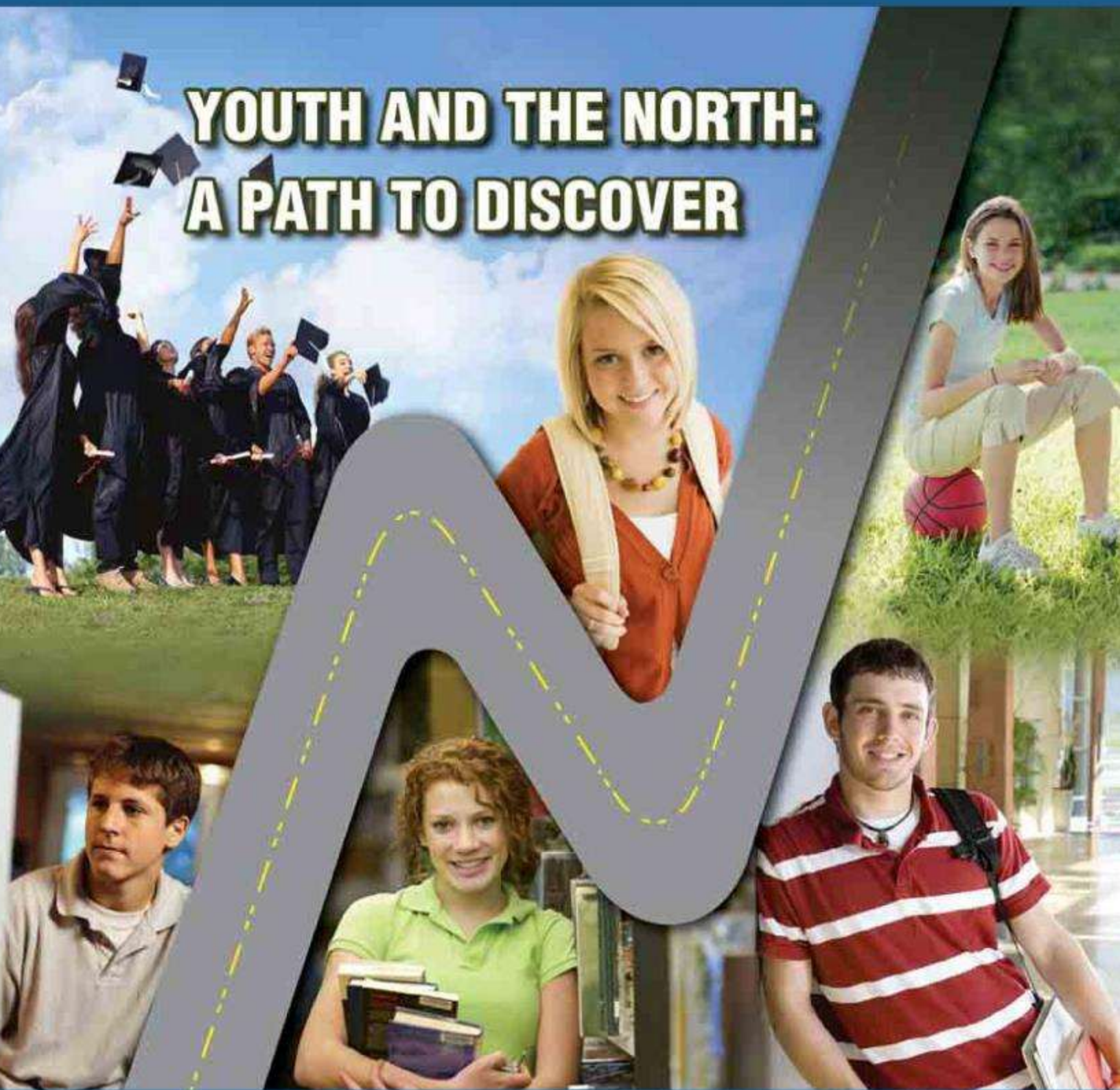


# YOUTH AND THE NORTH: A PATH TO DISCOVER



REPORT – YEAR 7  
2011



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

## **REPORT - YEAR 7**

**Pierre Bouchard  
Luc Bussi res  
M lanie Girard  
Simon Laflamme**



**Universit  Laurentienne  
Laurentian University**



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## Summary

The seventh report of the project entitled *Youth and the North: A Path to Discover* has three primary objectives:

- 1) to confirm if the characteristics of the 2005 sample (n = 1,783) are comparable to those of the 2011 sample (n = 322) and to compare the profile of the young people who withdrew from the research project with that of the young people who continue to participate in the project;

Analyses of the 2011 sample reveal proportions that correspond to those of the original 2005 sample in all regards except for that of gender. In 2011, there is an over-representation of young women: the percentage increased from 48.3 in 2005 to 64.4 in 2011. Attrition seems to be an important phenomenon to examine. Are there variations in participation levels in various activities between young people who withdrew from the project and those who continue to participate? Do the two groups have the same representations regarding education, politics, community, culture and family? We found that interesting differences exist between the two groups.

- 2) to assess the main conclusions and recommendations of the first six years of the project;

Throughout the duration of the project, analyses have led to many findings that allowed for recommendations to be made to the region's decision-makers. This report summarizes the findings as a whole and suggests possible solutions to the problem of youth outmigration.

