us to confirm, beyond the constant homogeneity in participants' responses, a few changes in perspectives and representations over time: the pro-college education discourse is more present, but openness toward culture is greater, interest for politics has increased, attitude toward the community is more positive, interpersonal relationships have improved and the outlook on love and the family is more optimistic.

2013 marks the last year of this longitudinal survey. Through social media networks used since 2009, we reach a little over 260 youth who resided in the FNETB region in 2005. Once again, the relative frequencies for the variables by which we are normally able to distinguish members of a given population are comparable to those of the 2005 sample, and once again, we observe a lack of enthusiasm in the responses concerning representations and activities. The mandate for this last report is twofold: it consists in analyzing the 2013 data and in drawing the necessary conclusions from our observations of the last nine years, which have revealed important variations in youth's aspirations, particularly those concerning their place of residence, as well as an impact of the appreciation for the community. We therefore felt it important to target the variables associated with the place of residence in 2013 and to assess its link with perspectives, activities and representations. This report aims to inform regional decision-makers and development officers, particularly those of the FNETB area; in all analyses concerning the region of residence we have thus distinguished, for the first time this year, between the FNETB region and the rest of the North East, in order to clearly identify that which is specific to youth living in the FNETB area.

The report is divided into six parts. In the first part (2.), we present the characteristics on the basis of which we compared the 2005 and 2013 samples. In the second (3.1.), we concentrate on the aspired and factual places of residence and we examine youth's movements through time. Having observed constancy in youth's perspectives five years after having completed their studies between 2005 and 2008, we explore their aspirations in regard to place of residence five years after the completion of their studies in 2008 and in 2005 and the relationship between these perspectives and their actual residence in 2013. We also study the connection between the factual place of residence in 2013 and 2005, respectively, and the aspired place of residence. The third part (3.2.) is composed of three series of analyses and it is devoted to presenting the reasons behind the choice to live or not to live in each of the four regions. The first series studies the impact of five factors (3.2.1. through 3.2.5.): occupational and professional status, place of study in 2011, mother tongue, marital status and health.

The second series (3.2.6.) concerns the place of residence and it focuses on appreciations, representations and activities in 2005 and 2013 respectively. The last series (3.2.7.) consists of multiple regressions which further explore the appreciations, representations and activities which served in dividing youth into four regions in the previous step. Each variable within each category was submitted to a form of analysis aimed at explaining its reason for being, hence the expression "the causes of the causes". The fourth part (3.2.7.6.) briefly summarizes the analyses, while the fifth (4.) presents a conclusion to the present report and the sixth (5.), an overview of the last nine years.



2. The Sample Over Time

In 2005, the sample was made up of 1,783 individuals (see Appendix 3, Table 1); in 2013, that number was down to 263, indicating an 85.2% decline in participation. Although significant, such a drop is not unusual in this type of study and it can easily be explained by at least four reasons, which are often interrelated. The first is that the initial sample was essentially a captive one, students filling out the questionnaire in the classroom; as they completed high school and left the Northern Ontario schools through which we originally reached them, it became harder to locate them and their participation in the study became strictly voluntary. The second is that many youth do not feel concerned by the research objectives or that they simply lose interest as time goes by, despite the incentives put forward by our research team. The third is that as youth move through time, regardless of the many innovative ways in which we try to lessen the effects of this all too predictable phenomenon, we lose track of a growing number of them. The fourth reason is that in order to join the participants, personal information must be disclosed by the friends and family whose contact details we obtained through the participants themselves, many of whom refuse to do so¹.

Before undertaking analyses in reference to years, we must ask ourselves if the nature of the 2013 sample allows for comparison, the precondition being the similarity of the relative frequencies of the first and last samples. To verify this, it is wise to turn our attention to those variables which usually serve in specifying sets of data: gender, mother tongue or ethnicity, place of residence, educational level and parents' professional level. Because the study initially focused on two cohorts, it is advisable to examine the data distribution for each.

In terms of gender, the 2005 sample consisted of 48.3% girls (see Appendix 3, Table 2) and the 2013, of 63.5%, reflecting a 15.2% increase in female participation.

If we focus on participants' first language or mother tongue, the Francophone portion of the sample grew by 15.1% from 2005 to 2013 (22.0% versus 37.1%) (see Appendix 3, Table 3). This increase coexists with a decrease in the Anglophone contingent, which drops from 42.3% to 28.2%, while the participation of bilingual individuals remains stable.

If we examine the group to which youth identify (see Appendix 3, Table 4), in 2005, 35.8% of them identify as Francophone in a closed-ended question, while they are 52.0% to do so in 2013. Those same numbers, for the Anglophones, are respectively 52.9% and 43.9%. As for those who identify as Aboriginal, the percentage dwindles from 6.9% in 2005 to 1.6% in 2013.

When it comes to the place of residence understood in terms of community size, there is no appreciable difference, from 2005 to 2013, for neither Timmins (22.5 % versus 20.2%), nor communities having between 1,000 and 4,999 inhabitants (14.7% versus 12.2%) (see Appendix 3, Table 5). In the communities and towns having less than 1,000 residents, there is a 9.3% decline, while in those having between 5,000 and 10,999, there is an increase of 14.1%.

¹ Results obtained in 2013, text from the *Report - Year Seven*, p.4

The socio-economic status of the family of origin was also considered: the 2005 and 2013 samples are very similar, for mothers and fathers, in terms of education as well as professional level. For instance, in 2005, 37.5% of mothers and 31.8% of fathers hold a college diploma while in 2013, 41.1% of mothers and 31.5% of fathers do so (see Appendix 3, Table 6). In much the same way, 19.3% and 21.1% of mothers are in what can be considered an average professional level, in 2005 and 2013, respectively, while 9.3% and 11.0% of fathers, for those same years, find themselves within that level (see Appendix 3, Table 7).

As for cohorts (see Appendix 3, Table 8), 55.8% of students, in 2005, belonged to the grade 9 cohort; in 2013, 48.7% of the sample came from that cohort.

These comparisons show that from 2005 to 2013, the sample comes to include a few more girls, a few more Francophones, a few less First Nations youth, a few less individuals from the grade 9 cohort, a few less people from smaller communities and a few more from average-sized communities. They also indicate that the socio-economic status of the family of origin is similar and, thus, do not support the idea that variations across time are due to social class in that only those from the upper classes have persisted in their collaboration to the study. The relative difference in gender composition is no cause for worry and it can easily be explained by the fact that female participation in studies is generally greater than that of males. The moderate decrease in participation from Anglophones, male youth and those from the grade 9 cohort will need to be taken into account when interpreting the results as will the shifts pertaining to community size. And while it is clear that we cannot, from these sample distributions, draw conclusions about the population – such is not, in any case, the objective of this study – it is also clear that comparisons of the means and calculated proportions within each group put the statistics themselves into perspective. In 2005, the Aboriginal portion of the sample was very small and in 2013, it is almost nil; no conclusions can therefore be drawn which would entail a comparison through time with the entire data set.



3. Place of Residence: Perspectives and Reality

Given that the primary goal of this study is to better understand young people's life trajectories in order to counteract the demographic decline in the FNETB area, we deemed it crucial to give centre stage to analyses concerning the place of residence. First, we present results which provide answers to the following questions. Where do youth presently reside? How many of those who had expressed their wish to live in the FNETB region do so in 2013? How many young people who had voiced their desire to leave their region of origin have actually made it their home? Second, we present results of the analyses we performed in order to verify whether specific characteristics can be attributed to youth depending on the region in which they have settled. The new four-region division has been adopted for this series of analyses where we tested for a possible association between place of residence in 2013 and occupation and profession, place of study, mother tongue, marital status and health, respectively.

3.1 Movements Through Time

In the 2008 report, we looked closely at place of residence. We focused our attention on two particular moments in the grade 9 cohort's trajectory: the beginning (2005) and the end of high school (2008). In 2008, we observed the following: 58.9% of students planned to take up residence in Northern Ontario; 24.4% of them had had no such project in 2005. Based on this observation, we set out to discover, in the 2011 report, how these prospects developed over time. When comparing the aspirations of 2008 to those of 2011, we found that in the latter phase, 78.0% of youth were considering living in the North. Attempting to establish a link between wish and reality, we compared the goals of 2005 to the place of residence in 2011 for both the grade 9 and the grade 12 cohort. Our analysis revealed that 67.1% of youth live in the North despite the fact that 31.3% of them had not intended to do so. We are now in a position to further penetrate the issue of place of residence: firstly, because we have obtained subsequent data, at a time where the grade 9 cohort might have completed, in 2012, four years of post-secondary education. Taking into consideration the fact that those who were in grade 12 in 2005 might have completed four years of post-secondary studies in 2009, it is very likely that youth who participated in the study in 2005 be in the labour market and perhaps even have been for a while in 2013. Secondly, because in earlier analyses, our concerns pertaining to residence were mainly related to an evident dichotomy between Northern Ontario and an other worldliness; hence, we included in the same category the FNETB region and places like Sudbury and North Bay. However, to finalize this study, the need to subdivide the areas in which youth reside, or hope to one day settle, into four regions – the North East (region serviced by the FNETB²), another North East, elsewhere in Ontario and somewhere other than in Ontario – becomes apparent. Thirdly, because we feel it necessary to link the aspired and factual places of residence to different variables such as those related to work and attitudes.

² The FNETB operates on approximately 160,000 square kilometers. The main cities in this area are: Timmins, Cochrane, Hearst, Iroquois Falls, Kapuskasing, Kirkland Lake and Timiskaming Shores.

3.1.1. Perspective in 2005 and in 2008 for the Grade 9 Cohort

In light of this new geographical breakdown, we must, it seems, review the results obtained over previous years. We can start with the grade 9 cohort and examine how it has evolved. Year after year, students were asked: “Five years after the completion of your studies, which city do you think you will live in?” If we compare the grade 9 cohort’s answers at the beginning and the end of their high school studies, we can conclude to the drawing power of the FNETB region: Table 9 (Appendix 3) shows that 57.5% of youth who planned to live in the FNETB region in grade 9 still do so in grade 12 and that 34.4% of those who saw themselves living in the North East, but outside of the FNETB area now prefer the FNETB region as do 28.0% of students who had their sights set on living elsewhere in Ontario and 34.1% of those who were drawn to the idea of living somewhere outside of Ontario. In fact, of all the intersections shown in Table 9, that of the FNETB not only shows the greatest proportion overall, but also the greatest proportion of non-variation. If youth from the FNETB region can easily see themselves living elsewhere, most of them are also drawn to their home region.

3.1.2. Perspective in 2008 and Factual Residence in 2013 for the Grade 9 Cohort

We can follow this same cohort and ask ourselves if there is a connection between the goals in 2008 and the place of residence in 2013 (see Table I). This time, figures show that in 2013, the FNETB region is a popular destination, regardless of the 2008 prospects. In fact, 68.8% of graduates wished to live in the North East in 2008 and do so in 2013, while 55.6% of those who planned to settle in the North East, but not in the FNETB area, 42.9% of those who imagined themselves elsewhere in Ontario and 70.0% of those who had intended to reside outside of Ontario actually live in the FNETB area.

| Table I Projected place of residence five years after the completion of their studies, in 2008, and factual place of residence in 2013 for the grade 9 cohort | | | | |
|--|---------------------|------------------|---------------------|--------------------|
| Place of residence in 2013 | Perspective in 2008 | | | |
| | FNETB Region | North-East Other | Elswhere in Ontario | Outside of Ontario |
| FNETB Region | 68.8 | 55.6 | 42.9 | 70.0 |
| North-East Other | 9.4 | 22.2 | 14.3 | 0.0 |
| Elswhere in Ontario | 9.4 | 0.0 | 35.7 | 10.0 |
| Outside of Ontario | 12.5 | 22.2 | 7.1 | 20.0 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| N | 32 | 9 | 28 | 10 |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal. | | | | |

3.1.3. Perspective in 2008 and in 2013 for the Grade 9 Cohort

These figures vary slightly if instead of referring to the actual place of residence, we refer to the expected place of residence (see Appendix 3, Table 10). In doing so, we discover that 79.3% or those who wished to live in the FNETB region in 2008 still do so in 2013. If we are tempted to read in those figures a preference for the FNETB area, we must not forget that a similar tendency characterizes those who, in 2008, expected to live elsewhere in Ontario or somewhere other than in Ontario: in 2013, 57.5% of the former and 60.0% of the latter maintain their 2008 perspectives.

The admittedly small size of the 2013 sample does suggest caution with respect to the conclusions we can draw from the results it has generated. But in light of the statistics presented at the beginning of the study and of the fact that only 49.6% of the 2013 sample reside in the FNETB region in 2013, the above-mentioned results must be lent some credibility.

3.1.4. Perspective in 2005 and Factual Residence in 2013 for Both Cohorts

Following the logic of the previous reports, we may wonder if there is a connection between the projected place of residence five years after the completion of their studies and youth's actual place of residence in 2013, when taking into consideration all four regions. Proportions reflect the relative appeal of the FNETB area: 61.9% of youth from both cohorts who expected to live in that area in 2005 have effectively settled there (see Appendix 3, Table 11), while 50.0% of those who planned to reside elsewhere in the North East, 39.4% of those who imagined they would be someplace else in Ontario and 43.9% of youth who had set their horizons beyond their home province actually reside in the FNETB region.

If we examine these figures by cohort, the overview remains the same whether we focus strictly on the grade 9 (see Appendix 3, Table 12) or the grade 12 cohort (see Appendix 3, Table 13): at the intersection of the 2005 perspective and 2013 residence for the FNETB region, the percentage is always at least 60.0%. It should however be noted that, when it comes to the FNETB region as the factual place of residence, percentages drop significantly for the grade 12 cohort, that is to say for youth who have completed high school earlier and have the most life experience beyond their studies. If we compare this factual place of residence to the rest of the North East as an aspired place of residence in 2005, the proportions are respectively 70.0% and 35.7% for the grade 9 and grade 12 cohorts. If we do the same for the ambition to live elsewhere in Ontario, the gap narrows from 51.6% to 30.0%. If we proceed to the comparison for somewhere other than Ontario, the proportion drops from 50.0% to 36.8%. Hence, it can be concluded that time plays a role in draining individuals from the FNETB area.

3.1.5. Perspective in 2005 and Preferred Residence in 2013 for Both Cohorts

The question arises as to whether these figures are relativized through the substitution of the 2013 factual residence by the 2013 residence of choice. The numbers are roughly the same for both cohorts (see Appendix 3, Table 14). The percentage relative to the North Eastern region as a preferred place of residence in 2013, 61.9%, is in fact identical to that of the factual place of residence (see Appendix 3, Table 11). In all other columns, the row pertaining to the FNETB region shows statistics which are systematically slightly inferior when it appears as a preferred rather than a factual place of residence: for the rest of the North East, they are respectively 50.0% and 35.0%; for elsewhere in Ontario, 39.4% and 32.2%; and for somewhere other than Ontario, 43.9% and 40.5%.

For the grade 9 cohort, at the intersection of the FNETB region column and row, the percentage is 73.1% for the preferred residence (see Appendix 3, Table 15): for the factual residence, it is 64.3% (Appendix 3, Table 12). Still comparing the FNETB row in terms of preferred and factual residences, we observe a drop in percentages for the rest of the North East (from 70.0% to 33.3%), as well as for elsewhere in Ontario (from 51.6% to 32.1%) and somewhere other than Ontario (from 50.0% to 45.5%). It seems, therefore, that for the grade 9 cohort, if the figure for the North East as a projected place of residence in 2005 is higher than that of it as a factual residence in 2013, in all other cases, it is lower. A few of those living in the of FNETB region in 2013 and who had wished to live elsewhere in 2005 still do not want to take up residence in the FNETB area.

Observations regarding the grade 12 cohort are slightly different. In 2013, 60.0% of youth who, in 2005, planned to reside in the FNETB area actually do so (see Appendix 3, Table 13); but that number decreases to 51.7% when the issue is the preferred place of residence in 2013 (see Appendix 3, Table 16). In the other columns, if we refer to the same row, where fact and wish are compared, we find figures which are rather similar: 35.7% for the former and 36.4% for the latter for the rest of the North East, 30.0% and 32.3% for elsewhere in Ontario and 36.8% versus 33.3% for somewhere other than Ontario.

Thus, if, for the grade 9 cohort, the preference is greater than the fact when numbers refer to the 2005 goal to live in the FNETB region in connection with the actual residence in 2013 when that residence is the FNETB area, the same cannot be said for the grade 12 cohort. Time, one could then argue, seems to play a role in reducing the appeal of the region covered by the FNETB.

3.1.6. Preferred Residence and Factual Residence in 2013 for Both Cohorts

In 2013, most young people from the initial sample are theoretically somewhat settled in life or in the process of doing so. Bearing in mind the four-region division established at the beginning of this report, one might wonder whether or not they are happy with their present-day situation. Table II reveals figures from both cohorts, which suggest a trend towards satisfaction. Reading the table diagonally from left to right, one will note the high proportions of those who are in fact where they want to be: it is the case for 63.2% of those who live in the FNETB region, for 43.5% of those who reside elsewhere in the North East, for 55.4% of those who call somewhere else in Ontario their home and for 61.5% of those who have settled somewhere outside the province. Cohort-based analyses produce identical results (see Tables III and IV).

| Table II | | | | |
|--|----------------------------------|------------------|----------------------|--------------------|
| Preferred residence in 2013 by factual residence in 2013 for both cohorts | | | | |
| Preferred residence in 2013 | Factual residence in 2013 | | | |
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 63.2 | 21.7 | 23.1 | 23.1 |
| North-East Other | 8.8 | 43.5 | 0.0 | 0.0 |
| Elsewhere in Ontario | 18.4 | 30.4 | 55.4 | 15.4 |
| Outside of Ontario | 9.6 | 4.3 | 21.5 | 61.5 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 114 | 11 | 65 | 26 |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal. | | | | |

| Table III | | | | |
|--|----------------------------------|------------------|----------------------|--------------------|
| Preferred residence in 2013 by factual residence in 2013 for the grade 9 cohort | | | | |
| Preferred residence in 2013 | Factual residence in 2013 | | | |
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 61.5 | 33.3 | 24.1 | 31.3 |
| North-East Other | 12.3 | 41.7 | 0.0 | 0.0 |
| Elsewhere in Ontario | 15.4 | 25.0 | 62.1 | 6.3 |
| Outside of Ontario | 10.8 | 0.0 | 13.8 | 62.5 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 65 | 12 | 29 | 16 |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal. | | | | |

Table IV
Preferred residence in 2013 by factual residence in 2013
for the grade 12 cohort

| Preferred residence in 2013 | Factual residence in 2013 | | | |
|--|---------------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 65.3 | 9.1 | 22.2 | 10.0 |
| North-East Other | 4.1 | 45.5 | 0.0 | 0.0 |
| Elsewhere in Ontario | 22.4 | 36.4 | 50.0 | 30.0 |
| Outside of Ontario | 8.2 | 9.1 | 27.8 | 60.0 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 49 | 11 | 36 | 10 |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal. | | | | |

3.1.7. Factual Residence in 2005 and in 2013 for Both Cohorts

To conclude this descriptive analysis, it seems befitting to compare places of residence in 2005 and 2013. Table V reveals that only 49.4% of youth who resided in the FNETB region in 2005 are still living there in 2013. To this proportion, we must add the 10.6% who still reside in North Eastern Ontario, although beyond the borders of the FNETB area. As for the rest of the sample, 28.1% live in Ontario, while 11.8% live under different skies. If we were to treat the cohorts separately, we would confirm these tendencies (see Tables VI and VII); however, time would have to be retained as a vector of distance from the region covered by the FNETB.