- 3) to present the particular contributions of data collected in 2011;

In 2011, we compared how young people's aspirations and representations changed over time between 2005 and 2011. The results show variations regarding education, profession and income. As for representations, the 2011 findings indicate a stronger attitude in favour of college, a greater embrace of cultural diversity, an increased interest in politics, more positive feelings regarding community, more gratifying personal relationships, and a still very optimistic view of love and family.



## 1. For a seventh year

The *Youth and the North: A Path to Discover* project is a longitudinal study with two objectives. The first is empirical: it consists of understanding the relationship that young people have with their environment, Northeastern Ontario<sup>1</sup>. The second is community oriented: for the researchers, it is about educating the decision-makers of this vast region about young people's representations, attitudes and behaviours so they can take this important information into account for their development projects, because the future of a region depends on whether its youth feel a connection with it and see a future for themselves there.

The first data collection occurred in the spring of 2005 (see Appendix 1 for the most recent version of the questionnaire) and consisted of two samples: a cohort of students who were in Grade 9, starting high school, and a cohort of students in Grade 12, young people who were, for the most part, on the verge of graduating from high school. The initial intent was to follow these young people over a decade. The data on the first cohort allowed researchers to observe the students throughout high school, then for six additional years after graduation. The data on the second cohort revealed personal journeys over the first nine years post-graduation. The two analyses were somewhat autonomous since the first was the only one to study young people's progression throughout high school and the second was the only one to cover observations for nine years after graduation. But the two also complemented one another and allowed researchers to confirm some conclusions on the first cohort since the two analyses studied postsecondary life over a few years for both cohorts.

From 2005 to 2009, five data collections took place and five reports were produced. Each one of the reports was published in the fall, delivering results of analyses that focused on data from the spring study; after the first year, each report subsequently established ties between the various collections. No study took place in 2010 for theoretical and practical reasons, but a report was nevertheless produced; it helped broaden analyses of data collected during the previous years. In the spring of 2011, data were once again collected and required examination since, in theory, the students who were in Grade 9 in 2005 graduated from high school three years ago and those who were in Grade 12, theoretically, have been out of high school for six years now. It is thus possible to examine noticeable developments after high school and connect them to views, images and activities that were evident in high school.

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<sup>1</sup> When referring, in this document, to the Northeastern Ontario, this is the area serviced by the FNETB. This region includes the communities along the Highway 11 Corridor from Hearst to Latchford, East of Kirkland Lake it extends to the Quebec border. It also includes the communities of Timmins, Chapleau, Gogama, Elk Lake, Hornepayne, and the communities in the James Bay Area.

Considering that the study is in its seventh year and taking into account everything that has been accomplished until now, we have divided this year's report into three sections:

- i. The first will depict the sample profile over time and draw consequences for interpreting the results; moreover, it must take into detailed account the phenomenon of attrition.
- ii. The second will assess the results of the past six reports, recall the study's practical and empirical objectives and present hypotheses; it will also re-examine the recommendations and discuss their relevance in relation to the research's evolution.
- iii. The third, broader than the first two, will bring out the essential part of the data as a whole and reveal the contribution of the 2011 data.



## 2. Sample over time

In 2005, the sample included 1,783 individuals (see Table 1) but in 2011 it was made up of only 332, a decrease of 81.4%. This is a significant reduction that is not unusual in this type of study for four, often interrelated, reasons. The first reason is that, at the beginning of the research project, the students were a “captive sample” since they completed the survey in their classrooms. As the students graduated from Northeastern Ontario high schools, it was no longer possible to reach them in class; continuing to take part in the study was completely voluntary. The second reason is that many young people do not feel connected to the end purpose of the project or lost interest over time, in spite of the incentives we offered. The third reason is that with time comes mobility, and we have lost track of a growing number of participants despite the measures we put in place to mitigate the effects of this foreseeable phenomenon. The fourth reason is that personal information must be obtained to reach the individuals who have moved on, but the parents and friends for whom we have contact information – provided by the participants themselves – were not always willing to provide such information.

**Table 1**  
**Distributions 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	
Cohort	Grade 9	54.3	76.9	84.6	95.2	53.4	No data collected	53.9	
	Grade 12	45.7	23.1	15.4	4.8	46.6		46.1	
Gender	Male	51.7	59.3	48.0	47.4	38.0		35.6	
	Female	48.3	40.7	52.0	52.6	62.0		64.4	
Mother tongue	French	21.9	30.5	22.7	25.1	39.9		31.9	
	English	39.1	34.3	31.7	31.1	24.5		32.2	
	French and English	34.2	32.7	36.6	35.9	32.4		33.4	
	Other	4.8	2.5	9.0	7.9	3.2		2.5	
Mother's professional level	inferior	42.5	43.9	43.8	39.7	37.3		35.3	
	average-inferior	25.8	27.2	23.5	26.9	26.1		30.9	
	average	19.3	16.8	20.7	22.1	20.7		20.4	
	average-superior	9.9	10.2	9.6	9.1	11.6		8.9	
	superior	2.4	2.0	2.5	2.1	4.1		4.5	
Father's professional level	inferior	42.1	44.6	43.6	43.1	39.5		43.0	
	average-inferior	37.2	34.1	36.2	35.7	34.9		30.7	
	average	9.3	10.3	9.5	10.2	9.7		11.6	
	average-superior	6.8	7.3	6.8	6.4	10.1		7.8	
	superior	4.7	3.7	3.9	4.6	5.8		6.8	
Mother's educational level	high school or less	45.4	47.2	41.2	38.5	40.1		42.7	
	college diploma	37.5	35.2	38.6	41.5	38.9		37.9	
	university diploma	17.1	17.5	20.2	19.9	21.0		19.4	
Father's educational level	high school or less	52.4	54.4	51.0	50.4	49.4		48.4	
	college diploma	31.8	30.0	32.6	29.2	28.7		30.6	
	university diploma	15.8	15.6	16.4	20.4	21.9		21.0	
Taille de l'échantillon		1,783	549	715	483	304			332
When a sum is not 100.0, it is attributable to the rule we followed for rounding off decimals.									

The sample size has fluctuated throughout the years, and the question is whether these variations are likely to invalidate the results of the analyses. The answer would be yes if the structure of the attrition did not allow for the data to be properly interpreted. We thus tried to interpret the phenomenon of the withdrawals.

We first wanted to find out if the decrease in participation could be related to the family's socio-economic status. To confirm this, we established the professional<sup>2</sup> and educational levels of each parent on a percentage basis. The figures speak for themselves. The mothers' professional levels maintained the same order from 2005 to 2011; there was a slight reorganization of the results for the fathers' professional levels in 2009 when the average-superior level (10.1) was higher than the average level (9.7), but this is a minor inversion. The structure is therefore consistent: every year, the inferior level has the highest percentage of non-participation, and the other percentages decrease with each increase in professional level. If we study the parents' level of education, the structure is identical: non-participation is higher when the parent's level of education is low and the figures decrease every year as the educational level increases. We can, however, report a reduction in the proportion of young people whose mothers have inferior level jobs; in fact, the statistic drops by 12.2%, from 42.5 in 2005 to 35.3 in 2011. This is not the case for the fathers. Back to the mothers, the percentage of those with a superior professional level saw a slight increase (from 2.4 to 4.5) between 2005 and 2011. This time, the fathers followed suit (from 4.7 to 6.8). We therefore cannot claim that attrition is a result of the students' social class, nor can we declare that the family's socio-economic status does not have an impact.

We then wondered what role the students' mother tongue played. The fluctuations appear to be attributed to nothing other than chance since there is no distinct trend. We cannot maintain that one language group gradually lost interest in the study between 2005 and 2011.

Thirdly, we questioned whether gender had an impact on the results. This time – as to be expected –, the proportion of female participants outpaced that of their male counterparts: the figures evolved from 48.3 for boys and 51.7 for girls in 2005 to 35.6 and 64.4 respectively in 2011. Between 2005 and 2008, there is no clear downward trend among male participants, but as of 2009, the proportion of female participants clearly surpasses that of the males (38.0 versus 62.0 in 2009 and 35.6 versus 64.4 in 2011).

Lastly, we wanted to know if the cohort itself could be a source of variation. This was only the case from 2006 to 2008 when there was a clear difference in the percentage of students in the Grade 9 cohort compared to those in the Grade 12 cohort. This gap can easily be explained by the fact that most of the participants in the Grade 9 cohort were still in high school and therefore easily accessible, whereas the others needed be tracked down individually as they

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<sup>2</sup> Occupations were categorized using the system established by the Ministry of Industry of Canada (Standard Occupational Classification, Ottawa, Minister of Industry, Science and Technology, 12-565E, 1993). We assigned to each category a rating of one to five and then ranked them in order to make possible treatment of the cardinal variable. To help us in this operation, we took into account the average income and median educational level of each item contained in the class system as well as the degree of prestige that can be associated with these titles. Next to a known name, the five values of the variable occupation are: 1) inferior, 2) average-inferior, 3) average, 4) average-superior and 5) superior.



moved forward in their life after high school. For 2005, 2009 and 2011, the percentages of participants are constant for both cohorts with the Grade 9 cohort having a slightly higher figure.

The sample fluctuations are not really the result of the family's social class, nor are they linked to the mother tongue. If we exclude a period in the middle of the study, the fluctuations are not due to the cohort; however, gender does represent a determining factor to a certain extent. This difference must be taken into account when the results are interpreted if the purpose of the inference is to describe the population as a whole rather than to establish differences in means and proportions according to gender. In the first case, the results must be weighted and restored to the initial sample (which we didn't need to do considering the nature of the analyses we produced). In the second case, the inferential tests must be understood in relation to an error that happened by chance rather than by extrapolating the results to the entire population.

That being said, we think the phenomenon of attrition should be examined to see if it can be better understood by going beyond recalling general principles and resorting to key socio-demographic variables.

To do so, we initiated a series of tests using the 2005 data collected at the very beginning of the study as the starting point.