Table V
Place of residence in 2005 and in 2013
for both cohorts
(n = 263)

| % | 2005 | to | 2013 |
|------|--|----|--|
| 49.4 | A municipality in Northern Ontario - FNETB | to | a municipality in Northern Ontario - FNETB |
| 10.6 | | to | a municipality in Northern Ontario - other |
| 28.1 | | to | a municipality elsewhere in Ontario |
| 11.8 | | to | a municipality outside of Ontario |

Table VI
Place of residence in 2005 and in 2013
for the grade 9 cohort
(n = 130)

| % | 2005 | to | 2013 |
|----------|--|-----------|--|
| 53.8 | A municipality in Northern Ontario - FNETB | to | a municipality in Northern Ontario - FNETB |
| 9.2 | | to | a municipality in Northern Ontario - other |
| 24.6 | | to | a municipality elsewhere in Ontario |
| 12.3 | | to | a municipality outside of Ontario |
| | | | |

Table VII
Place of residence in 2005 and in 2013
for the grade 12 cohort
(n = 133)

| % | 2005 | à | 2013 |
|----------|--|----------|--|
| 45.1 | A municipality in Northern Ontario - FNETB | à | a municipality in Northern Ontario - FNETB |
| 12.5 | | à | a municipality in Northern Ontario - other |
| 31.6 | | à | a municipality elsewhere in Ontario |
| 11.3 | | à | a municipality outside of Ontario |
| | | | |



3.2. In Search of an Explanation

Having tracked both cohorts' evolution over time in terms of perspectives as well as reality, we now deem it appropriate to establish whether certain factors are determinant of youth's desire, or tendency, to inhabit one of the four regions compared, whether it be the FNETB region, elsewhere in the North East, elsewhere in Ontario or somewhere other than in Ontario. We have retained 5 factors which could, in theory, influence young people's choice of place of residence: occupation and profession, mother tongue, marital status, location of study and health. The question is as follows: is the choice to live in one of the given regions to some extent determined by youth's occupation, social class, mother tongue, location of study or health condition?

3.2.1. Occupation/Profession and Place of Residence

In our first analysis, on the premise that the region in which an individual lives may be determined by this factor, we sought to establish whether differences exist between those who are working full-time or studying and those who are either working part-time, are unemployed or are workless. One might be tempted to think, for example, that the unemployed and the workless would appear in greater numbers in their home region while those who are fully employed or pursuing a post-secondary education would more likely find themselves in regions other than the FNETB. We often hear it said that there are little or no employment opportunities for youth in the area, suggesting that young people who live beyond the borders of the FNETB are necessarily employed. We have regrouped the answers to the following question, "What is your status relative to work or education?" (see Appendix 1, question 7 in the questionnaire), into two broader categories: one which includes full-time workers and all students, another which gathers part-time workers, the unemployed and the workless. The findings from this analysis point to the lack of connection between youth's employment or school-related status and the region³, in which they live; otherwise said, in each of the four regions, we find youth who are unemployed, workless, working full or part-time or studying.

In order to further examine the link between profession and place of residence, we asked the following questions. Does the professional level vary according to region? Are there more participants with inferior level jobs in the FNETB region? It should be recalled that, to class individuals by professional level, a specific formula is used which takes into consideration the educational level required, the profession itself and the average income associated with the profession in question. A one-way analysis of variance (ANOVA) indicates that professional level is not dependent on place of residence, that in all regions, we find youth belonging to all professional levels (see Table VIII), and thus contributes to debunking the myth that Northern Ontario is host to those with inferior level professions and that, in order to reach superior levels, one must leave the area. A subsequent analysis using gender as the dependent variable reveals that it is not a characteristic by which regions can be defined.

³ $\chi^2_{(3)} = 1.21$; $p = 0.75$

| Table VIII | | | |
|---|----------------------|---------------|-------------|
| Professional level according to region and gender | | | |
| | | Female | Male |
| FNETB Region | 1 – Inferior | 41.1 | 26.9 |
| | 2 – Average-inferior | 12.5 | 38.5 |
| | 3 – Average | 21.4 | 23.1 |
| | 4 – Average-superior | 23.2 | 7.7 |
| | 5 – Superior | 1.8 | 3.8 |
| North-East Other | 1 – Inferior | 50.0 | 28.6 |
| | 2 – Average-inferior | 8.3 | 28.6 |
| | 3 – Average | 25.0 | 14.3 |
| | 4 – Average-superior | 16.7 | 14.3 |
| | 5 – Superior | 0.0 | 14.3 |
| Elsewhere in Ontario | 1 – Inferior | 40.0 | 27.3 |
| | 2 – Average-inferior | 20.0 | 22.7 |
| | 3 – Average | 26.7 | 18.2 |
| | 4 – Average-superior | 13.3 | 27.3 |
| | 5 – Superior | 0.0 | 4.5 |
| Outside of Ontario | 1 – Inferior | 33.3 | 60.0 |
| | 2 – Average-inferior | 8.3 | 40.0 |
| | 3 – Average | 25.0 | 0.0 |
| | 4 – Average-superior | 33.3 | 0.0 |
| | 5 – Superior | 0.0 | 0.0 |
| Gender: $F(1; 162)=.11; p=.74$ Place of residence: $F(3; 162)=.35; p=.79$ Gender x place of residence: $F(3; 162)=.95; p=.12$ | | | |

Having established that the place of residence does not determine the professional level, we asked ourselves if youth who leave the FNETB area do so in order to work in a specific field. In the questionnaire, this year, we asked participants to indicate their occupation. Occupations were coded using Statistics Canada's National Occupational Classification for Statistics 2001 (NOC-S 2001). Table IX shows participants' occupation by region of residence and by gender.

Table IX
Occupational classification by region and gender

| Region | Work Sector | Gender | | Total |
|-------------------------|---|--------|------|-------|
| | | Female | Male | |
| FNETB Region | A – Management Occupations | 1.8 | 0.0 | 1.2 |
| | B – Business, Finance and Administrative Occupations | 14.3 | 7.7 | 12.2 |
| | C – Natural and Applied Sciences and Related Occupations | 7.1 | 15.4 | 9.8 |
| | D – Health Occupations | 14.3 | 3.8 | 11.0 |
| | E – Occupations in Social Science, Education, Government Service and Religion | 26.8 | 11.5 | 22.0 |
| | F – Occupations in Art, Culture, Recreation and Sport | 5.4 | 0.0 | 3.7 |
| | G – Sales and Service Occupations | 26.8 | 11.5 | 22.0 |
| | H – Trades, Transport and Equipment Operators and Related Occupations | 1.8 | 26.9 | 9.8 |
| | I – Occupations Unique to Primary Industry | 0.0 | 15.4 | 4.9 |
| | J – Occupations Unique to Processing, Manufacturing and Utilities | 1.8 | 7.7 | 3.7 |
| North-East Other | A – Management Occupations | 8.3 | | 5.3 |
| | B – Business, Finance and Administrative Occupations | 0.0 | 14.3 | 5.3 |
| | C – Natural and Applied Sciences and Related Occupations | 0.0 | 14.3 | 5.3 |
| | D – Health Occupations | 16.7 | 0.0 | 10.5 |
| | E – Occupations in Social Science, Education, Government Service and Religion | 33.3 | 28.6 | 31.6 |
| | F – Occupations in Art, Culture, Recreation and Sport | 0.0 | 0.0 | 0.0 |
| | G – Sales and Service Occupations | 33.3 | 14.4 | 26.3 |
| | H – Trades, Transport and Equipment Operators and Related Occupations | 0.0 | 28.6 | 10.5 |
| | I – Occupations Unique to Primary Industry | 8.3 | 0.0 | 5.3 |
| | J – Occupations Unique to Processing, Manufacturing and Utilities | | | 0.0 |
| Elsewhere in Ontario | A – Management Occupations | 10.0 | 13.6 | 11.5 |
| | B – Business, Finance and Administrative Occupations | 20.0 | 4.5 | 13.5 |
| | C – Natural and Applied Sciences and Related Occupations | 10.0 | 18.2 | 13.5 |
| | D – Health Occupations | 16.7 | 4.5 | 11.5 |
| | E – Occupations in Social Science, Education, Government Service and Religion | 13.3 | 22.7 | 17.3 |
| | F – Occupations in Art, Culture, Recreation and Sport | 0.0 | 4.5 | 1.9 |
| | G – Sales and Service Occupations | 30.0 | 13.6 | 23.1 |
| | H – Trades, Transport and Equipment Operators and Related Occupations | 0.0 | 4.5 | 1.9 |
| | I – Occupations Unique to Primary Industry | 0.0 | 4.5 | 1.9 |
| | J – Occupations Unique to Processing, Manufacturing and Utilities | 0.0 | 9.1 | 3.8 |
| Outside of Ontario | A – Management Occupations | 0.0 | 12.5 | 5.0 |
| | B – Business, Finance and Administrative Occupations | 16.7 | 0.0 | 11.6 |
| | C – Natural and Applied Sciences and Related Occupations | 0.0 | 37.5 | 11.0 |
| | D – Health Occupations | 8.3 | 0.0 | 10.4 |
| | E – Occupations in Social Science, Education, Government Service and Religion | 41.7 | 12.5 | 22.5 |
| | F – Occupations in Art, Culture, Recreation and Sport | 0.0 | 0.0 | 2.3 |
| | G – Sales and Service Occupations | 25.0 | 0.0 | 22.5 |
| | H – Trades, Transport and Equipment Operators and Related Occupations | 8.3 | 25.0 | 8.1 |
| | I – Occupations Unique to Primary Industry | 0.0 | 0.0 | 3.5 |
| | J – Occupations Unique to Processing, Manufacturing and Utilities | 0.0 | 0.0 | 2.9 |

The results presented in this table reconfirm the lack of variation between the four regions, in 2013, in regard to occupation. In each region, youth are employed in the various work sectors. For instance, in each region, similar proportions of females work in sales and services. The same can be said for males in the “Trades, Transport and Equipment...” sector. It is important to stress the fact that gender-based employment is not alleviated by the region of residence: most sectors are clearly over-represented by one of the sexes with women tending to dominate in health occupations, education and sales and services and men, in the natural sciences, trades and primary industry occupations. It must also be acknowledged that these percentages should be used with caution due to the small number of cases which appear in each cell as a result of the subdivision.

3.2.2. Place of Study and Place of Residence

In year 5 of the study, we looked closely at the correspondence between the place where youth study and the place where they wish to live and found these variables to be significantly correlated. The choice of post-secondary institution, it seems, plays a role in determining where youth will eventually take up residence. This year, we delved a little deeper: first, by verifying whether there was a connection between the place of residence in 2013 and the place of study (see Appendix 3, Table 17), second, by examining the possible link between the city or town in which youth would like to live and the city or town in which they studied (see Appendix 3, Table 18).

An initial observation is that the vast majority (82.6%) of youth who studied in post-secondary institutions based in the region serviced by the FNETB presently reside in this area. We also note that an important proportion of youth who have studied elsewhere in the North East (69.0%), and many who have either studied elsewhere in Ontario (30.2%) or outside of Ontario (27.3%) have returned to the home region. One can therefore conclude that to study in one’s home region is often synonymous with establishing one’s self in that same region. Numbers show that youth who have attended post-secondary establishments in the FNETB region and elsewhere in the North East (Sudbury, North Bay...) are more likely to return to their home base than those who have studied elsewhere in the province or outside the province. It could even be said that the further away from home their post-secondary studies take them, the less likely youth are to return.

When comparing the results pertaining to the place of residence to those of the preferred residence in connection with the place of study in 2011, we must draw attention to the fact that many young people, even those who have studied close to home, are drawn to another region. In the case of the FNETB area the percentages are respectively 82.6% and 63.6%, indicating a 19 point difference. A 19 percentage point gap also characterizes the figures relative to the rest of the North East, while those for the other two regions reveal less variation and, thus, a closer correspondence between factual and preferred places of residence.

3.2.3. Mother Tongue and Place of Residence

A cross-tabulation using the two variables of place of residence and mother tongue highlights the fact that living in or moving out of a particular region is not associated with a specific language. Regardless of their first language, youth will either leave or stay in the FNETB region. Results reveal that close to half of all three language groups reside in the FNETB area. When we cross-compare preferred region and mother tongue, the analysis shows that the observed differences between language groups are also due to chance. It is safe to say, therefore, that youth's native language allows neither to predict their place of residence nor their preferred residence (see Appendix 3, Table 19).

3.2.4. Marital Status and Place of Residence

We also thought it **important to verify** whether marital status impacts the decision to live in a particular region. Statistical tests indicate that neither factual place of residence (see Appendix 3, Table 20) nor preferred place of residence (see Appendix 3, Table 21) is determined by a person's marital status.

3.2.5. Health and Place of Residence

It might be assumed that health plays a role in determining where one lives. To measure participants' health status, we presented them with eight questions by which they compared themselves to people their age in terms of physical and emotional health and through which they were invited to share their psychic states over the course of the previous three months. These eight variables were subjected to nine analyses aimed at determining whether any of them, or combinations of them, can accurately predict youth's factual place of residence, none of which is statistically significant. The discriminant analysis whose purpose is to identify determinants retains none, while the one-way analyses of variance reveal that health is not decisive for youth's place of residence (see Appendix 3, Table 22).

3.2.6. Appreciations, Representations and Activities

Up to this point, we have studied figures which show how youth evolve over time in regard to their place of residence, how they see their future and how their personal history has led them to take up residence in a particular area. We have seen that these movements and the variations they entail between regions can difficultly be explained by such theoretically significant factors as profession, place of study, mother tongue, marital status or health, although place of study does seem **to** have some impact. We can therefore ask ourselves if these movements, as regionally defined, depend on the appreciation for outdoor activities, the way in which youth see the world or the activities they engage in.

3.2.6.1. Appreciations for Outdoors Activities

Can we predict in which region a person will settle based on his or her appreciation for certain types of activities? This issue was addressed through a discriminant analysis aimed at verifying the predictive capacity, either in isolation or in combination, of youth's appreciation for hunting, fishing, snowmobiling and four-wheeling. Given the fact that these activities are normally associated with North Eastern Ontario in general and the FNETB area in particular, one might think that those who reside in these areas are particularly fond of them. The analysis retains only one discriminant function: "I enjoy using an all-terrain vehicle (ATV)". It classifies correctly 53.6% of the original observations according to region of residence and is particularly adequate in regard to North Eastern Ontario, where 86.8% of individuals are properly classed.

If we proceed by separate analyses to examine the link between region of residence and appreciation for each of the above-mentioned activities, we again note the significant impact of all-terrain vehicles (see Appendix 3, Table 23). The questionnaire offers, next to each statement, a six-point Likert scale with answers ranging from 1 (Not at all) to 6 (Very much), thus allowing us to calculate means. The mean for the FNETB region is 4.67; for elsewhere in Ontario, it is 3.43. The statistical test value for the mean difference is 7.59 (see the "F" column); it is the highest of all four activities. These individual variance analyses otherwise highlight the fact that fondness for hunting and snowmobiling also determine the place of residence, although less so, and the highest mean is always that of North Easterners, while the lowest is systematically that of those who live elsewhere in Ontario.

3.2.6.2. Representations in 2005

In 2005, we presented youth with several statements relating to their views on education, culture, politics, community and interpersonal relationships. Attached to each statement was a six-point Likert scale with answers ranging from "strongly disagree" (1) to "strongly agree" (6), thus allowing us to calculate and compare means according to region. It is within this framework that we proceeded in testing the differences in means for the statements which serve as indicators of these views or representations. Identifying opinions which may, at the time, have shown to impact on certain activities, would help us in providing FNETB policy makers with possible ways in which to intervene; hence, we felt it useful to re-examine these 2005 data.

We thus conducted forty statistical tests. None concerning youth's views on education (see Appendix 3, Table 24), interest in politics (Appendix 3, Table 26), rapport to the community (see Appendix 3, Table 27) or relationships with others (Appendix 3, Table 28) were retained as statistically significant. Of the twelve tests dealing with attitude towards culture, only two reveal differences in means by region: the first refers to the statement "Sometimes, I feel uncomfortable when speaking in English" and the second, to the following, "Cultural diversity is an asset for a country" (see Appendix 3, Table 25). In the first case, the highest mean belongs to those living elsewhere in Ontario and the weakest, to those residing elsewhere in the North East. In the second, the highest mean is associated with those who live elsewhere in Ontario and the weakest, with individuals from the FNETB area. Neither of these tests are confirmed by further testing and

neither can therefore be interpreted in and of themselves, which is why we deem it prudent to restrain from drawing any conclusions from these two cases. Overall, these forty analyses reveal that the opinions expressed in 2005 do not determine youth's region of residence eight years later.

3.2.6.3. Representation in 2013

In 2013, those who took part in the study were once again asked to comment on all but one of these statements, thus begging the question as to whether the opinions expressed in 2013 do differ according to region. When it comes to statements on education (see Appendix 3, Table 29), culture (see Appendix 3, Table 30) and interpersonal relationships (see Appendix 3, Table 33), the answer is no. We can answer positively, although hesitantly so, when examining results concerning an interest in politics (see Appendix 3, Table 31). Means differ in the case of two out of the four statements regarding politics: one referring to provincial politics, the other to world politics. The interest in Ontario politics is greatest in the rest of the North-East and least outside of Ontario. The interest in world politics is weakest in the FNETB region; it is comparable in all three other regions. It should however be said that in no region and in regard to no theme in particular do we note great enthusiasm, no mean exceeding the 3.75 value. On the topic of community, we must answer positively to the question regarding the opinions expressed in 2013 (see Appendix 3, Table 32). Six of the eight tests conducted reveal differences in means. Five one-way analyses of variance refer to that which the community has to offer: cultural activities, stores, recreational activities, social outings and job opportunities. For all five analyses, the lowest mean can be found in the North-East while the highest is either that of those who live elsewhere in Ontario or of those who live somewhere other than Ontario. These results are not surprising: smaller communities generally offer less services and job opportunities. The other statistically significant test concerns the following statement: "I love the community in which I reside". Those who are most in agreement with this assertion live outside of Ontario; those who live in the FNETB region and elsewhere in Ontario are in equal agreement, while those who live elsewhere in the North East are least likely to agree. Love or appreciation for the community, therefore, seems to have little to do with what the community has to offer in terms of services and job opportunities. Moreover, the affection is quantitatively identical, whether expressed by those living in the FNETB area or those living elsewhere in Ontario. And as for Ontario, specifically, its intensity is relative, the mean always being above 4, but never exceeding 4.47. Through this series of tests, we can assert the following: those who live in the FNETB area are not the most interested in provincial politics and are the least interested in world politics. However, they also appreciate their community as much as those who reside elsewhere in Ontario all the while recognizing that their area offers less services.

3.2.6.4. Activities in 2005

In the 2005 version of the questionnaire, students were asked to comment, using a six-point Likert scale with answers ranging from 1 (Never) to 6 (Very often), on 31 statements regarding a series of activities written in the first person, statements such as “I go to the theatre”, “I listen to the radio” and “I work out in fitness centres”. It might be thought that the inclination towards certain activities in adolescence plays a role in determining youth’s place of residence in their mid-twenties. To verify this assertion, we tested for differences in means by region of residence in 2013 for all activities presented in 2005. As a whole, the results do not support this hypothesis. The four regions present no differences in means in terms of outings at the restaurant or shopping (see Appendix 3, Table 35), cultural activities (see Appendix 3, Table 36), purchasing of cultural products (see Appendix 3, Table 37) or media exposure (see Appendix 3, Table 38). Three tests detect a difference in means. The first deals with the reading of magazines (see Appendix 3, Table 34) and reveals that the highest average is found elsewhere in Ontario and the lowest, elsewhere in the North East, while those belonging to youth living in the FNETB region and outside of Ontario hold intermediary positions. The other two concern sporting activities (see Appendix 3, Table 39): snowmobiling and four-wheeling are most practiced in the FNETB area and least practiced elsewhere in Ontario. These tests show that the activities in which youth engage in 2005, as teenagers, hold little influence over the region in which they will take up residence as young adults, in 2013. They also suggest, however, that snowmobiling and four-wheeling serve in predicting residence in the FNETB.