The first series of tests touches on activities (see Appendix 2, Tables 1.1 to 1.6) and compares differences in means depending on whether or not the student withdrew from this study. Means were determined using a six-point Likert scale with answers ranging from 1 (never) to 6 (very often). The questionnaire, which sought students' opinions on 32 activities, grouped together statements like "I read newspapers" and "I go snowmobiling". Thirteen activities showed differences between individuals who withdrew from this study and those who continued to participate. Young people who withdrew from this study read newspapers, periodicals or magazines and literary works a bit less often than those who continued to participate (see Table 1.1); they go shopping a bit less (see Table 1.2); they attend festivals, cultural events and sports events less frequently (see Table 1.3); they buy fewer books but more works of art (see Table 1.4); they listen to music at home and to the radio a bit more often (see Table 1.5); they practice winter sports a bit less often but have a higher participation in hunting and snowmobiling (see Table 1.6). For the majority of activities, the two groups gave similar answers; for the 13 activities that show differences, there are only 3 that show higher results among young people who withdrew from the study: buying works of art, hunting and snowmobiling. For all the other activities, the means are slightly higher for those who are still participating in this study.

The second series of tests concerns students' representations (see Appendix 2, Tables 2.1 to 2.5). These questions use a six-point scale with answers ranging from "strongly disagree" to "strongly agree". This section comprising 40 propositions groups together statements such as "university studies are too theoretical" or "living in a rural environment is better than living in an urban environment". The dominant trend is similarity for both groups: differences appear in only 11 statements. In two instances, the means are higher among youth who withdrew from the study: "one does not need a postsecondary education to find a good job" (see Table 2.1); and "sometimes, I feel uncomfortable when I speak in French" (see Table 2.2). For the 9 other statements, the means are higher among young people who continued with the study: "cultural diversity is an asset for a country", "cultural diversity is an asset for the world", "with

globalization, human beings are becoming increasingly different” (see Table 2.2); “living in a rural environment is better than living in an urban environment”, “I love my community”, “I do a lot of things for my community” (see Table 2.4); “I have a good relationship with the people of my community”, “I have a good relationship with my friends”, “I have a good relationship with my teachers” (see Table 2.5). It is therefore apparent that young people who continue to participate in this study have higher scores than those who withdrew from the study on the following topics: love of community, interpersonal relationships and openness to cultural diversity.

The third series of tests examines students’ representations with regard to family (see Appendix 2, Table 2.6). This section also uses a six-point scale with answers ranging from “strongly disagree” to “strongly agree” and compares the answers of both groups on 16 statements. For half of them, the difference in means is not random. The means are higher among youth who withdrew from this study for the following two statements: “it is better to have a permanent job before living as a couple” and “the relationship between parents and their children is more important than the relationship between the parents themselves”. The scores are higher for the students who continued to participate in the study in six other instances: plans to get married; belief in a stable relationship; importance of finishing one’s studies before having children; expectation of having a good relationship with one’s spouse, and of one’s spouse having a good relationship with the children; and desire that one’s children speak the parent’s mother tongue. However, these differences do not show a marked gap and it is difficult to establish a trend.

The fourth series of tests touches on aspirations (see Appendix 2, Tables 3.1 to 3.3). Its purpose is to determine whether students’ intentions at the beginning of the study have an impact on their behaviour in regard to the study. The overall response is no, but there are slight differences. First of all, if we examine students’ aspirations in regard to professional level, we see that the proportions are very similar for both young people who withdrew from the study and those who continued to participate (see Table 3.1): the results range from over 70% to just under 85%. The chi-square test is nevertheless significant, as it shows that the proportion of students who withdraw from the study is slightly higher if their professional aspirations are inferior, average-inferior and average as compared to those who aspire to an average-superior or a superior professional level<sup>3</sup>. Secondly, if we examine students’ educational aspirations, the conclusions show the same trend. There are many similarities between both sets of students, but the test brings out the differences that exist between them, namely that there is a higher proportion of young people who withdraw from the study who had lower educational aspirations (see Table 3.2) : the results are 96.3, 92.0 and 85.5 respectively for young people who aspired to a few years of high school, a high school diploma or a college diploma; however, the results are 71.8 and 70.9 respectively for young people who aspired to undergraduate and graduate university studies<sup>4</sup>. Lastly, if we examine students’ aspirations about their place of residence, the chi-square test does not show a variation depending on whether they withdrew from the study or not (see

<sup>3</sup> This analysis is confirmed by a parametric test: students who withdrew from the study had slightly lower professional aspirations ( $\bar{x} = 2.91$  and  $s = 1.40$ ) than students who chose to continue participating in the study ( $\bar{x} = 3.28$  et  $s = 1.43$ ) ( $t_{(1199)} = 3.69$ ;  $p < 0.001$ ).

<sup>4</sup> This analysis is confirmed by a non-parametric test. The educational aspiration in 2005 had a mean rank of 721.54 for students who withdrew from the study versus 928.75 for those who continued to participate ( $U_{\text{Mann-Whitney}} = 136,965.50$ ;  $z = -7.75$ ;  $p < 0.001$ ).

Table 3.3). The proportion of students who withdrew from the study is 77.8 among those who expected to live in Northeastern Ontario; this result is very similar to that of students who expected to live elsewhere in Ontario (78.5) and elsewhere other than Ontario (81.3).