3.2.6.5. Activities in 2013

In 2013, TV on demand was added to the list of media-related activities, increasing the total number of activities to 32. Nine tests distinguish the regions and these tests are scattered, only two of the six types of activities harbouring none: the buying of cultural products (see Appendix 3, Table 43) and media exposure (see Appendix 3, Table 44). Nowhere is going to the library common (see Appendix 3, Table 40): the highest mean is 2.85. But it is least common elsewhere in Ontario and in the FNETB region. Shopping is more frequent in the FNETB area than elsewhere in Ontario or outside of Ontario; it is least frequent in the rest of the North East (see Appendix 3, Table 41). Going to the theatre or the movies and visiting art galleries are not common practices (see Appendix 3, Table 42). But they are always the least common in the FNETB region and the most common elsewhere in Ontario. Hunting, fishing, snowmobiling and four-wheeling are not frequently practiced activities (see Appendix 3, Table 45). But they are more popular in the FNETB region than elsewhere in Ontario and when it comes to fishing and snowmobiling, the rest of the North East is not far behind the FNETB area. Again, generally speaking, activities do not serve in characterizing the four regions compared, although it is fair to say that living in the North East is probably synonymous with going to the library a little less, shopping a little more, frequenting the theatre, the movie theatre and art galleries slightly less, and doing a little more fishing, hunting, snowmobiling and four-wheeling.

3.2.7. The Causes of the Causes

In the previous section, we centred on the factual place of residence and, through a series of analyses, worked on identifying factors which could help in explaining why individuals would favour one region over another. Socio-demographic variables such as occupation and education were not retained as decisive, nor were most variables relating to representations or activities. A few, however, proved efficient in partitioning youth into regions:

- i. of the 2005 activities: the reading of magazines, snowmobiling and four-wheeling;
- ii. of the 2013 appreciations: those regarding hunting, four-wheeling and snowmobiling;
- iii. of the 2013 representations: the interest in provincial and world politics;
- iv. of the 2013 activities: going to the library, shopping, going to the theatre or the movie theatre, visiting art galleries, fishing and hunting, snowmobiling and four-wheeling.

Whenever indicators reappear, the trends are clear: hunting is most appreciated and most common in the FNETB area; four-wheeling and snowmobiling are most popular in the FNETB area. The other variables show that fishing is a more integral part of the FNETB residents' culture; that going to the library, the theatre, the movies and visiting art galleries are less frequently practiced activities in the FNETB area; that shopping is there more frequent than it is elsewhere, while the interest in provincial and world politics is least; and that love for the community seems evenly distributed across regions. At the end of these tests, we can only ask ourselves what the causes of these determinants may be; in other words, to look for causes to these causes. But this inquiry must be led in the absence of the socio-demographic variables which, in any event, have only proven to randomly distribute youth among regions. Because it seems that the explanatory factors revealed by our analyses may belong to sets of variables. For instance, it is unlikely for a person to feel drawn to one type of politics while dismissing the other; or for one to appreciate one's community while having no other connection to it; or for an individual to enjoy all-terrain vehicles outside of a particular context or independently from all other activity. Thus, it appears essential to construct the logic pertaining to each of the most revealing factors in terms of place of residence:

- i. shopping (1);
- ii. going to the library, the theatre and the movie theatre and visiting art galleries (4);
- iii. fishing, hunting, snowmobiling and four-wheeling(4);
- iv. showing an interest in provincial politics and in world politics (2);
- v. appreciating one's community (1).

To this end, we will conduct multiple regression analyses in which each of these factors will act as a dependent variable. The method used will consist in selecting independent variables that are correlated to each factor. Selection will be based on variables related to employment, religion, activities, appreciations, representations, self-evaluation of linguistic competence and self-assessment of health.

3.2.7.1.Shopping

Shopping constitutes a factor in itself. Semantically, it is not particularly associated to the others. It is influenced by seven variables which, combined, account for 58% of its variance (see Appendix 3, Table 46). These seven variables belong to rather distinct sets. The more youth tend to shop, the more they tend to use Facebook to inform others on what is happening in their lives, to think that university studies offer better job opportunities than do college studies, to eat out, to fish, and to have recently felt frustrated or irritated; but the less they tend to go to the theatre and the less likely they are to think that it is better to live in a rural than an urban environment.

3.2.7.2.Cultural activities

We have grouped four activities under the umbrella of culture.

3.2.7.2.1. The Library

The first is going to the library. This activity depends on six variables. Together, they serve in explaining 63% of the variation in attendance. The less religious the family, the less sporting events youth attend, the less hours they work on a weekly basis, the less recorded music they buy, then the more they go to the library. The interest in Canadian politics and the inclination to do things for the community have the adverse effect: attendance at the library increases with this interest and this dedication.

3.2.7.2.2. The Theatre

The second cultural activity consists in going to the theatre (see Appendix 3, Table 48); it is dependent upon ten exogenous variables which, combined, explain 88% of the tendency to attend. The more youth go to the circus, visit art galleries, watch VHS or DVD recordings, use Facebook to inform others on what is going on in their lives, think that French, in the world, is gradually disappearing, and started drinking alcoholic beverages later in their teen years, the more they tend to be theatre-goers. The less they use Facebook to play games, have felt lonely in the months leading up to their participation in the 2013 data collection, consume alcohol and are religiously practicing, the more they go to the theatre.

3.2.7.2.3. The Movies

The third activity is going to the movies (see Appendix 3, Table 49). Seven variables were found to be significantly and positively correlated with going to the movies: dining out, the belief that all the world's cinema is produced in English, feeling lonely, believing that one cannot do much in the world without speaking English, using Facebook to express how one feels, feeling easily frustrated or irritated and finding that the community in which one lives offers enough cultural activities. Four other variables impact negatively on this third activity: considering that a good job does not necessarily require post-secondary education, losing one's temper, using Facebook to share photos and having a harmonious relationship with one's brothers and sisters. These eleven variables are responsible for 88% of the variation in going to the movies.

3.2.7.2.4. Art Galleries

Visiting art galleries represents the fourth cultural activity. It is influenced by six variables, only one of which acts negatively: listening to the radio. The more youth listen to the radio, the less they tend to frequent art galleries. But the more interested they are in world politics, the more they go to the theatre, the more different they feel from others in their community, the better they think they are at writing in French and the more they tend to consider cultural diversity as an asset for the world, the more they tend to visit art galleries. These six determinants account for 61% of the likelihood to do so.



3.2.7.3. Outdoor Activities

We have united under one heading, “outdoor activities”, the following: fishing, hunting, snowmobiling and four-wheeling.

3.2.7.3.1. Fishing

To fish is to love fishing; it is also to practice snowmobiling and hunting; to buy books; to go to the circus and to believe that French, in Ontario, is gradually disappearing and that cultural diversity is an asset for the world (see Appendix 3, Table 51). It is also, however, to hold the belief that this same cultural diversity is not an asset for a country; to feel bored, to not have a harmonious relationship with one’s brothers and sisters and to not see one’s family as having religious beliefs. Together, these eleven variables explain 90% of the tendency for one to fish.

3.2.7.3.2. Hunting

To hunt is above all to enjoy hunting; it is also to fish, to enjoy four-wheeling and to believe that one’s family has religious beliefs (see Appendix 3, Table 52). It is, surprisingly, to not appreciate fishing; it is also to not agree with the idea that college studies are too practical. 86% of the variation in fishing can be explained by reference to these six independent variables.

3.2.7.3.3. Snowmobiling

To snowmobile is to also use all-terrain vehicles, to fish, to consider one’s family as being religious, to use Facebook to inform others on what is happening in one’s life, to self-assess positively in terms of ability to read in English, to tend to think that a post-secondary degree is necessary to obtain a good job and to not attend sports events. These seven variables account for 87% of the frequency with which youth snowmobile (see Appendix 3, Table 53).

3.2.7.3.4. Four-wheeling

To use all-terrain vehicles is to be influenced by seven variables, all but one of which have a positive effect: snowmobiling, appreciation for all-terrain vehicles, attending sporting events, holding the belief that post-secondary studies do not serve in providing good job opportunities, losing one’s temper and evaluating favourably one’s ability to write in French (see Appendix 3, Table 54). The appreciation for snowmobiling, surprisingly, acts negatively on the use of all-terrain vehicles. Combined, these seven variables account for 87% of the tendency to use all-terrain vehicles.

3.2.7.4. Politics

We have grouped in this category the interest in both Ontario and world politics.

3.2.7.4.1. Provincial Politics

The interest in provincial politics increases with the interest in Canadian politics, the tendency to buy books, to snowmobile, to watch on-demand television, to believe that non-Anglophone countries have little influence in the world and to lose one's temper; it decreases with the use of Facebook to play games (see Appendix 3, Table 55). These seven determinants explain 85% of the interest in Ontario politics.

3.2.7.4.2. World Politics

The interest in world politics is negatively correlated with the idea that French is gradually disappearing world-wide and with the use of a computer to play games (see Appendix 3, Table 56). It is positively correlated with the interest in Canadian politics, the idea that university studies are too theoretical, the uneasiness when speaking French and the feeling of being different from others within one's school. The explained variance is 85%.

3.2.7.5. Love for the Community

Affection for the community is 91% determined by a block of no less than fifteen variables (see Appendix 3, Table 57). The set is eclectic, comprising emotions, activities, appreciations and opinions on the community. Eight variables play a positive role: love for Northern Ontario, the feeling that one's community offers enough job opportunities and cultural activities, a feeling of being alone, a preference for the rural over the urban, going to the theatre, harmonious friendships, reading magazines. Seven of them play a negative role: feeling desperate, feeling that there are enough stores in one's community, love for snowmobiling, interest in Canadian politics, feeling different from others within one's school, the ability to read in English and the use of Facebook to let others in on what is happening in one's life.

3.2.7.6. Synthesis - The Causes of the Causes

These twelve regression analyses remind us that a social practice can never be isolated from its context or considered as self-explanatory, that social practices are inherently interconnected and associated with certain ways of thinking. They also highlight the fact that, if some of these ties are intuitive – the tendency to enjoy four-wheeling as well as snowmobiling, for example –, many are not. It may, for instance, at first glance seem surprising to discover that the tendency to shop is correlated with fishing or going to the theatre. But beyond these few unusual associations lies the fact that we are essentially dealing with complex social phenomena. Fishing is an eloquent example: the fisherman is anything but caricaturable if we take into consideration his or her tendency to buy books, his or her love of the circus, his or her views regarding cultural diversity and the non-harmonious nature of his or her relationships with his or her siblings.

These tests produced a variable set, for each activity, whose explanatory capacity ranged from 58% to 91%. These figures are important, not only because of their scale, but also because they point to the intricate nature of postmodern societies, where links can be established which are not always self-evident but where all is certainly not due to chance.

Explained variances are high, but it must be understood that we cannot treat each analysis as a closed-loop system. Each gives rise to an interconnection of specific variables, but others could have been retained had those that were selected not been so potent. Some variables were excluded which are in fact linked to the dependent variables, but have been pushed back due to the intensity of the relationship between the activities, acting as independent variables, and the independent variables identified by the analysis. There exists, for example, a correlation between the interest in world politics and views on the community; but these correlations are marginalized by the block developed by the analysis, which aims to select the variables whose overall contributions are most important. In much the same way, each independent variable retained is itself influenced by many other elements, so that one could, in a cascade-like effect, extend the analysis and continuously demonstrate the necessary ties between phenomena, as well as the existence of intuitive connections and of some that are difficult to interpret.

Going back to the objective of these twelve tests, we know that shopping is a little more frequent in the FNETB region than it is elsewhere. But the analysis points to the fact that to shop is not just to shop. To do more shopping in the North East is also to use Facebook to inform others on what is happening in one's life, to fish and to go to the restaurant. It is also to practice fishing more in the North East than elsewhere. It is therefore to eat out often; and to use social media to communicate with others. It is also to go to the theatre and, thus, to practice an activity which is not typically associated with the North East. It is also, surprisingly, to not prefer rural over urban areas. And the explained variance of 58 % indicates that 42% of this shopping phenomenon is defined by many other things.

Keeping in mind the purpose of these analyses, we have observed that youth in the FNETB area engage in less cultural activities than those who reside elsewhere. Many relationships appear spontaneous: like going to the theatre and appreciating the circus, art galleries or videos; or going to the library and not attending many sports events. But many reveal, rather, the complexity of social phenomena: the positive relationship, for example, between art gallery visits and the interest in world politics; or the negative one between visiting art galleries and listening to the radio; or pessimism about the French language among theatre-goers. Through these four regression results relating to culture, one can immediately perceive certain personas: the theatre-goer or the movie-lover, for instance. But one cannot persist in these caricatures. These four analyses involving activities in which youth in the FNETB are less engaged bring into play variables which cannot be the mark of all that exists outside the FNETB area. People, in North Eastern Ontario, watch videos; people, in North Eastern Ontario, get upset. Unforeseen correlations, such as that concerning the family's religious beliefs, are as present in the North East as elsewhere: there exists, for example, a negative relationship between the perception of these beliefs and visits to the library on the one hand, and fishing, on the other, which is more commonly associated with the FNETB area. Yet this same perception has a positive effect on

hunting and snowmobiling. Within these four regression equations lies the interconnectedness of many facets of social beings and diverse aspects of sociality: feelings, uses of media, opinions on

the community, views on language and activities coexist in varying combinations in sometimes positive, sometimes negative rapports through which they are differently emphasized.

In keeping with the focus of the regression analyses, we have seen that fishing, hunting, snowmobiling and four-wheeling are more popular in the FNETB area, although not exclusively practiced in this region. The question arises as to whether the identification of these activities' determinants gives way to the emergence of a specific profile. In some respects, the answer is yes; in others, it is a resounding no. Certain activities call onto others. Thus, hunting refers to fishing and vice versa; and snowmobiling is associated with four-wheeling. But that is the extent of this closed-loop reasoning. We have already established that the angler is a complex character given his or her book purchasing, his or her interest in the circus, his or her opposing views on cultural diversity and his or her complicated family relations. Moreover, it must be said that if the hunter also fishes, he or she claims to not appreciate fishing and that if the person who uses all-terrain vehicles also snowmobiles, he or she does not enjoy snowmobiling. It must also be noted that the snowmobiler tends to self-evaluate positively when it comes to his or her ability to read in English and that the all-terrain vehicle user self-assesses positively in terms of written French. It must, as well, be stated that the all-terrain vehicle user sees post-secondary education as a prerequisite to a good job and that the snowmobiler uses Facebook to let others in on what is happening in his or her life. The following must, again, be taken into consideration: the angler has felt bored or uninterested in anything in the three months leading up to the data collection, the all-terrain vehicle user has lost his or her temper and the theatre-goer has felt lonely and frustrated and has also lost his or her temper.

That which can be said about cultural and outdoor activities can also be said about the interest in politics: intuitive connections and strange relationships coexist. To be aware of world politics means to pay attention to national politics as to take an interest in provincial politics means to concern one's self with Canadian politics. And it is easily conceivable that the interest in Ontario politics be associated with the desire to buy books. But beyond this self-evident logic, there is uneasiness when speaking French, a feeling of being different from others, the idea, among those who are interested in world politics, that university studies are too theoretical, an indifference to electronic games and a reluctance to consider that French, in the province, is slowly disappearing. The person to whom provincial politics appeal does not care for electronic games; enjoys snowmobiling and watching television; gets upset; and believes that Anglophone countries are all-powerful. The interest in politics is relative, whatever the region. It is least for residents of the FNETB area. But the underlying factors of this interest sometimes appear in variable sets where the independent variable is in fact most common in the FNETB region.

Love for the community is the self-defining characteristic of no particular region; as real as it is moderate, it is evenly distributed. In our regression analysis, it is explained by no less than fifteen variables. Again, intuitive and non-intuitive relationships exist. Youth love their community if they approve of the job opportunities and cultural activities it provides, regardless of the number of stores it has. For those who went to high school in Northern Ontario, love for the community of residence in 2013 is tied to an appreciation for the North of the province, almost as though

loving Northern Ontario were a precondition to establishing a positive rapport to their present-day environment, regardless of location. To love one's community means to prefer rural to urban areas, but to not much appreciate snowmobiling; to go to the theatre but to not care for Canadian

politics; to have harmonious relationships with friends while feeling lonely, but to not keep others informed of one's private life through Facebook; to read magazines but to not consider highly one's aptitude for reading in English; to not feel desperate and to not feel different from others. It means, therefore, for one to live in a variety of ways, within a wide range of emotional possibilities, in an environment on which one passes judgement, engages in different activities and has personal relationships.



4. Conclusion

In this last report of our longitudinal study on youth in North Eastern Ontario, we focused on patterns of migration over time and relationship to the community. It appeared essential for us to do so, given that one of the main objectives of this study was precisely to track youth' movements through time and to capture the phenomenon of mobility in the context of a decreasing population.

After having carried out the usual verifications to ensure the quality of the sample, we conducted two series of analyses.

The first consisted in examining places of residence through time and expectations relating to these places. We drew various conclusions:

- i. from the beginning to the end of high school, many students expect to live outside of the FNETB area, but most residential aspirations tend to favour the region;
- ii. the vast majority of those who wished to reside in the FNETB region at the end of high school do so in 2013;
- iii. most of those who wanted to live in the FNETB region in 2008 still hope, in 2013, to eventually settle there;
- iv. the greater fraction of youth who expected to live in the region serviced by the FNETB in 2005 have taken up residence in this region by 2013;
- v. time plays a role in tempering the desire to live in the FNETB area;
- vi. most individuals residing in the FNETB region are happy to be there;
- vii. time tends to drive away from the FNETB area part of its residents.

The second series of analyses was aimed at identifying region-based characteristics in 2013.

We first concentrated our attention on socio-demographic factors. We thus discovered that neither occupation, nor education, nor mother tongue, nor marital status, nor health serve in distinguishing the regions of comparison. These analyses revealed the tenacity of prejudices, none of which were endorsed by these analyses, according to which there is no room in the North for educated people or for non-labourers. The FNETB region, like all other regions, is home to labourers and non-labourers, to the very educated as well as to the very little educated, the reason being that, despite what its inhabitants and its observers may think, it is not unlike other regions. The FNETB area is certainly unique, but this uniqueness is not so that it completely sets it apart from other areas of the province. And perhaps those spear-heading regional development projects would gain in insisting on that which the FNETB area shares in common with other regions as well as on that which is specific to it! The fact that neither occupation nor education serve in differentiating regions does not mean that personal trajectories are not influenced by these variables. People move through time according to employment and job opportunities are partially determined by education. People move through space depending on their love interests. But these analyses underscore the fact that these are not regional phenomena; they show that as a part of

postmodernity, the FNETB region requires more and more education and diversity and is therefore host to more and more training and employment opportunities which are as horizontally as they are vertically diverse.

We then focused our analyses on activities, representations and appreciations by region and were forced to conclude that the FNETB region is a region not unlike other regions in that its inhabitants hold varying views on their community, on religion, on politics, have various connections with others, and distinct relationships with the media, with sports and with reading. The greater fraction of these analyses revealed no differences between regions. A few, however, did, indicating that residents of the FNETB area do a little more fishing, hunting, snowmobiling and four-wheeling; visit libraries and art galleries a little less; go to the theatre and the movies a little less often; and are somewhat less interested in provincial and international politics. One might be tempted to draw caricatures from these observations, but cannot do so when taking into consideration, on the hand, the high number of analyses which do not distinguish the regions, and, on the other, the moderate to weak nature of these activities and affinities in all regions. To observe that, on average, people visit the library a little less in the North-East does not make book fanatics of all other inhabitants of all other regions, nor does it make of the North East a place where no one ever goes to the library. And the same could be said of all other differentiators. Another series of analyses, connected to this one, where each differentiator was linked to a number of variables, helped put this specific nature of the region into perspective and, thus, prevent sketchy illustrations of its inhabitants. Each activity and representation which could serve in distinguishing, however slightly, the regions of comparison, was correlated to a set of variables. Each grouping revealed intuitive relationships between variables, thus encouraging easy interpretations; but more importantly, they expressed the complex ties binding activities and representations. For instance, they presented individuals who are concerned with provincial politics yet enjoy snowmobiling; and anglers who like to buy books, as well as many other non-intuitive correlations.

Our conclusions reach beyond the project mandate. They do so because in studying the FNETB area, we come across social beings who, as citizens of the postmodern world, whether in or out of the FNETB region, are inherently complex. To live in the North East is to live in place which has its own particular characteristics but which also shares many things in common with other regions. The North Easterner belongs to the North East but he or she is also a part of humanity. The North is homogenous in that it constitutes an entity, as demonstrated by the dozens of analyses which highlight the lack of differences among its citizens. Paradoxically, as part of the postmodern era, it is necessarily diverse.