Two other tests seek to confirm the effect of the students' community of residence (see Appendix 2, Tables 4.1 and 4.2). The first one compared the proportion of young people who withdrew from the study or not according to the population size of their community of residence. It showed that variations based on community size are not random (see Table 4.1), but it also shows that the differences are slight: the lowest percentage (76.6) among young people who withdrew from the study is attributed to municipalities having between 5,000 and 10,999 inhabitants; the highest percentage (86.4) is found in municipalities having fewer than 1,000 inhabitants. However, the gap between both results is less than 10%. The second test compared the samples according to the remoteness of their community of residence to an urban centre. Again, the chi-square test revealed that the differences are not random (see Table 4.2) but here too the variations are slight: the smallest proportion of students who withdrew from the study is found in communities having more than 5,000 inhabitants (excluding Timmins) and the highest is found in communities located at least 50 km away from an urban centre.



### 3. Results of the last six years

#### 3.1 Main observations

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 (see Appendix 3, Table 1). However, cultural and recreational activities are not the only areas where young people are noncommittal; 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 gender<sup>5</sup>, 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 also 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 dependant 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 increases. 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

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<sup>5</sup> The analyses carried out are t-tests for independent samples which allow us to infer a difference in means.

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.

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.

It would be incorrect to say that the idea of living in Northeastern Ontario is repelling to all young people: approximately 50% of students say they want to live in this region. But to understand this phenomenon, it is important to look at the city where students want to study, because the city of choice for postsecondary studies is a determining factor in their future choice of residence. To this effect, it is important to recognize that the planned place of residence for postsecondary studies shows little fluctuation over time, which leads us to believe that students choose their postsecondary institution relatively early on.

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.



## 3.2 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.

Educational aspirations are indeed segregated, and it would be difficult not to see in this segregation the persistence of gender stereotypes that would relegate studies and culture to the female gender and labour-intensive occupations and sporting activities to the male gender. There appears to be a pressing need to redirect this philosophy to focus on people's qualities, passions, skills and development.



## 4 A new perspective

It is highly probable that young people's aspirations and opinions have changed over the past seven years and that they view their life and the world with a new set of eyes.

### 4.1 Aspirations

#### 4.1.1 Education

In addition to confirming changes in educational aspirations over time, we also thought it would be relevant to examine whether the educational level students expected to achieve in 2005 was different from the actual educational level attained in 2011. One can suppose that, after seven years, most young people would have finished their studies; students of the Grade 9 cohort at the beginning of the study would be in their third year of postsecondary studies and those from the Grade 12 cohort would have finished high school six years earlier. The columns in Table 3 indicate the students' educational aspirations in 2005, whereas the rows show the percentage of their educational aspirations in 2011. Some consistency is observed between both periods: the aspirations of almost half of the respondents remain unchanged: 53.7% continue to aspire to a college diploma, 49.4% still aspire to an undergraduate university degree and 45.5%, to a graduate university degree. There is also a trend towards higher educational aspirations between 2005 and 2011: 41.5% of young people who had hoped to obtain a college diploma in 2005 aimed for a university degree in 2011 and 27.6% of respondents who wanted a university degree in 2005 aspired to a graduate university degree in 2011. The results also indicate that the lower the aspirations in 2005, the higher the jump in aspirations in 2011; conversely, the higher the educational aspirations in 2005, the lower the gap to a higher aspiration in 2011. Thus, for example, of the young people who were hoping to obtain only a high school diploma in 2005, 60% of them are now aiming for a college diploma, 20% an undergraduate university degree and 20% a graduate university degree. On the other end of the spectrum, of the young people who aspired to a graduate university degree in 2005, 45.5% have held on to that dream while 47% of them have downsized their ambition to an undergraduate university degree and 7.6% will make do with a college diploma. Note: The results of the first column must be treated with caution due to the low number of students ( $n = 5$ ) who aspired only to obtain a high school diploma in 2005.

**Table3**  
**Educational aspiration in 2011 according to educational aspirations in 2005**  
**Distribution by percentage**

Educational aspirations in 2011	Educational aspirations in 2005			
	High school diploma	College diploma	Undergraduate university degree	Graduate university degree
A few years of high school / High school diploma	0.0	2.4	2.2	0.0
College diploma	60.0	53.7	20.7	7.6
Undergraduate university degree	20.0	41.5	49.4	47.0
Graduate university degree	20.0	2.4	27.6	45.5
Total (n = 199)	100.0 (5)	100.0 (41)	100.0 (87)	100.0 (66)

What happens when we compare the educational aspirations in 2005 to the actual educational level in 2011?

The results in Table 4 are particularly interesting. Among the students who intended to achieve only a high school diploma, 91.9% went on to higher learning. For the three other educational levels, the opposite phenomenon occurred: the actual educational level in 2011 is noticeably lower than what the students aspired to in 2005. For those who aspired to a college diploma, 36.1% did not achieve their goal; for those who wanted to pursue an undergraduate university degree, 62.7% did not achieve their goal; and for those who dreamed of a graduate university degree, the percentage of students who did not achieve their goal is even higher (90.0%). The college diploma once again shows the strongest connection between students' ambitions and what they achieved: 54.7% of the respondents who said they aimed to obtain a college diploma in 2005 actually obtained it. Once more, we see that the higher the educational aspiration, the higher the percentage of young people who do not achieve their goal. To that end, it is worth mentioning that of the students who aspired to an undergraduate university degree, 41.3% achieved only a high school diploma, as did 37.0% of the students who aspired to a graduate university degree. It is obvious that young people who aspire to a postsecondary education often don't achieve their goal. On the other hand, these results should be interpreted with caution since it is quite probable that some respondents are not yet finished their postsecondary studies. That being said, it is important to note that such is not the case for the majority of individuals in the sample.