5. Assesment of Study⁴

5.1 Main Observations

⁴ This section largely reflects the first paragraph of the 2011 report.

The communities of Northeastern Ontario constitute a homogeneous region in which young people demonstrate a moderate participation in cultural and recreational activities for which they show mixed feelings. However, cultural and recreational activities are not the only areas where young people are non-committal; they are also hesitant in their representations of the world and the language they speak. It is only in regard to love and family that they show some enthusiasm.

In regard to activities, it is important to note that young people have a higher degree of appreciation for and participation in outdoor activities. It is also important to draw attention to the fact that, when analyzing the difference in means according to gender⁵, girls have a higher degree of participation in and appreciation for activities linked to education, arts in general and culture in particular as compared to boys. Similarly, we observe that girls have a higher tendency to pursue university studies whereas boys turn to trades; in regard to income, girls' aspirations are not surprisingly higher than boys'. In this way we see that aspirations are influenced by gender; this finding bears investigation as to whether an ideology exists in Northeastern Ontario that education and art are more the lot of girls rather than boys.

Aspirations are also influenced by the size of the community of residence: professional and educational aspirations are lower in smaller communities.

Aspirations are, as well, influenced by the participants' mother tongue: Anglophones have higher income aspirations than Francophones. It is important to note that Francophones are more pessimistic than Anglophones about their French culture. Francophones therefore have a lower opinion of themselves than do Anglophones because of their "Frenchness"; moreover, we observe that Francophones have a tendency to become anglicized.

Aspirations are partly dependent on the parents' socio-economic status: the higher the parent's professional and educational levels, the higher the children's tend to be as well. Plans to leave Northern Ontario are more common among young people from less fortunate households; the family's socio-economic status therefore partially determines the affection of its members for their community. In Northern Ontario, this tends to favour the higher echelons of society.

Love of community is crystallized before the end of high school and it tends to strengthen as young people progress through high school. We know that the end of high school is characterized by an improvement in students' relationships with others, in particular with teachers. We also know that, between grade 9 and grade 12, students' assessment of recreational services and the availability of jobs in their community increase. It is difficult not to see in these findings the link between love of community, on the one hand, and, on the other hand, the three factors influencing love of community: community involvement, interpersonal relations and what the community has to offer. Francophones are slightly fonder of their community than Anglophones.

When planning their postsecondary studies, nearly one third of the students show a preference for Northern Ontario educational institutions; similarly, nearly one third expect to work in Northern Ontario communities after finishing their studies.

⁵ The analyses carried out are t-test for independent samples which allows us to infer a difference in means.

Young people's responses are relatively consistent, in the degree to which they appreciate activities as well as in their representations. However, their responses also show evolution over time on many levels: at the beginning of high school, students' salary expectations are not in line with the average income of their sought-after profession; at the end of high school, their expectations are more realistic. At the same time, expectations regarding education and the chosen profession are lower at the end of high school; after high school, the chosen professional levels also fluctuate and that is probably attributable to the students' life stage. Students' choice of occupation is therefore partly a function of their age and, consequently, partly linked to their maturity level. We also noted that, at the end of high school, students had a higher regard for college studies than they did in grade 9; at the same time, we observed a steady decline in interest in university studies, which some students considered too theoretical, from grade 9 to grade 12. This leads us to believe that young people are exposed to an ideology during high school that theory and practice belong to two separate worlds. The end of high school and the period following high school are marked by a greater openness to cultural diversity and a greater interest in politics; as young people mature, they become less self-centred. This opening to the outside world also manifests itself in the area of new technology: Internet usage increases with age.

Students' self-assessment about their health in general shows a fairly positive outlook. This does not mean that they are exempt from minor psychological problems, but it does show that in general, young people in Northeastern Ontario think they are doing well.

In 2013, at the end of this study, place of residence has been divided up into four regions: the FNETB region, elsewhere in the North East, elsewhere in Ontario and somewhere other than Ontario. When comparing them, we discover that inhabitants of the FNETB area are citizens like any others, that they are no less educated and that their professional levels are no lower. We note that the activities they practice and the opinions they express are much like those observed elsewhere. We do, however, notice that outdoor activities such as hunting, fishing, snowmobiling and four-wheeling are more frequent, while going to the library, the theatre, the movies and visiting art galleries are less frequent and that youth, in the FNETB, are less interested in provincial and world politics. But we need to put these findings into perspective by reminding the reader that the frequencies relative to these activities, practices and interests are low in all regions and are not caricaturable in that they are all correlated with opinions, feelings and activities which underscore their complexity.

5.2 Recommendations

The analyses recognize the homogeneous nature of Northeastern Ontario and accept that it forms its own region and its own entity; as a result, it is therefore understood that measures proposed by decision-makers and development officers must be all-encompassing and affect the entire region, which assumes they will be adopted by each of the communities that form the region of Northeastern Ontario. That is why the requisite measures need to emerge on a regional and a community level.

In general, we can say that it is important to focus on outdoor activities, which young people enjoy, since this appreciation will give rise to a positive perception of Northern Ontario. But there is still a lot left to do.

The results are clear: the more young people like their environment and get involved in their community, the more they want to live there and pursue their studies there. The region must therefore offer educational institutions, programs and employment opportunities. But in order for an educational institution to exist, people must believe in it, value its importance and embrace it as a legitimate part of the community: Northeastern Ontario leaders have a lot of work to do to eliminate the anti-North ideology, make young people aware of the advantages of studying in their region, and show them that jobs in Northern Ontario are not limited to trades or natural resources. This awareness campaign cannot succeed without the active involvement of high schools. Since we know that the city of choice for postsecondary studies often becomes the students' city of residence, it is important to develop a full, comprehensive learning network.

The region must also develop activities, especially cultural activities, which foster a feeling of belonging to place. To develop a sense of belonging to a community, people must get to know their community and reside in their community, just as the community resides in its inhabitants. To reside in one's community, one must be involved in one's community. People put down roots in their community through their work or their family: it is therefore important to cultivate family ties. But community roots imply participating in activities that go beyond one's paid work or one's family and that bring into play significant and lasting interpersonal relationships: involvement in community planning and organization groups, in learning centres, libraries, treatment centres, universities, colleges, the municipal government... these are all circumstances and areas that foster the development of these relationships which in turn foster a sense of attachment. If Northeastern Ontario decision-makers want young people to be more engaged in their community, they should seek to involve them, in as many ways as possible, in the management of public affairs. To do this, they must set up a communication network, a meeting place for the area's youth offering an integrated regional development (for example by developing strategies in collaboration with economic development corporations, local Chambers of Commerce, political decision-makers...) and promote the involvement of young people in political issues that affect them now and influence the future. And since we know that young people are interested in politics at the national and international level, it is not that hard to imagine that we can change their indifference on the local level by pointing out that by acting locally, they are also acting globally. Given the importance of the Internet in young people's daily lives, we can easily conceive that it will play an important role in this networking initiative that needs to be pursued.

Research has shown the need for targeted interventions based on particular variables such as language, the presence of role models, and gender.

Francophones have a slightly unfavourable image of their French culture and this translates into a somewhat negative assessment of their cultural group and themselves as a person. This perception is based on impressions and feelings and not on solid facts. But although Francophones and Anglophones have a different self-perception based on cultural impressions, the differences disappear when perception is based on language skills: neither group perceives improvement in their language skills during high school. As revealing as it is in regard to the development of students' personal and cultural identity, this observation is worrying to a large degree because it represents stagnation. Insofar as language and abstraction are linked, as abstraction and imagination go hand in hand, as imagination is synonymous with projection and as projection is an inseparable part of building the future, this stagnation in the perception of language skills is perhaps linked to the lack of enthusiasm observed among Northeastern Ontario youth.

As we've already pointed out, it is important to counter the anti-North ideology which states, for example, there are no jobs in Northern Ontario for well-educated people. It is imperative that students understand the link between development and education, that there are well-educated people in their community who are passionate about their jobs, who can be role models to them and whose ideas, collaboration and energy build, nourish and enrich their community. This is particularly true for boys who have little interest in cultural activities and who turn en masse to colleges and trades to the detriment of universities and the intellectual world.

The finding that the Northern Ontario society is very homogeneous points to the need for a region-wide intervention. It is essential to develop a positive image of the region to counter the anti-North ideology. To do this, we must find ways to get young people to love the region they live in and develop a message that highlights the qualities, passions, skills and personal development of role models in the communities. We noticed that there is a link between outdoor activities and love of community. It would therefore be essential to encourage more young people to enjoy the outdoor activities that Northern Ontario has to offer.

It is also essential to make young people aware that it is possible to work in the region with university degree and that employment opportunities are not limited to the forestry and mining industries.

We also noticed a close link between the community in which young people choose to pursue their studies and the community in which they eventually settle. It is essential for the survival of this region to develop a complete educational network from daycare to postsecondary studies and to develop postsecondary programs that offer courses in subjects such as human sciences and natural sciences.

Appendix 1 - Questionnaire

Youth and the North: A Path to Discover

Year 9

In collaboration with:

Université de Hearst
Far Northeast Training Board (FNETB)
Laurentian University

QUESTIONNAIRE ON THE MOBILITY OF THE YOUTH POPULATION

The objective of this study is to enhance the development of northern communities. Your participation is fundamental to its success. We ask that you answer the questions truthfully and to the best of your knowledge. This is not a test. It goes without saying that you do not have to complete the questionnaire. And if you do, you don't need to answer those questions that could offend you. However, the success of this research depends upon your cooperation and now more than ever, seeing as it is in its ninth and final year.

The people who form this research have already been identified and it is thanks to this identification that it is possible for the researchers to communicate with you again. However, the information relating to your identity will not be used during the analysis; the information merely ensures a link between you and the research team. Those in charge of the survey assure you that all your answers will remain confidential. Any and all dissemination of results will make it impossible to identify specific cases.

This is the last time we ask for your participation in this study. The information we have gathered over the last eight years and will be gathering this year is crucial for the future of this region, your region, and it is why we sincerely hope you will take the time to fill out this last survey.

As a token of our appreciation for your participation, you will receive entry in our June 15th, 2013 draw, giving you a chance to win one of two iPads, each worth approximately eight hundred dollars.

| | | |
|-------------------------|------------------------------|-------------------------|
| Mélanie Girard Ph.D. | Ms Julie Joncas | Simon Laflamme Ph.D. |
| Pierre Bouchard M.A. | Executive Director | |
| Department of Sociology | Far Northeast Training Board | Department of Sociology |
| Université de Hearst | 1425 Front Street | Laurentian University |
| 60, 9th Street | P.O.Box: 2198 | 935 Ramsey Lake Road |
| P.O. Box: 580 | | |
| Hearst, Ontario | Hearst, Ontario | Sudbury, Ontario |
| P0L 1N0 | P0L 1N0 | P3E 2C6 |

*** 1. What is your name?**

2. Give the full name of your parents

Mother's name:

Father's name:

3. In which city/town do you live?

4. Given the choice, which city/town would you like to live in?

*** 5. What is/are your e-mail address-es?**

6. What educational level have you reached?

- A few years of secondary school
- A secondary school diploma
- A college diploma
- An undergraduate degree
- A postgraduate degree (Masters, Ph.D.)

7. What is your status relative to work or education?

- Full-time student
- Part-time student
- Full-time student and part-time worker
- Part-time worker and part-time student
- Full-time worker and part-time student
- Full-time worker and full-time student
- Full-time worker (*Go to question 19*)
- Part-time worker (*Go to question 19*)
- Unemployed (*Go to question 21*)
- Without occupation (*Go to question 21*)

8. Check the answer that corresponds to the right answer, and when required, provide the relevant answer.

- I am presently pursuing secondary level studies
- I am registered in a skills development training (hairstyle, heavy equipment)
- I am registered in a college program
- I am registered in a university program

Please specify the title of the training or program:

9. What is the name of the institution (school, college, university) where you study?

10. In what city/town is located the institution where you study?

11. What is the language in which the majority of your classes are taught?

- French
- English
- French and English
- Other (please specify)

12. In what language do you take the majority of your courses?

- French
- English
- Other (please specify)

13. What is your usual overall average?

_____/100

14. What educational level will you have reached once you have finished all your studies?

- A few years of secondary school
- A secondary school diploma
- A college diploma
- An undergraduate degree
- A postgraduate degree (Masters, Ph.D.)

15. Five years after the completion of your studies, in which city/town do you think you will be living?

16. Five years after the completion of your studies, what type of job do you think you will have?

[Be specific: for example, self-employed trucker, radiology technician, elementary teacher...]

17. Five years after the completion of your studies, what do you think your annual salary will be?

_____ \$/year

18. Once you have completed your studies, in what language do you think you will work?

- French
- English
- French and English
- Other (please specify)

If you are not presently employed, go to question 21

19. What is your job?

[Be specific, for example, self-employed trucker, radiology technician, elementary teacher...]

20. How many hours per week do you work for a salary?

____ hours/week

21. Check the answer that best describes your current situation.

- I don't have a life partner (boyfriend, girlfriend)
- I have a life partner, but I don't live with him/her
- I have a common-law partner
- I am married
- I am separated or divorced

22. Do you have children?

- Yes
- No

If so, how many?

23. If you answered yes to question 22, do you want to have more children later in your life?

- Yes
- No

If so, how many?

24. If you answered no to question 22, would you like to have children someday?

- Yes
- No

If so, how many?

25. Give your opinion in regards to the following statements.

[For each of the statements, select the number that best describes your situation. If, for example, you "Strongly disagree" with the statement, select "1", or, if you "Strongly agree", select "6"; "2" to "5" correspond to intermediate positions. If the statement has no bearing on your situation select "Not Applicable - N/A".

| | 1 - Strongly disagree | 2 | 3 | 4 | 5 | 6 - Strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I will marry later on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Later, I will live with a common-law partner, but I will not marry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My love life will be stable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is better to finish one's studies before living with a partner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is better to finish one's studies before having children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is better to have a stable job before living with a partner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is better to have a stable job before having children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will have a harmonious relationship with my children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My spouse will have a harmonious relationship with our children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is better to be married before having children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In our society, it is too easy to divorce | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The relationship between parents and children is more important than the relationship between the parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My relationship with my spouse will be harmonious | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Someday, fate will help me find the man or woman of my dreams | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

It is important that my spouse
speak my mother tongue

It is important that my
children speak my mother

tongue

26. According to you, what is the best age to have children?

_____ years old

27. What is your sexual orientation?

I am heterosexual

I am homosexual

I am bisexual

Other (please specify)

28. From the statements below, select the one that best describes your situation.

My biological or adoptive parent...

...live together and I live with them.

...live together, but I don't live with them.

...are separated or divorced and I live with my mother.

...are separated or divorced and I live with my father.

...are separated or divorced and I live partly with my mother and partly with my father.

...are separated or divorced, but I don't live with either of them.

29. Give your opinion in regards to the following statements.

[For each of the statements, select the number that best describes your situation. If, for example, you "Strongly disagree" with the statement, select "1", or, if you "Strongly agree", select "6"; "2" to "5" correspond to intermediate positions.

| | 1 - Strongly disagree | 2 | 3 | 4 | 5 | 6 - Strongly agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Religiously speaking, I am a believer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religiously speaking, I am practicing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religiously speaking, my family members are believers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religiously speaking, my family members are practicing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am a spiritual person | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. For each of the following statements, indicate the frequency that applies to your situation. "Never" corresponds to "1" and "Always" to "6"; "2" to "5" correspond to intermediate positions. If the statement does not apply to your situation select "Not Applicable-N/A".

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Always | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My parents speak to each other in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My parents speak to each other in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my mother, I speak French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my mother, I speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my father, I speak French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my father, I speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my brothers and sisters, I speak French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my brothers and sisters, I speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With my friends, I speak French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| With my friends, I speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my workplace, I speak French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my workplace, I speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I watch television in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I watch television in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen to the radio in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen to the radio in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen to recorded music in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen to recorded music in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read newspapers, periodicals and magazines in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read newspapers, periodicals and magazines in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read literary works (novels, poetry, plays, biographies...) in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read literary works (novels, poetry, plays, biographies...) in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31. Which of these groups do you mostly identify with?

- First Nations
- Francophones
- Anglophones
- Other (please specify)

32. For each of the following activities, indicate the frequency which best corresponds to your situation.

["1" indicates that you "Never" practice the activity described in the statement; "6" indicates that you practice it "Very often"; "2" to "5" correspond to intermediate positions.]

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Very often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I read printed newspaper | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read printed periodicals and magazines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read literary works (novels, poetry, plays, biographies...) that do not relate to my studies or my work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go shopping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to the library | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to the restaurant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to the theatre | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to the movies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to art galleries | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I practice summer sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I practice winter sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I work out in fitness centers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I attend festivals and cultural events | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I attend classical music concerts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I attend popular music concerts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I listen to music at home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I buy recorded music | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I buy books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I attend dance recitals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to the circus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I attend sports events | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I buy work of art | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go to the restaurant with friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I listen to the radio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I watch television (excluding VHS, DVD and Pay per view recordings...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I watch on demand television (Netflix, Pay per view) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I watch VHS or DVD recordings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I play games on the computers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go fishing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go hunting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go snowmobiling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use an all-terrain vehicle (ATV) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

33. I use Facebook

- Yes
 No

34. For each of the following activities, indicate the frequency which best corresponds to your situation.

["1" indicates that you "Never" practice the activity described in the statement; "6" indicates that you practice it "Very often"; "2" to "5" correspond to intermediate positions. If the statement does not apply to your situation select "Not Applicable-N/A".]

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Very often | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I use Facebook to share photos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Facebook to see what others are doing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Facebook to let others in on what is happening in my life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Facebook to express how I feel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Facebook to stay in touch with people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Facebook for social and political causes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I use Facebook for news and current events | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Facebook to play games | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

35. For each of the following activities, indicate the frequency which best corresponds to your situation.

["1" indicates that you "Never" practice the activity described in the statement; "6" indicates that you practice it "Very often"; "2" to "5" corresponds to intermediate positions. If the statement does not apply to your situation select "Not Applicable-N/A".]

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Very often | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I send electronic mail messages relating to my studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I receive electronic mail messages relating to my studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I send electronic mail messages that do not relate to my studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I receive electronic mail messages that do not relate to my studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to chat | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to meet new people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I reply to personal ads or I resort to Internet dating services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use e-mail to communicate with friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use e-mail to communicate with family members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to play electronic games | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to buy products | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet for banking purposes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to find, download or listen to music | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet for telephone purposes (Skype, Wengo, Vox-IP) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I use the Internet to plan trips | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to listen to the radio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I read the newspapers on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I watch video-clips on the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to surf | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to get the news or information bulletins | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I use the Internet to find cultural information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to get sports information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to access erotic sites | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to find health related information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet to find information on the stock market and finances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet for weather reports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet for my courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use the Internet for research purposes much like I would use an encyclopedia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I go on blogs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

36. I use a smart phone.

- Yes
- No

37. I use a smart phone for Internet purposes.

Yes

No

38. I use a smart phone to send and receive text messages.

Yes

No

39. For each of the following activities, indicate the frequency which best corresponds to your situation.

["1" indicates that you "Never" practice the activity described in the statement; "6" indicates that you practice it "Very often"; "2" to "5" correspond to intermediate positions.]

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Very often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I send text messages in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I send text messages in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I send text messages to family members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I send text messages to friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I send text messages to colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

40. I use Internet telephony (Skype, Wengo, Vox-IP...).

Yes

No

If you answered "No" to question 40 go to question 42.

41. For each of the following activities, indicate the frequency which best corresponds to your situation.

["1" indicates that you "Never" practice the activity described in the statement; "6" indicates that you practice it "Very often"; "2" to "5" correspond to intermediate positions.]

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Very often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I speak French when using Internet telephony | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I speak English when using Internet telephony | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Internet telephony to communicate with family members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Internet telephony to communicate with friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use Internet telephony to communicate with colleagues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

42. Indicate your appreciation for each of the following activities.

["1", "Not at all" means that you do not like the activity described by the statement; "6" means that you like it "Very much"; "2" to "5" correspond to intermediate positions.]

| | 1 - Not at all | 2 | 3 | 4 | 5 | 6 - Very much |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I enjoy going fishing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy going hunting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy snowmobiling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy using an all-terrain vehicle (ATV) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. For each of the language skills listed in the left column, select the number that best describes your situation.