**Table 4**  
**Actual educational level in 2011 according to the educational aspirations in 2005**  
**Distribution by percentage**

Actual educational level in 2011	Educational aspiration in 2005			
	High school diploma	College diploma	Undergraduate university degree	Graduate university degree
A few years of high school / High school diploma	7.1	36.1	41.3	37.0
College diploma	50.	54.7	21.4	8.6
Undergraduate university degree	35.8	7.0	36.5	44.4
Graduate university degree	7.1	2.3	0.8	9.9
Total (n = 307)	100.0 (14)	100.0 (86)	100.0 (126)	100.0 (81)

### 4.1.2 Occupation

Did students' professional aspirations change over the years? To answer that question, we compared the mean for professional aspirations in 2005 and 2011 using a five-point scale where "1" signified "inferior" and "5" signified "superior". In this analysis, we did not observe any difference in the main trends<sup>6</sup>. In 2005, the mean was 3.5 ( $s = 1.46$ ) compared to 3.41 ( $s = 1.14$ ) in 2011. Therefore it seems that, for most respondents, their professional aspirations in 2011 still matched the expectations they had in 2005. But this does not mean that for each individual, the professional aspiration at the beginning of the study remained the same in 2011. The correlation between these two periods is only 0.13 and it is not significant ( $p = 0.18$ ). We can therefore assert that, although the overall sample did not vary, individuals who make up the sample do change over time.

An important question remains: is there a link between students' aspirations in 2005 and their occupation in 2011 once they have finished their studies? To confirm this, we compared the means and calculated the correlation. The results showing differences in the means are positive<sup>7</sup>: the professional level attained is somewhat lower ( $\bar{x} = 2.23$ ;  $s = 1.19$ ) than the professional level to which students aspire ( $\bar{x} = 2.84$ ;  $s = 1.19$ ). The correlation is positive but slight, only 0.20 ( $p < 0.05$ ). Therefore, the higher the aspiration in 2005, the higher the professional level attained in 2011, but the trend is weak since there are several exceptions.

As far as aspirations are concerned, there are no overall variations over time, although there are many individual variations. However, when professional aspirations are associated with the actual occupation, there seems to be a bit of a gap; it would also seem that the professional aspirations in 2005 are not unimportant in 2011.

<sup>6</sup> $t_{(110)} = 0.60$ ;  $p = 0.55$ .

<sup>7</sup> $t_{(102)} = 3.83$ ;  $p < 0.001$ .



### 4.1.3 Income

Earlier reports showed that young people had high expectations in terms of salary, but this aspiration also tended to decrease over time. This same conclusion was reached after comparing students' expectations in 2005 against those recorded in 2011<sup>8</sup>. For students of the Grade 9 cohort, the average annual salary expectation decreased from \$122,290.32 (s = \$183,756.07) to \$64,766.13 (s = \$20,093.17)<sup>9</sup>. For students of the Grade 12 cohort, the average expected salary decreased from \$119,352.94 (s = \$160,474.15) in 2005 to \$72,669.63 (s = \$47,117.17) in 2011<sup>10</sup>. The trend is clear in both groups. But these gaps show that differences exist from one individual to another, especially in regard to students' perspectives in 2005.

### 4.1.4 Municipality of residence

The community where students plan to settle in often ends up being the place where they choose to take up residence. But their projects can change over time and their plans are not always realistic.

#### 4.1.4.1.1 Perspectives at different time periods

The questionnaire that participants were asked to fill out regularly asked the following question: "Five years after the completion of your studies, which city do you think you will live in?" In 2008, we compared the projection given by students who were in Grade 9 in 2005 to what the same students expected at the end of high school. The results of this analysis are found in Table 5: in 2008, 58.9% of young people expected to live in Northern Ontario although 24.4% of them had their sights set on other horizons in 2005. The remaining 41.2% expected to live elsewhere, even though 13.9% of them saw themselves living in Northern Ontario in 2005.

Table 5 Projected place of residence depending on whether the same student is in Grade 9 or Grade 12 (2005-2008)			
%	2005	To	2008
13.9	A municipality in Northern Ontario	to	a municipality outside Northern Ontario
27.3	A municipality outside Northern Ontario	to	a municipality outside Northern Ontario
34.5	A municipality in Northern Ontario	to	a municipality in Northern Ontario
24.4	A municipality outside Northern Ontario	to	a municipality in Northern Ontario
Source: Pierre Bouchard and Simon Laflamme, <i>Youth and the North: A Path to Discover</i> , Far Northeast Training Board, 2008, p. 23, <a href="http://www.fnetb.com/English/Youth/YouthandtheNorth4.pdf">http://www.fnetb.com/English/Youth/YouthandtheNorth4.pdf</a>			

<sup>8</sup>The question always read as follows: "Five years after the completion of your studies, what will be your annual income?"

<sup>9</sup> $t_{(61)} = 2.51$ ;  $p < 0.05$ .