["1" means that your skill is "Poor" and "6" means that it is "Excellent"; "2" to "5" correspond to intermediate positions. If the language is completely unknown to you, select "Not Applicable - N/A" .]

Ability to...

| | 1 - Poor | 2 | 3 | 4 | 5 | 6 - Excellent | N/A |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ...understand English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...read in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...write in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...understand French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...read in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...speak French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...write in French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

44. Compared to the groups listed in the left column, how do you rate your knowledge in French?

Knowledge compared to:

| | Inferior | Equivalent | Superior | N/A |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My classmates or coworkers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The radio announcer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Everybody | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

45. Compared to the groups listed in the left column, how do you rate your knowledge in English?

Knowledge compared to:

| | Inferior | Equivalent | Superior | N/A |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My classmates or coworkers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The radio announcer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Everybody | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

46. Give your opinion in regards to the following statements.

[For each of the statements, select the number that best describes your opinion. If, for example, you "Strongly disagree" with the statement, select "1", or, if you "Strongly agree", select "6"; "2" to "5" correspond to intermediate positions. If the statement has no bearing on your opinion select "Not Applicable - N/A".

| | 1 - Strongly disagree | 2 | 3 | 4 | 5 | 6 - Strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I have a harmonious relationship with my mother | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate studies put more emphasis on employment than university studies do | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sometimes, I feel uncomfortable when speaking in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am interested in Ontario political issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The community in which I reside offers enough cultural events | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel different from the people in my school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate studies are too practical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non Anglophone countries have little influence in the world | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The community in which I reside has enough stores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There isn't much you can do in this world if you do not speak English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a harmonious relationship with the people of the community in which I reside | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in world political issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate and university studies are equivalent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a harmonious relationship with my father | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Living in a rural environment is better than living in an urban environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The community in which I reside offers enough recreational activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cultural diversity is an asset for a country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The community in which I reside offers enough opportunities for social outings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| University studies are too theoretical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The community in which I reside offers enough employment opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I love the community in which I reside | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a harmonious relationship with my friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I love big cities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Most of my friends think like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a harmonious relationship with my brothers and sisters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel different from the people of the community in which I reside | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In all countries, science is practiced in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In Ontario, French is gradually disappearing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cultural diversity is an asset for the world | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I do a lot of things for the community in which I reside | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have many activities unrelated to my studies or my work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| With globalization, human beings are becoming increasingly different | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Considering what you get in return, postsecondary education costs too much | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I take interest in the political issues of the community in which I reside | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| One does not need a postsecondary education to find a good job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practically all cinematic productions in the world are in English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

With globalization, human beings are more and more alike

Sometimes, I feel uncomfortable when speaking in French

In the world, French is gradually disappearing

I take interest in Canada's political issues

University studies offer better employment opportunities than collegiate studies

I love Northern Ontario

47. Do you consume beer, wine, strong liquors or other alcoholic drinks? (N.B.: 0.5% beer is not considered alcohol).

Yes

No

If you answered "No" to question 47 go to question 50.

48. Over the course of the last twelve months, at what frequency did you consume alcoholic drinks?

Everyday

About 4 to 6 times a week

About 2 to 3 times a week

Once a week

Once or twice a month

Less than one a month

49. At what age did you start consuming alcoholic drinks?

_____ years old

50. Choose the answer that best represents your situation.

["1" means that you think your situation is *Poor*; "6" means that you think your situation is *Excellent*; "2" to "5" represent intermediate positions.]

| | 1 - Poor | 2 | 3 | 4 | 5 | 6 - Excellent |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Compared to other people my age, my physical health is.... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compared to other people my age, my emotional health is... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

51. For each of the following statements, choose the answer that best represents your situation.

["1" means that you *Never* feel the emotion described in the statement; "6" means that you *Very often* feel the emotion; "2" to "5" represent intermediate positions.]

| | 1 - Never | 2 | 3 | 4 | 5 | 6 - Very often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Over the course of the last three months, I've felt desperate when thinking about the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Over the course of the last three months, I've felt lonely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Over the course of the last three months, I've felt discouraged | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Over the course of the last three months, I've lost my temper because of someone or something | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Over the course of the last three months, I've been bored and uninterested in anything | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Over the course of the last three months, I've been easily frustrated and irritated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

THANK YOU FOR YOUR COOPERATION

Appendix 2 - Main Observations and Recommendations

| Tableau 1 | |
|---|---|
| Main observations drawn from the nine years of the study | |
| 2005 | 2006 |
| Young people's practice and appreciation of activities as well as their perception of the world vary little according to community, ethnicity, mother tongue and family origin. | The group is still homogeneous: young people's practice and appreciation of activities as well as their perception of the world vary little according to community, ethnicity, mother tongue and family origin. |
| Cultural activities hold little interest for young people in general and even less for boys compared to girls. | Persistent hesitation: young people are indecisive about practically everything except love and family. |
| The environment somewhat favours an appreciation for outdoor activities and these activities have an impact on students' appreciation of Northern Ontario. | Francophones believe more than Anglophones in the importance of English in the world. They are more pessimistic than Anglophones about the future of the French culture. |
| A comparison of both cohorts seems to indicate that love of the community increases as young people progress through high school. | In everything pertaining to education, art and culture in general, girls show a greater interest and a higher participation level than boys. |
| Aspirations related to postsecondary education differ based on the size of the community; we observe a somewhat greater desire to pursue higher levels of education in the more urban communities. | A critical opinion of university studies intensifies over time as young people increasingly believe that university studies are too theoretical. |
| Fields of study differ based on gender; boys and girls are not attracted to the same fields of study. | After high school, young people become more inclined to view cultural diversity as an asset for the world or for a country. |
| Close to one third of the youth surveyed favour Northern Ontario postsecondary institutions. | A more favourable opinion about rural communities emerges. |
| Among those who indicated in which community they expect to work after finishing their studies, nearly one third identified a community in Northern Ontario. | After high school, the frequency of young people's cultural and recreational activities decreases. |
| Five years after finishing their studies, young people's perception of annual income is three times higher than the actual average income for the professions they aspire to. | At a particular moment in time, young people can easily project where they will be five or ten years down the road, but these projections change over time. |
| This analysis reveals that we are dealing with a population with many similarities; very few issues are unique to one community or to one specific type of community; what is easily understood is that the Northern Ontario depopulation phenomenon is not unique to specific communities; young people are not leaving their community specifically, they are leaving the region. | Young people's love for their community depends on the quality of their relationship with others, especially their mother, their social involvement and the availability of cultural products. This love of community is also more obvious among Francophones than among Anglophones. |
| Francophones are more pessimistic than Anglophones with reference to Francophone issues. | Approximately 50% of young people want to live somewhere other than in Northeastern Ontario. |

Main observations drawn from the nine years of the study

| 2007 | 2008 Grade 9 cohort - difference between grade 9 and grade 12 |
|---|---|
| Students' representations, the frequency of their activities and their appreciation of those activities are still consistent in all Northeastern Ontario communities. | The frequency of activities practiced by young people in high school practically does not vary from Grade 9 to grade 12. |
| Girls tend to turn more toward university studies while boys tend to pursue a trade. | In regard to representations, respondents show a general lack of enthusiasm on most topics except for love and family. Between grade 9 and grade 12, students do become more critical of university. There is little movement on most questions during the high school years. |
| Love of community depends on a person's involvement in that community, the quality of his relationships with others and what his community has to offer. | |
| All types of aspirations change over time. Stakeholders in charge of development can therefore influence young people in their choices. | Between grade 9 and grade 12, there is an increased appreciation among young people for the availability of recreational services and employment in their community. |
| Young people who finished high school have a generally favourable opinion of the schools they attended; however, their judgment is not without some criticism. | Students' relationships with their teachers improve as they progress through high school. |
| | More and more young people use the Internet. |
| | Averaged school results do not vary overall; individual results, however, show considerable fluctuation from the beginning to the end of high school. |
| | Students' assessment of their language skills does not improve over time. Young people think their linguistic skills are equivalent to everyone in their community. |
| | There are few variations in the use of language of communication, but some Francophones do exhibit some signs of anglicization. |
| | Young people consider themselves to be more healthy than sick. However, the study revealed that slightly troubled states of mind are frequent. In general, there is little variation over time. |

Main observations drawn from the nine years of the study

| 2009 | 2010 |
|--|---|
| Love of community is crystallized before the end of high school. | <p>Students' aspirations are influenced by their gender, mother tongue, parents' socio-economic status and the size of the community in which they live:</p> <ul style="list-style-type: none"> • except in regard to income, boys have lower aspirations than girls; • in regard to income, Anglophones have the highest aspirations; • aspirations tend to rise with the parents' professional and educational levels; • plans to leave Northern Ontario are more common among young people who come from less fortunate households; • young people who grow up in small communities are less likely to have high professional and educational ambitions; • from grade 9 to grade 12, expectations tend to decrease regarding education, profession and income; • from grade 9 to grade 12, the place where students want to live changes. |
| The community in which young people study is often the community in which they will decide to establish their residence. | |
| When both cohorts were in grade 12, there were few variations in regard to students' activities, representations and perception of their community of residence. However, some changes were observed when the Grade 9 cohort reached Grade 12: increased emphasis on college studies; greater openness to cultural diversity; increased interest in politics and improvement in their relationships with others. | |
| When comparing the results of the grade 12 cohort at the start of the study and four years later, we see both consistency and variation in their educational aspirations. However, there is little difference between their professional aspirations from 2005 to 2009. In regard to the place of residence, the plans of the majority of students have not changed. | |
| There are no grounds for saying that the higher the students' expectations in terms of income, education and profession, the more they dislike their community. | |
| There is little variation between the two time periods in regard to the students' self-assessment of health. | |

Main observations drawn from the nine years of the study

| 2011 | 2013 |
|---|---|
| Analyses of the 2005 and 2011 samples reveal their similarity in all regards except for that of gender: in 2011, there is an over-representation of young women. | A comparison of the 2011 and 2013 samples reveals their similarity. The differences we observe between the 2005 and 2011 samples are comparable to those that exist between the 2005 and 2013 samples: there are a few more women, a few more Francophones and a few more youth from the grade 12 cohort. |
| When we compare those who continue to participate in the study and those who do not, we observe similarities as well as differences. In general, young people who continue to participate in this study tend to have a higher participation rate in various activities; they seem to love their community more and have better relationships with others; moreover, they show a greater openness to cultural diversity. In regard to aspirations related to profession, education and place of residence, the results are very similar. | In 2013, of all youth whose home region is the North Eastern part of the FNETB: <ul style="list-style-type: none"> • 49.4% reside in the FNETB area; • 10.6% are elsewhere in the North East; • 28.1% are living elsewhere in Ontario ; • 11.8% have settled outside of Ontario. <p>In 2013, 61.9% of youth who, in 2005, wished to be in the FNETB area five years after the completion of their studies actually live in this region.</p> <p>Many of those who expected to be living somewhere other than the North Eastern region of the FNETB also find themselves in this region:</p> <ul style="list-style-type: none"> • elsewhere in the North-East (50.0%); • elsewhere in Ontario (39.4%); • outside of Ontario (43.9%). <p>In 2013, for most youth, aspired place of residence and factual place of residence are one and the same.</p> |
| From 2005 to 2011, educational aspirations are constant in almost 50% of youth. During this period, educational aspirations tend to increase. For all youth except those who aspired to a high school diploma, the educational levels which young people expect to achieve in 2005 are markedly higher than those which they actually achieve in 2011. | Place of residence is not determined by: <ul style="list-style-type: none"> • occupation; • professional level; • mother tongue; • marital status; • health. |
| Representations vary over time. Between 2005 and 2011, young people became more critical about university studies, more open to cultural diversity, more interested in politics and less hesitant in their affection for their community; they also showed improved relationships with other people in their community, their friends and their teachers. | Of all the analyses involving activities and representations by region in 2013, only eleven differentiators emanate and they show that residents of the FNETB area do a little more shopping, fishing, hunting, snowmobiling and four-wheeling; visit libraries and art galleries a little less; go to the theatre and the movies a little less often; and are somewhat less interested in provincial and world politics. |
| Young people's perception of their community is solidly entrenched before the end of high school. | |

Main observations drawn from the nine years of the study

| 2005 | 2006 |
|---|---|
| <p>Studies show that Northeastern Ontario's youth have many things in common in regard to their activities, representations and aspirations. Interventions must therefore be global: solutions to youth outmigration should apply to all communities in the region.</p> | <p>The persistence of the homogeneity observed during the second year of the study indicates that it is important to implement region-wide measures to further cultural development, encourage young people to pursue an education and develop a sense of belonging.</p> |
| <p>It is important to increase young people's appreciation for outdoor activities because this appreciation impacts positively on their perception of Northern Ontario.</p> | <p>The persistent hesitation of Northern Ontario's youth leads us to question the factors that lead to this lack of enthusiasm. To correct this situation, it would be important to expose youth to people who passionately love what they do. As possible, this focus on role models should be thought out with Northeastern Ontario's geographical and social environment in mind.</p> |
| <p>Activities that are cultural in nature seem to be of little interest to almost everyone, but any effort to promote these activities should include a special focus on boys.</p> | <p>It would be important to change Francophones' negative perception towards their mother tongue. Teachers would be in a position to change this mindset which is based more on impressions than facts.</p> |
| | <p>It seems necessary to reduce the gender stereotyping which would have girls dedicate themselves to education and culture and boys to trades occupations and sports activities.</p> |
| | <p>Young people's plans for the future are unstable, which means that social stakeholders can influence youth's perspectives or, at least, the conditions that will affect how they envision their future.</p> |
| | <p>Young people's love for their community depends on their community involvement, the quality of their relationships with others, especially their mother, and the availability of cultural products in their community. It is therefore important to encourage: 1) family ties, and more generally interpersonal relationships; 2) youth's involvement in their community, particularly in cultural activities.</p> |
| | <p>Since the majority of young people say they expect to live in the community they study in, it is important to offer them the opportunity to study in their own region.</p> |

Main observations drawn from the nine years of the study

| 2007 | 2008 Grade 9 cohort - data from grade 9 to grade 12 |
|---|--|
| Aspirations of Northeastern Ontario's youth in regard to their occupation, education and place of residence tend to change over time. People in a position of authority must take action to counter anti-North mindsets like "there are no jobs in Northern Ontario for educated people". Instead, it would be important to show the link between community development and the contribution of educated people from the community. | High schools should play an active role in raising students' awareness about their environment and increase this awareness right up to the end of their studies. |
| Girls aspire to a university degree while boys expect to attend college. It is important to question whether this difference in educational aspirations is beneficial to the region. | Young people use the Internet a lot to communicate. It would be important to leverage this inclination by setting up an Intranet network for young people where they could share their opinions about Northern Ontario. This would be a virtual place where they can openly discuss anti-North prejudices or find information about their region, which could serve as a forum for debate, but which would also be created in the image of Northern Ontario's youth. |
| The consistency of young people's activities and representations across Northern Ontario supposes that measures can be developed to benefit the entire region. | Language skills do not tend to improve during the high school years. It would be important that young people show some improvement in their language skills during high school. |
| Schools tend not to influence young people either way to leave Northeastern Ontario or to stay. However, they could do a better job in encouraging young people to pursue their studies in Northern Ontario's educational institutions, which would contribute to a higher retention of youth in the region. | |
| Love for the community depends on three factors: community involvement, the quality of interpersonal relationships and what the community has to offer its inhabitants. These factors are interrelated. To ensure greater community involvement among youth, people in charge must do their utmost to involve young people in the management of public affairs. | |

| Main observations drawn from the nine years of the study | |
|--|---|
| 2009 | 2010 |
| Students' perception of their community seems to be well-defined before the end of high school. For those who view their community in a negative light, stakeholders with the power to influence youth must do what they can to change their anti-North mindset. | <p>The more young people love their community and get involved, the more they will want to stay in Northern Ontario and pursue their studies there. The region must offer opportunities to entice students to stay: educational institutions, programs tailored to their expectations, job openings in their field of study offering a good salary and the possibility of taking part in their favourite activities.</p> <p>How do we achieve this? By:</p> <ul style="list-style-type: none"> • raising the awareness of young people about the advantages of studying in Northern Ontario's educational institutions; • educating the population about the diversity of the region's economy and the fact that job opportunities are not limited to resource-based employment; • convincing well-to-do parents to change their "anti-North" mindset; • developing strategies in collaboration with economic development corporations, Chambers of Commerce and political decision-makers; • focusing on cultural activities. |
| The community where young people study often becomes their place of residence. It is essential that Northeastern Ontario have its own complete and comprehensive network of educational institutions covering the entire region. | |

| Main observations drawn from the nine years of the study |
|--|
| 2011 and 2013 |
| Since the majority of young people say they expect to live in the community they study in, it is important to offer them the opportunity to study in their own region. It is therefore essential that Northeastern Ontario have its own complete and comprehensive network of educational institutions covering the entire region. |
| It is essential to work at changing the anti-North mindset by promoting and spreading a positive image of the region. |
| To make life in the North more attractive to youth, it is important to intervene before they reach high school. |
| It is vital to find ways to get young people to love the region they live in by developing a message that highlights the qualities, passions, skills and personal development of role models in their communities. |
| It important to increase young people's appreciation for outdoor activities in Northern Ontario. |
| It is essential to make young people aware that it is possible to work in the region with a university degree. |

Appendix 3 - Tables

Table 1
Distribution of relative frequencies for various variables
depending on the different collection years

| Variable | Category | Year data was collected | | | | | | | | |
|---------------------|---------------------|-------------------------|------|------|------|------|-------------------|------|-------------------|------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Cohort | 9 th | 55.8 | 76.9 | 84.6 | 95.2 | 53,4 | No data collected | 53.9 | No data collected | 48.7 |
| | 12 th | 44.2 | 23.1 | 15.4 | 4.8 | 46,6 | | 46.1 | | 51.3 |
| Gender | Male | 51.7 | 59.3 | 48.0 | 47.4 | 38,0 | | 35.6 | | 36.5 |
| | Female | 48.3 | 40.7 | 52.0 | 52.6 | 62,0 | | 64.4 | | 63.5 |
| Primary language | French | 21.9 | 30.5 | 22.7 | 25.1 | 39,9 | | 31.9 | | 37.1 |
| | English | 39.1 | 34.3 | 31.7 | 31.1 | 24,5 | | 32.2 | | 28.2 |
| | French and English | 34.2 | 32.7 | 36.6 | 35.9 | 32,4 | | 33.4 | | 34.7 |
| | Other | 4.8 | 2.5 | 9.0 | 7.9 | 3,2 | | 2.5 | | 0.0 |
| Mother's occupation | Low | 42.5 | 43.9 | 43.8 | 39.7 | 37,3 | | 35.3 | | 35.2 |
| | Medium-low | 25.8 | 27.2 | 23.5 | 26.9 | 26,1 | | 30.9 | | 30.0 |
| | Medium | 19.3 | 16.8 | 20.7 | 22.1 | 20,7 | | 20.4 | | 21.1 |
| | Medium-high | 9.9 | 10.2 | 9.6 | 9.1 | 11,6 | | 8.9 | | 9.7 |
| | High | 2.4 | 2.0 | 2.5 | 2.1 | 4,1 | | 4.5 | | 4.0 |
| Father's occupation | Low | 42.1 | 44.6 | 43.6 | 43.1 | 39,5 | | 43.0 | | 40.8 |
| | Medium-low | 37.2 | 34.1 | 36.2 | 35.7 | 34,9 | | 30.7 | | 35.1 |
| | Medium | 9.3 | 10.3 | 9.5 | 10.2 | 9,7 | | 11.6 | | 11.0 |
| | Medium-high | 6.8 | 7.3 | 6.8 | 6.4 | 10,1 | | 7.8 | | 7.8 |
| | High | 4.7 | 3.7 | 3.9 | 4.6 | 5,8 | | 6.8 | | 5.3 |
| Mother's education | High school or less | 45.4 | 47.2 | 41.2 | 38.5 | 40,1 | | 42.7 | | 39.0 |
| | College diploma | 37.5 | 35.2 | 38.6 | 41.5 | 38,9 | | 37.9 | | 41.1 |
| | University diploma | 17.1 | 17.5 | 20.2 | 19.9 | 21,0 | 19.4 | 20.0 | | |
| Father's education | High school or less | 52.4 | 54.4 | 51.0 | 50.4 | 49,4 | 48.4 | 50.9 | | |
| | College diploma | 31.8 | 30.0 | 32.6 | 29.2 | 28,7 | 30.6 | 31.4 | | |
| | University diploma | 15.8 | 15.6 | 16.4 | 20.4 | 21,9 | 21.0 | 17.8 | | |
| Sample size | | 1783 | 549 | 715 | 483 | 304 | | 332 | | 263 |
| Percentage | | 100,0 | 30.8 | 40.1 | 27.1 | 17.0 | | 18.4 | | 14.8 |