<sup>10</sup> $t_{(50)} = 2.05$ ;  $p < 0.05$ .

The question to be asked now is: “What happened to those plans in 2011?” To find out, we used the same format using different years to track the evolution over time (see Table 6).

<b>Table 6</b> <b>Projected place of residence</b> <b>depending on the answers given by the same individual in 2008 or 2011</b>			
%	2008	to	2011
5.0	A municipality in Northern Ontario	to	a municipality outside Northern Ontario
17.0	A municipality outside Northern Ontario	to	a municipality outside Northern Ontario
56.0	A municipality in Northern Ontario	to	a municipality in Northern Ontario
22.0	A municipality outside Northern Ontario	to	a municipality in Northern Ontario

This analysis reveals that 78.0% of young people would like to live in Northern Ontario even though 22.0% of them expected to live outside the region in 2008.

These observations must be tempered by the fact that, as mentioned earlier, it is highly probable that many young people who no longer participate in the study belong to the group of individuals who chose to move away from Northern Ontario.

#### 4.1.4.1.2 Perspective and reality

The previous section touched on how students’ projected place of residence evolved over time, but it did not establish a link between their perspectives and reality. We wanted to discover if the plans students made in 2005 were brought to fruition in 2011. We compared the students’ answers to the question about where they thought they would be living five years after finishing their studies with their actual city of residence in 2011. We already narrowed down the answers to two categories depending on whether the city was located in Northern Ontario or elsewhere. This analysis shows that, for both cohorts, 67.1% of young people live in Northern Ontario, despite the fact that 31.3% of them did not expect to live here when they answered this question in 2005 (see Table 7).

<b>Table 7</b> <b>Place of residence in 2011 according to the projected place of residence in 2005</b> <b>for both cohorts</b>			
%	2005 projection	and	Place of residence in 2011
12.1	A municipality in Northern Ontario	and	a municipality outside Northern Ontario
20.8	A municipality outside Northern Ontario	and	a municipality outside Northern Ontario
35.8	A municipality in Northern Ontario	and	a municipality in Northern Ontario
31.3	A municipality outside Northern Ontario	and	a municipality in Northern Ontario

It is important to make a distinction between both cohorts here, since the students of the Grade 9 cohort may still be living in Northern Ontario while they are finishing their studies or as a transition to other things; this is more likely the case with these students than with those of the Grade 12 cohort, many of whom finished their studies some time ago. This analysis reveals that the proportion of Northern Ontario residents diminishes when we compare the two cohorts (see Tables 8 and 9). For the Grade 9 cohort, the percentage of young people living in Northern Ontario is 81.8%; for the Grade 12 cohort, the percentage is only 64.8%. What is striking in these comparisons is the fact that the decrease mainly affects the group of students who stated that they wanted to live in Northern Ontario: 49.9% for the Grade 9 cohort versus 31.5% for the Grade 12 cohort. Thus it would appear that outmigration occurs not only among young people who want to go live elsewhere.

<b>Table 8</b> <b>Place of residence in 2011 according to the projected place of residence in 2005</b> <b>Grade 9 cohort only</b>			
%	2005 projection	and	Place of residence in 2011
9.2	A municipality in Northern Ontario	and	a municipality outside Northern Ontario
16.0	A municipality outside Northern Ontario	and	a municipality outside Northern Ontario
49.9	A municipality in Northern Ontario	and	a municipality in Northern Ontario
31.9	A municipality outside Northern Ontario	and	a municipality in Northern Ontario

<b>Table 9</b> <b>Place of residence in 2011 according to the projected place of residence in 2005</b> <b>Grade 12 cohort only</b>			
%	2005 projection	and	Place of residence in 2011
16.2	A municipality in Northern Ontario	and	a municipality outside Northern Ontario
18.9	A municipality outside Northern Ontario	and	a municipality outside Northern Ontario
31.5	A municipality in Northern Ontario	and	a municipality in Northern Ontario
33.3	A municipality outside Northern Ontario	and	a municipality in Northern Ontario

More young people are continually drawn to want to stay in Northern Ontario than leave the area, both in their plans and in real life. But life has a way of changing those plans, and thus some young people live in Northern Ontario who would rather be elsewhere just as some young people who would prefer to stay in the region move away. It is therefore by leveraging all the opportunities of influencing fate that Northern Ontario can retain those who want to live here and find a way of bringing back those who have left.

## 4.2 Representations from 2005 and 2011

Seven years have passed between the two data collection periods. The students who were in Grade 12 or in Grade 9 in 2005 are all seven years older: the oldest ones are now well into their twenties. The question that now must be answered is how their opinions from 2005 have evolved over time. To find this out, we compared the scores on the Likert scales that referred to statements revealing the students' representations. The scale has six possible answers ranging from "strongly disagree" to "strongly agree". This allows us to test differences in means for 53 statements which can also be grouped by theme.

The first theme, education, comprises 7 statements. For six of these statements, the students' opinions evolved over time (see Appendix 4, Table 1). In four instances, the students agreed more strongly with the statement. The most impressive change (the difference between the two years being 1.01) relates to students' opinion on college studies, which they say are better geared towards employment than university studies. Other representations increased but not to the same degree, namely students' opinion that university studies are too theoretical, that postsecondary education costs too much for what you get in return and that one does not need a postsecondary education to find a good job. The following representations showed lower results during the second data collection period: college studies are too practical and university studies lead to better job opportunities than college studies.