When a sum is not 100.0, it is due to our policy to round off to one decimal.

| Table 2 | | |
|---|-------------|-------------|
| Youth's gender for the 2005 and 2013 samples | | |
| Gender | Year | |
| | 2005 | 2013 |
| Female | 48.3 | 63.5 |
| Male | 51.7 | 36.5 |
| % | 100.0 | 100.0 |
| n | 1,753 | 263 |

| Table 3 | | |
|---|-------------|-------------|
| Youth's primary language for the 2005, 2009 and 2013 samples | | |
| Primary language | 2005 | 2013 |
| French | 22.0 | 37.1 |
| English | 42.3 | 28.2 |
| French and English | 35.7 | 34.7 |
| % | 100.0 | 100.0 |
| n | 1,679 | 259 |

| Table 4 | | |
|---|-------------|-------------|
| Ethnic group to which youth identify for the 2005 and 2013 samples | | |
| Ethnic group | Year | |
| | 2005 | 2013 |
| First Nations | 6.9 | 1.6 |
| Francophones | 35.8 | 52.0 |
| Anglophones | 52.9 | 43.9 |
| Others | 4.5 | 2.5 |
| % | 100.0 | 100.0 |
| n | 1,521 | 244 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

| Table 5 | | |
|---|-------------|-------------|
| Size of youth's community of residence for the 2005 and 2013 samples | | |
| Population | Year | |
| | 2005 | 2013 |
| Less than a 1,000 | 23.0 | 13.7 |
| Between 1,000 and 4,999 | 14.7 | 12.2 |
| Between 5,000 and 10,999 | 39.9 | 54.0 |
| Timmins | 22.5 | 20.2 |
| % | 100.0 | 100.0 |
| n | 1 758 | 263 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 6
Parent's educational level for the 2005 and 2013 samples

| Educationa levle | Mother | | Father | |
|--|--------|-------|--------|-------|
| | 2005 | 2013 | 2005 | 2013 |
| A few years of primary school | 0.4 | 0.0 | 2.1 | 1.7 |
| Primary school completed | 0.8 | 0.0 | 2.3 | 2.1 |
| A few years of high school | 12.9 | 8.5 | 20.7 | 17.8 |
| High school diploma | 31.3 | 30.5 | 27.3 | 29.3 |
| College diploma | 37.5 | 41.1 | 31.8 | 31.4 |
| University diploma (Bachelor,s degree, B.A., B.SC...) | 12.7 | 16.3 | 11.2 | 11.2 |
| Postgraduate university diploma (Master's degree, Doctorate) | 4.4 | 3.7 | 4.7 | 6.6 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 1,444 | 246 | 1,408 | 242 |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal. | | | | |

Table 7
Parent's professional level for the 2005 and 2013 samples

| Professional level | Mother | | Father | |
|--|--------|-------|--------|-------|
| | 2005 | 2013 | 2005 | 2013 |
| Inferior | 42.5 | 35.2 | 42.1 | 40.8 |
| Average-inferior | 25.8 | 30.0 | 37.2 | 35.1 |
| Average | 19.3 | 21.1 | 9.3 | 11.0 |
| Average-superior | 9.9 | 9.7 | 6.8 | 7.8 |
| Superior | 2.4 | 4.0 | 4.6 | 5.3 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 1,406 | 227 | 1,478 | 245 |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal. | | | | |

Table 8
Cohorts for the 2005 and 2013 samples

| Cohort | Year | |
|----------|-------|-------|
| | 2005 | 2013 |
| Grade 9 | 55.8 | 48.7 |
| Grade 12 | 44.2 | 51.3 |
| % | 100.0 | 100.0 |
| n | 1,783 | 263 |

Table 9
Projected place of residence five years after the completion of their studies,
in 2005 and 2008, for the grade 9 cohort

| Projection in 2008 | Projection in 2005 | | | |
|----------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 57.5 | 34.4 | 28.0 | 34.1 |
| North-East Other | 12.6 | 21.9 | 15.0 | 9.1 |
| Elsewhere in Ontario | 21.8 | 31.3 | 44.0 | 34.1 |
| Outside of Ontario | 8.0 | 12.5 | 13.0 | 22.7 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 87 | 32 | 100 | 44 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 10
Projected place of residence five years after the completion of their studies, in 2008,
and desired place of residence in 2013 for the grade 9 cohort

| Desired residence in 2013 | Projection in 2008 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 79.3 | 44.4 | 15.4 | 20.0 |
| North-East Other | 6.9 | 11.1 | 15.4 | 10.0 |
| Elsewhere in Ontario | 6.9 | 22.2 | 57.5 | 10.0 |
| Outside of Ontario | 6.9 | 22.2 | 11.5 | 60.0 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 29 | 9 | 26 | 10 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 11
Projected place of residence five years after the completion of their studies, in 2005,
and factual place of residence in 2013 for both cohorts

| Factual residence in 2013 | Projection in 2005 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 61.9 | 50.0 | 39.4 | 43.9 |
| North-East Other | 9.5 | 12.5 | 9.9 | 14.6 |
| Elsewhere in Ontario | 22.2 | 33.3 | 32.4 | 22.0 |
| Outside of Ontario | 6.3 | 4.2 | 18.3 | 19.5 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| N | 63 | 24 | 71 | 41 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 12
Projected place of residence five years after the completion of their studies,
in 2005, and factual place of residence in 2013 for the grade 9 cohort

| Factual residence in 2013 | Projection in 2005 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 64.3 | 70.0 | 51.6 | 50.0 |
| North-East Other | 7.1 | 10.0 | 3.2 | 18.2 |
| Elsewhere in Ontario | 14.3 | 20.0 | 25.8 | 22.7 |
| Outside of Ontario | 14.3 | 0.0 | 19.4 | 9.1 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 63 | 10 | 31 | 22 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 13
Projected place of residence five years after the completion of their studies,
in 2005, and factual place of residence in 2013 for the grade 9 cohort

| Factual residence in 2013 | Projection in 2005 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 60.0 | 35.7 | 30.0 | 36.8 |
| North-East Other | 11.4 | 14.3 | 15.0 | 10.5 |
| Elsewhere in Ontario | 28.6 | 42.9 | 37.5 | 21.1 |
| Outside of Ontario | 0.0 | 7.1 | 17.5 | 31.6 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 35 | 14 | 40 | 19 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 14
Projected place of residence five years after the completion of their studies,
in 2005, and desired place of residence in 2013 for both cohorts

| Desired residence in 2013 | Projection in 2005 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 61.9 | 35.0 | 32.2 | 40.5 |
| North-East Other | 5.5 | 25.0 | 5.1 | 13.5 |
| Elsewhere in Ontario | 27.3 | 30.0 | 33.9 | 24.3 |
| Outside of Ontario | 5.5 | 10.0 | 28.8 | 21.6 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 55 | 20 | 59 | 37 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 15
Projected place of residence five years after the completion of their studies,
in 2005, and desired place of residence in 2013 for the grade 9 cohort

| Desired residence in 2013 | Projection in 2005 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 73.1 | 33.3 | 32.1 | 45.5 |
| North-East Other | 3.8 | 44.4 | 7.1 | 13.6 |
| Elsewhere in Ontario | 11.5 | 22.2 | 32.1 | 27.3 |
| Outside of Ontario | 11.5 | 0.0 | 28.6 | 13.6 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 26 | 9 | 28 | 22 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 16
Projected place of residence five years after the completion of their studies,
in 2005, and desired place of residence in 2013 for the grade 12 cohort

| Desired residence in 2013 | Projection in 2005 | | | |
|---------------------------|--------------------|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 51.7 | 36.4 | 32.3 | 33.3 |
| North-East Other | 6.9 | 9.1 | 3.2 | 13.3 |
| Elsewhere in Ontario | 41.4 | 36.4 | 35.5 | 20.0 |
| Outside of Ontario | 0.0 | 18.2 | 29.0 | 33.3 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 29 | 11 | 31 | 15 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 17
Factual place of residence in 2013
according to place of study in 2011 for both cohorts

| Factual residence in 2013 | Location of post-secondary institution in 2011 | | | |
|---------------------------|--|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 82.6 | 69.0 | 30.2 | 27.3 |
| North-East Other | 0.0 | 27.6 | 9.5 | 0.0 |
| Elsewhere in Ontario | 0.0 | 0.0 | 54.0 | 27.3 |
| Outside of Ontario | 17.4 | 3.4 | 6.3 | 45.5 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 23 | 29 | 63 | 11 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 18
Desired place of residence in 2013
according to place of study in 2011 for both cohorts

| Desired residence in 2013 | Location of post-secondary institution in 2011 | | | |
|---------------------------|--|------------------|----------------------|--------------------|
| | FNETB Region | North-East Other | Elsewhere in Ontario | Outside of Ontario |
| FNETB Region | 63.6 | 50.0 | 34.7 | 36.4 |
| North-East Other | 9.1 | 26.9 | 2.0 | 0.0 |
| Elsewhere in Ontario | 13.6 | 19.2 | 42.9 | 27.3 |
| Outside of Ontario | 13.6 | 3.8 | 20.4 | 36.4 |
| % | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 22 | 26 | 49 | 11 |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 19
Factual place of residence and desired place of residence
according to primary language

| Region | Factual residence | | | Desired residence | | |
|----------------------|----------------------------------|--------|--------------------|-----------------------------------|---------|--------------------|
| | French | Englis | French and English | French | English | French and English |
| FNETB Region | 47.9 | 48.6 | 51.1 | 48.7 | 34.4 | 42.0 |
| North-East Other | 9.6 | 14.9 | 7.8 | 6.4 | 14.1 | 7.4 |
| Elsewhere in Ontario | 25.5 | 29.7 | 30.0 | 21.8 | 39.1 | 30.9 |
| Outside of Ontario | 17.0 | 6.8 | 11.1 | 23.1 | 12.5 | 19.8 |
| % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 94 | 74 | 90 | 78 | 64 | 81 |
| | $\chi^2_{(6)} = 6.29 ; p = 0.39$ | | | $\chi^2_{(6)} = 10.02 ; p = 0.12$ | | |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 20
Factual place of residence in 2013 according to marital status

| Region | I don't have a life partner | I have a life partner, but I don't live with him/her | I have a common-law partner | I am married | I am seperated or divorced |
|----------------------|-----------------------------------|--|-----------------------------|--------------|----------------------------|
| FNETB Region | 42.9 | 53.2 | 44.1 | 70.0 | 50.0 |
| North-East Other | 10.7 | 10.6 | 11.8 | 10.0 | 0.0 |
| Elsewhere in Ontario | 34.5 | 27.7 | 30.1 | 5.0 | 50.0 |
| Outside of Ontario | 11.9 | 8.5 | 14.0 | 15.0 | 0.0 |
| % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 84 | 47 | 93 | 20 | 2 |
| | $\chi^2_{(12)} = 9.69 ; p = 0.65$ | | | | |

The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.

Table 21
Desired place of residence in 2013 according to marital status

| Region | I don't have a life partner | I have a life partner, but I don't live with him/her | I have a common-law partner | I am married | I am separated or divorced |
|---|-----------------------------|--|-----------------------------|--------------|----------------------------|
| FNETB Region | 31.1 | 35.9 | 52.9 | 71.4 | 50.0 |
| North-East Other | 12.2 | 2.6 | 8.2 | 7.1 | 0.0 |
| Elsewhere in Ontario | 35.1 | 38.5 | 25.9 | 14.3 | 0.0 |
| Outside of Ontario | 21.6 | 23.1 | 12.9 | 7.1 | 50.0 |
| % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| n | 74 | 39 | 85 | 14 | 2 |
| $\chi^2_{(12)} = 18.61 ; p = 0.09$ | | | | | |
| The sum of each column does not always add up to 100.0% because our policy is to round off to one decimal.. | | | | | |

Table 22
Difference in means for self-assessment of health in 2013
according to factual place of residence in 2013
Analyses of variance

(Minimum degrees of freedom for individuals is 214)
(For statements beginning with “compared to”, the scale is 1=poor and 6=excellent)
(For all other statements, 1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| Compared to other people my age, my physical health is | \bar{X} | 4.23 | 4.67 | 4.25 | 4.14 | 1.00 | no |
| | s | 1.14 | 1.47 | 1.24 | 1.21 | | |
| Compared to other people my age, my emotional health is | \bar{X} | 4.40 | 4.54 | 4.15 | 4.36 | 0.79 | no |
| | s | 1.32 | 1.06 | 1.15 | 1.31 | | |
| Over the course of the last three months, I've felt desparate when thinking about my future | \bar{X} | 2.84 | 3.08 | 3.21 | 2.89 | 0.74 | no |
| | s | 1.70 | 1.82 | 1.47 | 1.52 | | |
| Over the course of the last three months, I've felt lonely | \bar{X} | 2.80 | 2.20 | 2.94 | 2.46 | 1.67 | no |
| | s | 1.69 | 1.26 | 1.53 | 1.50 | | |
| Over the course of the last three months, I've felt discouraged | \bar{X} | 3.28 | 3.48 | 3.51 | 3.25 | 0.36 | no |
| | s | 1.63 | 1.90 | 1.40 | 1.53 | | |
| Over the course of the last three months, I've lost my temper because of someone or something | \bar{X} | 2.71 | 2.64 | 2.61 | 2.61 | 0.08 | no |
| | s | 1.47 | 1.78 | 1.37 | 1.55 | | |
| Over the course of the last three months, I've been bored and uninterested in anything | \bar{X} | 2.65 | 2.44 | 2.73 | 2.89 | 0.36 | no |
| | s | 1.67 | 1.76 | 1.51 | 1.67 | | |
| Over the course of the last three months, I've been easily frustrated and irritated | \bar{X} | 2.98 | 2.80 | 2.91 | 2.86 | 0.12 | no |
| | s | 1.57 | 1.56 | 1.41 | 1.65 | | |

Table 23
Difference in means for appreciation of outdoor activities in 2013 according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 233)
 (1=not at all and 6=very much)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I enjoy going fishing | \bar{X} | 4.52 | 4.67 | 3.99 | 3.82 | 2.24 | no |
| | s | 1.76 | 1.75 | 1.96 | 1.95 | | |
| I enjoy going hunting | \bar{X} | 3.52 | 2.96 | 2.63 | 2.85 | 3.02 | yes |
| | s | 2.03 | 2.16 | 2.02 | 1.96 | | |
| I enjoy snowmobiling | \bar{X} | 4.42 | 3.85 | 3.67 | 4.25 | 2.95 | yes |
| | s | 1.56 | 1.92 | 1.85 | 1.90 | | |
| I enjoy using an all-terrain vehicle (ATV) | \bar{X} | 4.67 | 4.11 | 3.43 | 4.37 | 7.59 | yes |
| | s | 1.53 | 1.99 | 1.85 | 1.74 | | |

Table 24
Difference in means for representations with regard to education in 2005 according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 232)
 (1=strongly disagree and 6=strongly agree)

| | | Lieu de résidence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|-------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| Collegiate studies put more emphasis on employment than university studies do | \bar{X} | 3.25 | 3.88 | 3.18 | 3.33 | 1.37 | no |
| | s | 1.42 | 1.64 | 1.60 | 1.73 | | |
| Collegiate studies are too practical | \bar{X} | 2.68 | 2.64 | 2.79 | 3.10 | 0.85 | no |
| | s | 1.34 | 1.32 | 1.37 | 1.40 | | |
| Collegiate and university studies are equivalent | \bar{X} | 2.92 | 2.55 | 2.84 | 3.13 | 0.80 | no |
| | s | 1.39 | 1.22 | 1.43 | 1.41 | | |
| University studies are too theoretical | \bar{X} | 2.94 | 3.19 | 3.20 | 2.86 | 0.56 | no |
| | s | 1.51 | 1.70 | 1.72 | 1.58 | | |
| Considering what you get in return, postsecondary education costs too much | \bar{X} | 3.34 | 3.46 | 3.55 | 3.26 | 0.32 | no |
| | s | 1.68 | 1.42 | 1.82 | 1.48 | | |
| One does not need a post-secondary education to find a job | \bar{X} | 2.34 | 1.77 | 2.30 | 2.32 | 1.20 | no |
| | s | 1.41 | 0.95 | 1.61 | 1.35 | | |
| University studies offer better employment opportunities than collegiate studies | \bar{X} | 3.46 | 3.48 | 3.77 | 3.93 | 0.976 | no |
| | s | 1.70 | 1.45 | 1.73 | 1.41 | | |

Table 25
Difference in means for representations with regard to culture in 2005
according to factual place of residence in 2013
Analyses of variance
 (Minimum degrees of freedom for individuals is 230)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| Sometimes, I feel uncomfortable when speaking in English | \bar{X} | 2.40 | 2.16 | 2.21 | 3.19 | 2.83 | yes |
| | s | 1.58 | 1.60 | 1.64 | 2.00 | | |
| Non-Anglophone countries have little influence in the world | \bar{X} | 2.43 | 2.88 | 2.54 | 2.57 | 0.68 | no |
| | s | 1.36 | 1.82 | 1.66 | 1.35 | | |
| There isn't much you can do in this world if you do not speak English | \bar{X} | 3.24 | 3.62 | 2.99 | 3.19 | 0.93 | no |
| | s | 1.62 | 1.92 | 1.66 | 1.70 | | |
| There isn't much you can do in this world if you do not speak English | \bar{X} | 3.72 | 4.40 | 4.66 | 4.41 | 5.51 | yes |
| | s | 1.69 | 1.35 | 1.54 | 1.53 | | |
| In all countries, science is practiced in English | \bar{X} | 2.31 | 2.44 | 2.35 | 2.67 | 0.50 | no |
| | s | 1.47 | 1.55 | 1.41 | 1.40 | | |
| In Ontario, French is gradually disappearing | \bar{X} | 2.85 | 3.11 | 2.89 | 3.29 | 0.74 | no |
| | s | 1.54 | 1.67 | 1.59 | 1.83 | | |
| Cultural diversity is an asset for the world | \bar{X} | 4.11 | 4.15 | 4.69 | 4.30 | 1.93 | no |
| | s | 1.56 | 1.69 | 1.64 | 1.62 | | |
| With globalization, human beings are becoming increasingly different | \bar{X} | 3.67 | 3.74 | 3.68 | 3.70 | 0.02 | no |
| | s | 1.34 | 1.58 | 1.55 | 1.47 | | |
| Practically all cinematic productions in the world are in English | \bar{X} | 3.17 | 3.35 | 3.61 | 3.53 | 1.27 | no |
| | s | 1.55 | 1.72 | 1.47 | 1.59 | | |
| With globalization, human beings are more and more alike | \bar{X} | 2.91 | 2.89 | 2.94 | 3.28 | 0.61 | no |
| | s | 1.23 | 1.40 | 1.47 | 1.58 | | |
| Sometimes, I feel uncomfortable when speaking in French | \bar{X} | 2.97 | 3.00 | 2.88 | 2.66 | 0.27 | no |
| | s | 1.74 | 1.96 | 1.74 | 1.78 | | |
| In the world, French is gradually disappearing | \bar{X} | 2.70 | 3.04 | 2.61 | 2.90 | 0.64 | no |
| | s | 1.54 | 1.79 | 1.39 | 1.70 | | |

Table 26
Difference in means for representations with regard to politics in 2005
according to factual place of residence in 2013

Analyses of variance

(Minimum degrees of freedom for individuals is 232) (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| I am interested in Ontario political issues | \bar{X} | 2.45 | 2.62 | 2.79 | 2.67 | 0.65 | no |
| | s | 1.70 | 1.60 | 1.67 | 1.52 | | |
| I am interested in world political issues | \bar{X} | 2.75 | 2.69 | 3.10 | 2.90 | 0.70 | no |
| | s | 1.72 | 1.67 | 1.82 | 1.76 | | |
| I take interest in the political issues of my school | \bar{X} | 2.45 | 2.92 | 2.71 | 2.30 | 1.22 | no |
| | s | 1.48 | 1.67 | 1.56 | 1.51 | | |
| I take interest in the political issues of my community | \bar{X} | 2.41 | 2.89 | 2.65 | 2.65 | 0.89 | no |
| | s | 1.52 | 1.65 | 1.58 | 1.56 | | |
| I take interest in Canada's political issues | \bar{X} | 2.59 | 2.88 | 3.02 | 3.14 | 1.31 | no |
| | s | 1.75 | 1.61 | 1.71 | 1.83 | | |

Table 27

Difference in means for representations with regard to community in 2005
according to factual place of residence in 2013

Analyses of variance

(Minimum degrees of freedom for individuals is 234) (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| My community offers enough cultural events | \bar{X} | 2.66 | 2.84 | 2.97 | 2.63 | 0.86 | no |
| | s | 1.40 | 1.34 | 1.39 | 1.27 | | |
| There are enough stores in my community | \bar{X} | 2.62 | 2.75 | 2.81 | 2.17 | 1.30 | no |
| | s | 1.54 | 1.26 | 1.67 | 1.15 | | |
| Living in a rural environment is better than living in an urban environment | \bar{X} | 3.72 | 3.65 | 3.78 | 3.31 | 0.64 | no |
| | s | 1.56 | 1.74 | 1.55 | 1.63 | | |
| My community offers enough recreational activities | \bar{X} | 3.06 | 3.46 | 3.00 | 2.94 | 0.75 | no |
| | s | 1.50 | 1.56 | 1.46 | 1.34 | | |
| Most of my friends intend to live elsewhere | \bar{X} | 4.21 | 4.81 | 4.36 | 4.45 | 1.48 | no |
| | s | 1.42 | 1.33 | 1.34 | 1.18 | | |
| In my community, there are enough opportunities to go out socially | \bar{X} | 2.88 | 2.84 | 3.07 | 2.65 | 0.68 | no |
| | s | 1.42 | 1.60 | 1.46 | 1.25 | | |
| My community offers enough employment opportunities | \bar{X} | 2.79 | 2.69 | 2.64 | 2.71 | 0.21 | no |
| | s | 1.24 | 1.49 | 1.34 | 1.32 | | |
| I love my community | \bar{X} | 3.72 | 4.42 | 4.09 | 3.71 | 2.12 | no |
| | s | 1.56 | 1.50 | 1.40 | 1.58 | | |
| I love big cities | \bar{X} | 3.87 | 3.88 | 4.07 | 4.23 | 0.53 | no |
| | s | 1.60 | 1.66 | 1.58 | 1.65 | | |
| I do a lot of things for my community | \bar{X} | 2.91 | 3.46 | 3.31 | 2.90 | 1.85 | no |
| | s | 1.36 | 1.79 | 1.39 | 1.49 | | |

Table 28
Difference in means for representations in regard to interpersonal relationships in 2005
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 234)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| In my school, I feel different from the others | \bar{X} | 2.77 | 2.79 | 3.06 | 3.07 | 0.54 | no |
| | s | 1.72 | 1.74 | 1.80 | 1.78 | | |
| I have a good relationship with the people of my community | \bar{X} | 4.04 | 4.65 | 4.33 | 4.35 | 2.09 | no |
| | s | 1.36 | 1.23 | 1.17 | 1.17 | | |
| I have a good relationship with my friends | \bar{X} | 4.97 | 5.31 | 5.00 | 5.10 | 0.72 | no |
| | s | 1.21 | 0.74 | 1.10 | 1.0 | | |
| Most of my friends think like me | \bar{X} | 3.80 | 3.62 | 3.91 | 3.72 | 0.28 | no |
| | s | 1.42 | 1.50 | 1.58 | 1.46 | | |
| In my community, I feel different from the others | \bar{X} | 2.94 | 2.88 | 3.01 | 3.13 | 0.14 | no |
| | s | 1.66 | 1.80 | 1.60 | 1.91 | | |
| I have a good relationship with my teachers | \bar{X} | 4.22 | 4.56 | 4.44 | 4.40 | 0.76 | no |
| | s | 1.30 | 1.48 | 1.25 | 1.13 | | |

Table 29
Difference in means for representations in regard to education in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 205)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| Collegiate studies put more emphasis on employment than university studies do | \bar{X} | 4.10 | 4.30 | 4.30 | 3.62 | 1.23 | no |
| | s | 1.61 | 1.64 | 1.50 | 1.88 | | |
| Collegiate studies are too practical | \bar{X} | 2.01 | 1.83 | 2.14 | 2.24 | 0.80 | no |
| | s | 1.12 | 0.82 | 1.00 | 1.17 | | |
| Collegiate and university studies are equivalent | \bar{X} | 3.13 | 3.08 | 2.56 | 3.11 | 1.85 | no |
| | s | 1.72 | 1.77 | 1.42 | 1.48 | | |
| University studies are too theoretical | \bar{X} | 3.57 | 3.04 | 3.52 | 3.08 | 1.21 | no |
| | s | 1.59 | 1.90 | 1.43 | 1.77 | | |
| Considering what you get in return, postsecondary education costs too much | \bar{X} | 3.75 | 4.16 | 3.64 | 3.26 | 1.20 | no |
| | s | 1.73 | 1.77 | 1.71 | 1.95 | | |
| One does not need a post-secondary education to find a job | \bar{X} | 2.73 | 2.36 | 2.56 | 2.71 | 0.46 | no |
| | s | 1.68 | 1.41 | 1.48 | 1.49 | | |
| University studies offer better employment opportunities than collegiate studies | \bar{X} | 2.39 | 2.50 | 2.90 | 2.81 | 1.82 | no |
| | s | 1.35 | 1.64 | 1.45 | 1.62 | | |

Table 30
Difference in means for representations in regard to culture in 2013
according to factual place of residence in 2013
Analyses of variance
 (Minimum degrees of freedom for individuals is 205)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| Sometimes, I feel uncomfortable when speaking in English | \bar{X} | 2.20 | 2.32 | 1.94 | 2.64 | 1.48 | no |
| | s | 1.49 | 1.70 | 1.35 | 1.81 | | |
| Non Anglophone countries have little influence in the world | \bar{X} | 2.20 | 2.20 | 2.00 | 2.11 | 0.37 | no |
| | s | 1.36 | 1.32 | 1.20 | 1.29 | | |
| There isn't much you can do in this world if you do not speak English | \bar{X} | 3.27 | 3.33 | 3.24 | 2.70 | 0.83 | no |
| | s | 1.79 | 1.83 | 1.77 | 1.56 | | |
| There isn't much you can do in this world if you do not speak English | \bar{X} | 4.43 | 5.08 | 4.63 | 4.57 | 1.63 | no |
| | s | 1.40 | 0.91 | 1.35 | 1.35 | | |
| In all countries, science is practiced in English | \bar{X} | 2.16 | 2.00 | 2.42 | 2.29 | 0.65 | no |
| | s | 1.39 | 1.29 | 1.52 | 1.51 | | |
| In Ontario, French is gradually disappearing | \bar{X} | 2.75 | 3.36 | 3.14 | 3.24 | 1.59 | no |
| | s | 1.62 | 1.75 | 1.57 | 1.62 | | |
| Cultural diversity is an asset for the world | \bar{X} | 4.81 | 4.88 | 4.91 | 4.81 | 0.09 | no |
| | s | 1.32 | 1.20 | 1.19 | 1.36 | | |
| With globalization, human beings are becoming increasingly different | \bar{X} | 3.17 | 2.88 | 2.95 | 3.21 | 0.49 | no |
| | s | 1.60 | 1.39 | 1.47 | 1.40 | | |
| Practically all cinematic productions in the world are in English | \bar{X} | 2.65 | 2.72 | 2.61 | 2.64 | 0.03 | no |
| | s | 1.55 | 1.57 | 1.53 | 1.55 | | |
| With globalization, human beings are more and more alike | \bar{X} | 3.36 | 2.63 | 3.47 | 3.36 | 1.86 | no |
| | s | 1.54 | 1.53 | 1.59 | 1.39 | | |
| Sometimes, I feel uncomfortable when speaking in French | \bar{X} | 3.10 | 2.52 | 3.39 | 2.48 | 2.17 | no |
| | s | 1.91 | 1.96 | 1.85 | 1.76 | | |
| In the world, French is gradually disappearing | \bar{X} | 2.48 | 2.96 | 2.77 | 2.63 | 0.95 | no |
| | s | 1.48 | 1.77 | 1.38 | 1.50 | | |

Table 31
Difference in means for representations in regard to politics in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 205)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I am interested in Ontario political issues | \bar{X} | 2.75 | 3.72 | 3.14 | 2.46 | 3.31 | yes |
| | s | 1.73 | 1.82 | 1.64 | 1.43 | | |
| I am interested in world political issues | \bar{X} | 2.97 | 3.52 | 3.67 | 3.75 | 2.94 | yes |
| | s | 1.72 | 1.71 | 1.71 | 1.86 | | |
| I take interest in the political issues of the community in which I reside | \bar{X} | 2.81 | 3.36 | 3.08 | 3.50 | 1.66 | no |
| | s | 1.70 | 1.58 | 1.66 | 1.62 | | |
| I take interest in Canada's political issues | \bar{X} | 2.98 | 3.64 | 3.63 | 3.71 | 2.64 | no |
| | s | 1.73 | 1.73 | 1.87 | 1.68 | | |

Table 32
Difference in means for representations in regard to community in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 205)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|---------------------|--------------------|-------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| The community in which I reside offers enough cultural events | \bar{X} | 2.90 | 3.84 | 4.38 | 4.79 | 19.97 | yes |
| | s | 1.45 | 1.70 | 1.49 | 1.26 | | |
| The community in which I reside has enough stores | \bar{X} | 2.96 | 4.44 | 5.09 | 4.64 | 31.74 | yes |
| | s | 1.62 | 1.39 | 1.13 | 1.68 | | |
| Living in a rural environment is better than living in an urban environment | \bar{X} | 3.72 | 3.42 | 3.55 | 3.50 | 0.37 | no |
| | s | 1.56 | 1.82 | 1.47 | 1.73 | | |
| The community in which I reside offers enough recreational activities | \bar{X} | 3.36 | 4.48 | 5.02 | 4.86 | 21.41 | yes |
| | s | 1.55 | 1.53 | 1.13 | 1.38 | | |
| In my community, there are enough opportunities to go out socially | \bar{X} | 2.98 | 4.36 | 5.05 | 4.89 | 33.70 | yes |
| | s | 1.48 | 1.63 | 1.18 | 1.50 | | |
| The community in which I reside offers enough employment opportunities | \bar{X} | 2.78 | 3.24 | 4.06 | 4.39 | 14.17 | yes |
| | s | 1.44 | 1.64 | 1.45 | 1.71 | | |
| I love the community in which I reside | \bar{X} | 4.47 | 4.20 | 4.47 | 5.07 | 2.05 | yes |
| | s | 1.38 | 1.38 | 1.43 | 1.00 | | |
| I love big cities | \bar{X} | 3.37 | 3.40 | 3.80 | 3.73 | 1.13 | no |
| | s | 1.65 | 1.87 | 1.48 | 1.54 | | |

Table 33
Difference in means for representations in regard to interpersonal relationships in 2013
according to place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 205)
 (1=strongly disagree and 6=strongly agree)

| | | Factual residence | | | | F | p < 0.05 |
|---|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I feel different from the people in my school | \bar{X} | 2.65 | 2.36 | 2.82 | 3.13 | 0.85 | no |
| | s | 1.80 | 1.68 | 1.69 | 1.80 | | |
| I have a harmonious relationship with the people of the community in which I reside | \bar{X} | 4.72 | 4.48 | 4.86 | 4.71 | 0.63 | no |
| | s | 1.14 | 1.56 | 1.03 | 1.24 | | |
| I have a harmonious relationship with my friends | \bar{X} | 5.37 | 5.28 | 5.27 | 5.36 | 0.19 | no |
| | s | 0.86 | 0.89 | 0.85 | 0.99 | | |
| Most of my friends think like me | \bar{X} | 3.74 | 4.20 | 3.80 | 3.64 | 1.02 | no |
| | s | 1.33 | 1.32 | 1.21 | 1.34 | | |
| I feel different from the people of the community in which I reside | \bar{X} | 5.22 | 5.28 | 5.07 | 5.08 | 2.57 | no |
| | s | 1.11 | 0.89 | 1.18 | 1.44 | | |
| I have a harmonious relationship with my mother | \bar{X} | 5.36 | 5.40 | 5.29 | 5.14 | 0.33 | no |
| | s | 1.12 | 0.91 | 1.16 | 1.41 | | |
| I have a harmonious relationship with my father | \bar{X} | 5.29 | 5.40 | 5.08 | 4.86 | 1.27 | no |
| | s | 1.22 | 1.19 | 1.22 | 1.43 | | |
| I have a harmonious relationship with my brothers and sisters | \bar{X} | 5.22 | 5.28 | 5.07 | 5.08 | 0.37 | no |
| | s | 1.11 | 0.89 | 1.17 | 1.44 | | |

Table 34
Difference in means for various reading activities in 2005
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 253)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I read printed newspapers | \bar{X} | 3.50 | 3.41 | 3.73 | 3.74 | 0.56 | no |
| | s | 1.47 | 1.50 | 1.56 | 1.88 | | |
| I read printed periodicals and magazines | \bar{X} | 4.09 | 3.74 | 4.57 | 4.23 | 2.99 | yes |
| | s | 1.45 | 1.23 | 1.27 | 1.48 | | |
| I read literary works (novels...) | \bar{X} | 3.53 | 3.56 | 3.91 | 3.45 | 0.88 | no |
| | s | 1.67 | 2.01 | 1.73 | 1.71 | | |
| I go to the library | \bar{X} | 2.50 | 2.67 | 2.76 | 2.65 | 0.56 | no |
| | s | 1.33 | 1.41 | 1.45 | 1.50 | | |

Table 35
Difference in means for going out to restaurants and shopping in 2005
according to factual place of residence in 2013
Analyses of variance
 (Minimum degrees of freedom for individuals is 251)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|-------------------------------------|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| I go shopping | \bar{X} | 4.50 | 4.30 | 4.49 | 4.45 | 0.16 | no |
| | s | 1.46 | 1.30 | 1.42 | 1.29 | | |
| I go to the restaurant | \bar{X} | 3.96 | 4.00 | 3.99 | 4.16 | 0.22 | no |
| | s | 1.30 | 1.41 | 1.11 | 1.10 | | |
| I go to the restaurant with friends | \bar{X} | 3.95 | 3.74 | 3.89 | 4.03 | 0.21 | no |
| | s | 1.62 | 1.51 | 1.40 | 1.40 | | |

Table 36
Difference in means for various cultural activities in 2005
according to factual place of residence in 2013
Analyses of variance
 (Minimum degrees of freedom for individuals is 251)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| I go to the theatre | \bar{X} | 2.56 | 2.78 | 2.78 | 2.71 | 0.42 | no |
| | s | 1.48 | 1.48 | 1.52 | 1.58 | | |
| I go to the movies | \bar{X} | 3.72 | 3.89 | 4.14 | 3.55 | 2.03 | no |
| | s | 1.32 | 1.60 | 1.24 | 1.46 | | |
| I go to art galleries | \bar{X} | 1.58 | 1.89 | 1.64 | 1.74 | 0.64 | no |
| | s | 1.14 | 1.22 | 1.06 | 1.06 | | |
| I attend festivals and cultural events | \bar{X} | 2.89 | 3.41 | 3.14 | 2.80 | 1.22 | no |
| | s | 1.45 | 1.78 | 1.56 | 1.56 | | |
| I attend classical music concerts | \bar{X} | 1.52 | 1.56 | 1.56 | 1.61 | 0.07 | no |
| | s | 1.00 | 1.25 | 1.17 | 0.92 | | |
| I attend popular music concerts | \bar{X} | 2.48 | 2.63 | 2.68 | 2.73 | 0.42 | no |
| | s | 1.43 | 1.50 | 1.57 | 1.55 | | |
| I attend dance recitals | \bar{X} | 2.07 | 1.85 | 2.12 | 1.94 | 0.26 | no |
| | s | 1.58 | 1.23 | 1.62 | 1.48 | | |
| I go to the circus | \bar{X} | 2.60 | 2.19 | 2.29 | 2.45 | 0.91 | no |
| | s | 1.62 | 1.55 | 1.48 | 1.73 | | |
| I attend sports events | \bar{X} | 3.86 | 3.85 | 3.69 | 3.23 | 1.17 | no |
| | s | 1.77 | 1.68 | 1.70 | 1.73 | | |

Table 37
Difference in means for purchasing cultural products in 2005
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 254)
 (1=never 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|----------------------|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I buy recorded music | \bar{X} | 3.98 | 3.85 | 3.89 | 3.97 | 0.08 | no |
| | s | 1.67 | 1.59 | 1.81 | 1.62 | | |
| I buy books | \bar{X} | 3.07 | 3.00 | 3.30 | 3.35 | 0.45 | no |
| | s | 1.74 | 1.84 | 1.86 | 1.72 | | |
| I buy works of art | \bar{X} | 1.47 | 1.44 | 1.53 | 1.47 | 0.08 | no |
| | s | 1.05 | 0.85 | 1.07 | 1.07 | | |

Table 38
Difference in means for various media-related activities in 2005
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 252)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I listen to music at home | \bar{X} | 5.24 | 5.22 | 5.36 | 5.26 | 0.17 | no |
| | s | 1.36 | 1.34 | 1.13 | 1.24 | | |
| I listen to the radio | \bar{X} | 4.08 | 4.30 | 4.26 | 4.06 | 0.30 | no |
| | s | 1.55 | 1.59 | 1.59 | 1.77 | | |
| I watch television (excluding VHS, DVD and Pay per view recordings...) | \bar{X} | 4.47 | 5.11 | 4.68 | 4.65 | 1.69 | no |
| | s | 1.50 | 1.09 | 1.36 | 1.25 | | |
| I watch VHS or DVD recordings | \bar{X} | 4.65 | 5.11 | 4.62 | 4.41 | 1.49 | no |
| | s | 1.26 | 1.12 | 1.33 | 1.40 | | |
| I play games on the computer | \bar{X} | 3.89 | 3.81 | 3.81 | 3.94 | 0.06 | no |
| | s | 1.63 | 1.78 | 1.78 | 1.73 | | |

Table 39
Difference in means for various sports activities in 2005
according to factual place of residence in 2013
Analyses of variance
 (Minimum degrees of freedom for individuals is 250)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|------------------------------------|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| I go fishing | \bar{X} | 3.18 | 3.54 | 2.91 | 3.00 | 0.94 | no |
| | s | 1.73 | 1.79 | 1.80 | 1.83 | | |
| I go hunting | \bar{X} | 2.43 | 2.96 | 2.14 | 2.39 | 1.48 | no |
| | s | 1.75 | 2.01 | 1.64 | 1.71 | | |
| I go snowmobiling | \bar{X} | 3.56 | 3.30 | 2.67 | 3.13 | 4.02 | yes |
| | s | 1.75 | 1.96 | 1.67 | 1.81 | | |
| I use an all-terrain vehicle (ATV) | \bar{X} | 3.58 | 2.89 | 2.64 | 3.13 | 4.69 | yes |
| | s | 1.80 | 1.78 | 1.76 | 1.73 | | |
| I practice summer sports | \bar{X} | 4.19 | 4.07 | 4.35 | 3.65 | 1.41 | no |
| | s | 1.59 | 1.59 | 1.58 | 1.92 | | |
| I practice winter sports | \bar{X} | 4.26 | 4.37 | 4.52 | 3.55 | 2.53 | no |
| | s | 1.59 | 1.69 | 1.60 | 2.01 | | |
| I work out in fitness centres | \bar{X} | 2.80 | 3.04 | 2.97 | 2.81 | 0.25 | no |
| | s | 1.71 | 2.05 | 1.80 | 1.85 | | |

Table 40
Difference in means for various reading activities in 2013
according to factual place of residence in 2013
Analyses of variance
 (Minimum degrees of freedom for individuals is 241)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|----------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elsewhere in Ontario | Outside of Ontario | | |
| I read printed newspapers | \bar{X} | 3.30 | 2.89 | 3.65 | 3.43 | 1.71 | no |
| | s | 1.43 | 1.60 | 1.59 | 1.87 | | |
| I read printed periodicals and magazines | \bar{X} | 3.28 | 3.04 | 3.68 | 3.21 | 1.96 | no |
| | s | 1.39 | 1.40 | 1.30 | 1.57 | | |
| I read literary works (novels...) | \bar{X} | 3.68 | 3.74 | 3.85 | 2.96 | 2.04 | no |
| | s | 1.61 | 1.95 | 1.56 | 1.55 | | |
| I go to the library | \bar{X} | 2.26 | 2.81 | 2.85 | 2.25 | 3.07 | yes |
| | s | 1.22 | 1.82 | 1.66 | 1.48 | | |

Table 41
Difference in means for going out to restaurants and shopping in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 240)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|-------------------------------------|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I go shopping | \bar{X} | 3.99 | 3.15 | 3.68 | 3.75 | 3.47 | yes |
| | s | 1.27 | 1.03 | 1.34 | 1.35 | | |
| I go to the restaurant | \bar{X} | 3.88 | 3.37 | 3.07 | 3.14 | 2.65 | no |
| | s | 1.08 | 1.04 | 1.39 | 1.53 | | |
| I go to the restaurant with friends | \bar{X} | 3.95 | 3.48 | 4.10 | 3.93 | 1.68 | no |
| | s | 1.19 | 1.34 | 1.12 | 1.44 | | |

Table 42
Difference in means for various cultural activities in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 240)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I go to the theatre | \bar{X} | 1.62 | 1.78 | 2.30 | 2.18 | 5.90 | yes |
| | s | 0.90 | 1.38 | 1.31 | 1.28 | | |
| I go to the movies | \bar{X} | 2.84 | 3.15 | 3.37 | 2.86 | 3.11 | yes |
| | s | 1.14 | 1.38 | 1.23 | 1.21 | | |
| I go to art galleries | \bar{X} | 1.44 | 1.85 | 1.96 | 1.93 | 5.08 | yes |
| | s | 0.76 | 1.17 | 1.20 | 1.12 | | |
| I attend festivals and cultural events | \bar{X} | 2.74 | 3.37 | 3.07 | 3.14 | 2.25 | n |
| | s | 1.25 | 1.42 | 1.39 | 1.53 | | |
| I attend classical music concerts | \bar{X} | 1.43 | 1.59 | 1.62 | 1.71 | 1.11 | no |
| | s | 0.77 | 0.93 | 1.03 | 1.21 | | |
| I attend popular music concerts | \bar{X} | 2.59 | 2.56 | 3.11 | 2.68 | 2.50 | no |
| | s | 1.26 | 1.40 | 1.46 | 1.36 | | |
| I attend dance recitals | \bar{X} | 1.51 | 1.26 | 1.48 | 1.57 | 0.73 | no |
| | s | 0.93 | 0.53 | 0.89 | 0.88 | | |
| I go to the circus | \bar{X} | 1.55 | 1.37 | 1.42 | 1.46 | 0.53 | no |
| | s | 1.01 | 0.74 | 0.75 | 0.64 | | |
| I attend sports events | \bar{X} | 2.84 | 3.26 | 2.75 | 2.79 | 0.74 | no |
| | s | 1.52 | 1.87 | 1.51 | 1.57 | | |

Table 43
Difference in means for purchasing cultural products in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 239)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|----------------------|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I buy recorded music | \bar{X} | 3.30 | 3.30 | 3.17 | 3.46 | 0.21 | no |
| | s | 1.70 | 1.79 | 1.72 | 1.73 | | |
| I buy books | \bar{X} | 3.52 | 3.48 | 3.73 | 3.22 | 0.77 | no |
| | s | 1.53 | 1.89 | 1.51 | 1.31 | | |
| I buy works of art | \bar{X} | 1.67 | 1.81 | 1.74 | 1.89 | 0.45 | no |
| | s | 0.93 | 1.15 | 1.07 | 1.10 | | |

Table 44
Difference in means for various media-related activities in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 238)
 (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|--|-----------|-------------------|------------------|---------------------|--------------------|------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I listen to music at home | \bar{X} | 4.68 | 4.59 | 4.72 | 5.00 | 0.52 | no |
| | s | 1.35 | 1.25 | 1.38 | 1.31 | | |
| I listen to the radio | \bar{X} | 4.17 | 4.19 | 4.04 | 4.11 | 0.13 | no |
| | s | 1.39 | 1.55 | 1.48 | 1.72 | | |
| I watch television (excluding VHS, DVD and Pay per view recordings...) | \bar{X} | 3.96 | 4.11 | 3.80 | 3.96 | 0.28 | no |
| | s | 1.61 | 1.58 | 1.62 | 1.50 | | |
| I watch on demand television (Netflix, Pay per view...) | \bar{X} | 3.61 | 3.48 | 3.63 | 3.18 | 0.48 | no |
| | s | 1.82 | 1.78 | 1.91 | 1.85 | | |
| I watch VHS or DVD recordings | \bar{X} | 3.84 | 3.69 | 3.74 | 3.32 | 1.01 | no |
| | s | 1.39 | 1.44 | 1.51 | 1.34 | | |
| I play games on the computer | \bar{X} | 2.88 | 2.22 | 2.77 | 2.68 | 1.25 | no |
| | s | 1.60 | 1.45 | 1.68 | 1.66 | | |

Table 45
Difference in means for various sports activities in 2013
according to factual place of residence in 2013

Analyses of variance
 (Minimum degrees of freedom for individuals is 240) (1=never and 6=very often)

| | | Factual residence | | | | F | p < 0.05 |
|------------------------------------|-----------|-------------------|------------------|---------------------|--------------------|-------|----------|
| | | FNETB region | North-East Other | Elswhere in Ontario | Outside of Ontario | | |
| I go fishing | \bar{X} | 3.29 | 3.11 | 2.34 | 2.14 | 7.90 | yes |
| | s | 1.60 | 1.67 | 1.50 | 1.33 | | |
| I go hunting | \bar{X} | 2.61 | 2.00 | 1.72 | 1.64 | 6.36 | yes |
| | s | 1.78 | 1.62 | 1.23 | 1.19 | | |
| I go snowmobiling | \bar{X} | 2.93 | 2.56 | 1.76 | 1.93 | 11.59 | yes |
| | s | 1.61 | 1.60 | 0.95 | 1.27 | | |
| I use an all-terrain vehicle (ATV) | \bar{X} | 3.29 | 2.41 | 1.85 | 2.25 | 14.25 | yes |
| | s | 1.70 | 1.62 | 1.15 | 1.60 | | |
| I practice summer sports | \bar{X} | 3.65 | 3.52 | 3.44 | 3.25 | 0.59 | no |
| | s | 1.53 | 1.74 | 1.57 | 1.71 | | |
| I practice winter sports | \bar{X} | 3.48 | 3.56 | 3.11 | 3.43 | 0.83 | no |
| | s | 1.65 | 2.01 | 1.65 | 1.73 | | |
| I work out in fitness centres | \bar{X} | 2.87 | 3.07 | 3.18 | 2.39 | 1.47 | no |
| | s | 1.69 | 2.00 | 1.83 | 1.57 | | |

Table 46
Multiple regression of various variables which have a significant influence
on the statement “I go shopping”

(1=never; 6=very often)

2013 sample

(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|--|--------|------|----------|
| I use Facebook to let others in on what is happening in my life (1=never; 6=very often) | 0.42 | 9.19 | yes |
| University studies offer better employment opportunities than collegiate studies (1=strongly disagree; 6=strongly disagree) | 0.47 | | |
| I go to the theatre (1=never; 6=very often) | - 0.34 | | |
| I go to the restaurant (1=never; 6=very often) | 0.34 | | |
| I go fishing (1=never; 6=very often) | 0.28 | | |
| Living in a rural environment is better than living in an urban environment (1=strongly disagree; 6=strongly disagree) | - 0.29 | | |
| Over the course of the last three months, I've been easily frustrated and irritated (1=never; 6=very often) | 0.25 | | |
| R ² total = 0.58 | | | |

Table 47
Multiple regression of various variables which have a significant influence
on the statement “I go to the library”
(1=never; 6=very often)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|--|--------|-------|----------|
| Religiously speaking, my family members are believers (1=strongly disagree; 6=strongly disagree) | - 0.31 | 13.37 | yes |
| I take interest in Canada’s political issues (1=strongly disagree; 6=strongly disagree) | 0.38 | | |
| I attend sports events (1=never; 6=very often) | - 0.44 | | |
| I do a lot of things for the community in which I reside (1=strongly disagree; 6=strongly disagree) | 0.41 | | |
| How many hours per week do you work for a salary? | - 0.35 | | |
| I buy recorded music (1=never; 6=very often) | - 0.23 | | |
| R ² total = 0.63 | | | |

Table 48
Multiple regression of various variables which have a significant influence
on the statement “I go to the theatre”
(1=never; 6=very often)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|---|--------|-------|----------|
| I go to the circus (1=never; 6=very often) | 0.37 | 21.05 | yes |
| I go to art galleries (1=never; 6=very often) | 0.18 | | |
| In the world, French is gradually disappearing (1=strongly disagree; 6=strongly disagree) | 0.48 | | |
| I watch VHS or DVD recordings (1=never; 6=very often) | 0.38 | | |
| I use Facebook to play games (1=never; 6=very often) | - 0.41 | | |
| I use Facebook to let others in on what is happening in my life (1=never; 6=very often) | 0.34 | | |
| Over the course of the last three months, I’ve felt lonely (1=never; 6=very often) | - 0.30 | | |
| At what age did you start consuming alcoholic drinks? | 0.29 | | |
| Over the course of the last twelve months, at what frequency did you consume alcoholic drinks? (1=everyday; 6=less than once a month) | - 0.31 | | |
| Religiously speaking, I am a believer (1=strongly disagree; 6=strongly disagree) | - 0.29 | | |
| R ² total = 0.88 | | | |

Table 49
Multiple regression of various variables which have a significant influence
on the statement “I go to the movies”
(1=never; 6=very often)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|--|--------|-------|----------|
| I go to the restaurant (1=never; 6=very often) | 0.62 | 28.73 | yes |
| Practically all cinematic productions in the world are in English (1=strongly disagree; 6=strongly disagree) | 0.39 | | |
| Over the course of the last three months, I’ve felt lonely (1=never; 6=very often) | 0.25 | | |
| There isn’t much you can do in this world if you do not speak English (1=strongly disagree; 6=strongly disagree) | 0.26 | | |
| One does not need a postsecondary education to find a good job (1=strongly disagree; 6=strongly disagree) | - 0.26 | | |
| Over the course of the last three months, I’ve lost my temper because of someone or something (1=never; 6=very often) | - 0.29 | | |
| I use Facebook to express how I feel (1=never; 6=very often) | 0.20 | | |
| Over the course of the last three months, I’ve been easily frustrated and irritated (1=never; 6=very often) | 0.23 | | |
| I use Facebook to share photos (1=never; 6=very often) | - 0.22 | | |
| I have a harmonious relationship with my brothers and sisters (1=strongly disagree; 6=strongly disagree) | - 0.18 | | |
| The community in which I reside offers enough cultural events (1=strongly disagree; 6=strongly disagree) | 0.14 | | |
| R ² total = 0.88 | | | |

Table 50
Multiple regression of various variables which have a significant influence
on the statement “I go to art galleries”
(1=never; 6=very often)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|---|--------|-------|----------|
| I am interested in world political issues (1=strongly disagree; 6=strongly disagree) | 0.29 | 12.25 | yes |
| I go to the theatre (1=never; 6=very often) | 0.40 | | |
| I feel different from the people of the community in which I reside (1=strongly disagree; 6=strongly disagree) | 0.26 | | |
| Ability to write in French (1=poor; 6=excellent) | 0.25 | | |
| Cultural diversity is an asset for the world (1=strongly disagree; 6=strongly disagree) | 0.11 | | |
| I listen to the radio (1=never; 6=very often) | - 0.22 | | |
| R ² total = 0.61 | | | |

| Table 51 Multiple regression of various variables which have a significant influence on the statement “I go fishing” (1=never; 6=very often) 2013 sample (Explained variance (R²) and standardized coefficient (β)) | | | |
|---|----------|----------|--------------------|
| Predictor variable retained | β | F | p < 0.05 |
| I go snowmobiling (1=never; 6=very often) | 0.55 | 36.88 | yes |
| I go hunting (1=never; 6=very often) | 0.28 | | |
| I enjoy going fishing (1=not at all; 6=very much) | 0.15 | | |
| I buy books (1=never; 6=very often) | 0.19 | | |
| In Ontario, French is gradually disappearing (1=strongly disagree; 6=strongly disagree) | 0.24 | | |
| Over the course of the last three months, I've been bored and uninterested in anything (1=never; 6=very often) | - 0.19 | | |
| I have a harmonious relationship with my brothers and sisters (1=strongly disagree; 6=strongly disagree) | - 0.18 | | |
| Cultural diversity is an asset for the world (1=strongly disagree; 6=strongly disagree) | 0.35 | | |
| Cultural diversity is an asset for a country (1=strongly disagree; 6=strongly disagree) | - 0.27 | | |
| I go to the circus (1=never; 6=very often) | 0.14 | | |
| Religiously speaking, my family members are believers (1=strongly disagree; 6=strongly disagree) | - 0.12 | | |
| R ² total = 0.90 | | | |

| Table 52 Multiple regression of various variables which have a significant influence on the statement “I go hunting” (1=never; 6=very often) 2013 sample (Explained variance (R²) and standardized coefficient (β)) | | | |
|---|----------|----------|--------------------|
| Predictor variable retained | β | F | p < 0.05 |
| I enjoy going hunting (1=not at all; 6=very much) | 0.58 | 47.52 | yes |
| I go fishing (1=never; 6=very often) | 0.41 | | |
| Collegiate studies are too practical (1=strongly disagree; 6=strongly disagree) | - 0.22 | | |
| Religiously speaking, my family members are believers (1=strongly disagree; 6=strongly disagree) | 0.15 | | |
| I use an all-terrain vehicle (ATV) (1=never; 6=very often) | 0.20 | | |
| I enjoy going fishing (1=not at all; 6=very much) | - 0.17 | | |
| R ² total = 0.86 | | | |

Table 53
Multiple regression of various variables which have a significant influence
on the statement “I go snowmobiling”
(1=never; 6=very often)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0,05 | |
|--|----------|----------|--------------------|--|
| I use an all-terrain vehicle (ATV) (1=never; 6=very often) | 0.61 | 45.96 | yes | |
| I go fishing (1=never; 6=very often) | 0.45 | | | |
| One does not need a postsecondary education to find a good job (1=strongly disagree; 6=strongly disagree) | - 0.32 | | | |
| I attend sports events (1=never; 6=very often) | - 0.30 | | | |
| Religiously speaking, my family members are believers (1=strongly disagree; 6=strongly disagree) | 0.19 | | | |
| I use Facebook to let others in on what is happening in my life (1=never; 6=very often) | 0.14 | | | |
| Ability to read in English (1=poor; 6=excellent) | 0.11 | | | |
| R ² total = 0.87 | | | | |

Table 54
Multiple regression of various variables which have a significant influence
on the statement “I use an all-terrain vehicle (ATV)”
(1=never; 6=very often)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0,05 | |
|---|----------|----------|--------------------|--|
| I go snowmobiling (1=never; 6=very often) | 0.88 | 45.34 | yes | |
| I enjoy using an all-terrain vehicle (ATV) (1=not at all; 6=very much) | 0.46 | | | |
| I enjoy snowmobiling (1=not at all; 6=very much) | - 0.42 | | | |
| I attend sports events (1=never; 6=very often) | 0.25 | | | |
| One does not need a postsecondary education to find a good job (1=strongly disagree; 6=strongly disagree) | 0.21 | | | |
| Over the course of the last three months, I've lost my temper because of someone or something (1=never; 6=very often) | 0.16 | | | |
| Ability to write in French (1=poor; 6=excellent) | 0.15 | | | |
| R ² total = 0.87 | | | | |

Table 55
Multiple regression of various variables which have a significant influence
on the statement “I take interest in Ontario’s political issues”
(1=strongly disagree; 6=strongly disagree)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|---|--------|-------|----------|
| I take interest in Canada’s political issues (1=strongly disagree; 6=strongly disagree) | 0.70 | 36.41 | yes |
| Over the course of the last three months, I’ve lost my temper because of someone or something (1=never; 6=very often) | 0.27 | | |
| I buy books (1=never; 6=very often) | 0.19 | | |
| I go snowmobiling (1=never; 6=very often) | 0.19 | | |
| I watch on demand television (1=never; 6=very often) | 0.22 | | |
| I use Facebook to play games (1=never; 6=very often) | - 0.19 | | |
| Non-Anglophone countries have little influence in the world (1=strongly disagree; 6=strongly disagree) | 0.16 | | |
| R ² total = 0.85 | | | |

Table 56
Multiple regression of various variables which have a significant influence
on the statement “I take interest in world political issues”
(1=strongly disagree; 6=strongly disagree)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|---|--------|-------|----------|
| I take interest in Canada’s political issues (1=strongly disagree; 6=strongly disagree) | 0.73 | 46.26 | yes |
| In Ontario, French is gradually disappearing (1=strongly disagree; 6=strongly disagree) | - 0.28 | | |
| University studies are too theoretical (1=strongly disagree; 6=strongly disagree) | 0.20 | | |
| I play games on the computer (1=never; 6=very often) | - 0.24 | | |
| Sometimes, I feel uncomfortable when speaking in French (1=strongly disagree; 6=strongly disagree) | 0.17 | | |
| I feel different from the people in my school (1=strongly disagree; 6=strongly disagree) | 0,17 | | |
| R ² total = 0.85 | | | |

Tableau 57
Multiple regression of various variables which have a significant influence
on the statement “I love the community in which I reside”
(1=strongly disagree; 6=strongly disagree)
2013 sample
(Explained variance (R²) and standardized coefficient (β))

| Predictor variable retained | β | F | p < 0.05 |
|---|----------|----------|--------------------|
| I love Northern Ontario (1=strongly disagree; 6=strongly disagree) | 0.40 | 26.09 | yes |
| Over the course of the last three months, I’ve felt desperate when thinking about the future (1=never; 6=very often) | - 0.40 | | |
| The community in which I reside offers enough employment opportunities (1=strongly disagree; 6=strongly disagree) | 0.30 | | |
| Over the course of the last three months, I’ve felt lonely (1=never; 6=very often) | 0.37 | | |
| The community in which I reside offers enough cultural events (1=strongly disagree; 6=strongly disagree) | 0.28 | | |
| The community in which I reside has enough stores (1=strongly disagree; 6=strongly disagree) | - 0.29 | | |
| I enjoy snowmobiling (1=not at all; 6=very much) | - 0.20 | | |
| I take interest in Canada’s political issues (1=strongly disagree; 6=strongly disagree) | - 0.32 | | |
| Living in a rural environment is better than living in an urban environment (1=strongly disagree; 6=strongly disagree) | 0.23 | | |
| I go to the theatre (1=never; 6=very often) | 0.21 | | |
| I have a harmonious relationship with my friends (1=strongly disagree; 6=strongly disagree) | 0.19 | | |
| I feel different from the people in my school (1=strongly disagree; 6=strongly disagree) | - 0.17 | | |
| I read printed periodicals and magazines (1=never; 6=very often) | 0.19 | | |
| Ability to read in English (1=poor; 6=excellent) | - 0.13 | | |
| I use Facebook to let others in on what is happening in my life (1=never; 6=very often) | - 0.12 | | |
| R ² total = 0.91 | | | |