The second theme is culture, comprising 10 statements. In relation to 6 of these statements, we have observed disparities in the means that cannot be attributed to chance (see Appendix 4, Table 2). Three statements show an upward trend and three show a decrease. The upward trend is related to statements that claim that cultural diversity is an asset for a country or for the world and that show that globalization is bringing human beings closer together. Respondents agreed less strongly with the following statements: non-Anglophone countries have limited influence in the world; practically all cinematic productions in the world are in English; globalization is causing human beings to become increasingly different.

The third theme involves young people's interest in politics and contains 5 statements. In four instances, there are disparities in the means between the two data collection periods (see Appendix 4, Table 3). The variations are not dramatic, but they all show an upward trend and an increased interest in political issues of the community, Ontario, Canada and the world.

The fourth theme relates to the community of residence and contains 10 statements. Six of them give rise to differences (see Appendix 4, Table 4). Agreement is stronger in all six instances, often markedly stronger such as young people's opinion that their community offers enough opportunities for social outings or enough recreational activities; the increase is the strongest for the availability of stores in the community. In general, young people's love of their community has increased.

The fifth theme relates to interpersonal relationships and comprises 6 statements. Three of these statements showed little change over time; for the three others, differences can be inferred (see Appendix 4, Table 5): interpersonal relationships have improved somewhat with other people in the community, with friends and with teachers.

The sixth theme comprises 15 statements about love and family. Changes are the rule because 13 show differences in means, albeit slight (the gap was higher than 0.50 in only one instance [see Appendix 4, Table 6]). The score for agreement increased for the following statements: later, I will live with a common-law partner, but I will not get married; I will be in a stable relationship; it is better to have a permanent job before having children; I will have a good relationship with my children; my spouse will have a good relationship with our children; I will have a good relationship with my spouse; it is important that my spouse speaks my mother tongue; and it is important that my children speak my mother tongue. The score for disagreement went up for the following statements: it is better to finish one's studies before living as a couple; it is better to finish one's studies before having children; it is better to have a permanent job before living as a couple; it is better to be married before having children; someday, fate will help me find the man or woman of my dreams.

Overall, there were more opinions that changed over time than those that remained the same. In regard to education, the pattern is clear: respondents are increasingly critical about university studies and even about postsecondary education in general. In regard to culture, young people are increasingly open to diversity. Young people are also increasingly interested in politics and seem to show a greater appreciation of their community. In regard to interpersonal relationships, there is a noted improvement. Lastly, in regard to love and family, we see that realism and optimism go hand in hand.





## 5 Conclusion and recommendations

In this seventh report, we first confirmed whether the respondents' characteristics in the 2011 sample corresponded with those of the 2005 sample. The significant decrease in participation over the years brought into question the validity of the 2011 sample. To test this hypothesis, we compared proportions according to cohort, gender, mother tongue as well as the professional and educational level of both the mother and the father. The results reveal very similar proportions to those of the original sample, except for gender. There is a much higher proportion of women in 2011 compared to 2005. However, this difference does not seem decisive enough to prohibit the analyses as long as the inference is taken as an error that happened by chance; if the objective was to infer to the population, the results would have to be weighted according to gender, which we didn't need to do in this report. We can therefore conclude that the sample's composition throughout the project has not been affected by an over-representation by any type of individual, if we do not take gender into account. In this same spirit, attrition seemed to be an important phenomenon to examine. We wanted to know if the young people who withdrew from the project acted and thought the same as those who continued to participate. To do this, we compared these two groups on the basis of the frequency of activities in 2005 and also on the basis of their representations in 2005 on various topics to see if there were differences between those who continued to participate in this study and those who withdrew. 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.

Secondly, we gathered the important findings and recommendations that were included in the six previous reports. Young people living in Northeastern Ontario who responded in 2005 formed a rather homogeneous group: across the region, they participated in the same activities and had similar perceptions. There were few differences between individuals; the frequency of activities was low and there were few expressions of enthusiasm. In their responses, young people's positions were very hesitant, except in the case of love and family.

Keeping in mind these results and comparing the analyses between 2005 and 2011, we were able to arrive at various conclusions. Girls have a higher degree of participation in activities linked to education and culture and have a higher tendency to pursue university studies. One of the important findings of this study is the fact that young people's perception of their community is solidly entrenched before the end of high school: it is therefore important to intervene well before high school if we want to make life in Northern Ontario more attractive to our youth. We also learned that nearly one third of young people expect to pursue postsecondary studies in Northern Ontario and the same number expect to work in the region. In addition, approximately 50% of young people intend to settle in Northern Ontario. Knowing that the place where young people pursue their studies is often the community they will eventually settle in, it is important to focus on keeping young people in the region for their postsecondary education.

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 our communities. We also 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 a 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. To conclude, in 2008 we built a model that presented three factors that helped explain young people's love for their community: community involvement, interpersonal relationships and what the community has to offer. These three elements are fundamentally interconnected: community involvement influences what the community has to offer; what the community has to offer influences interpersonal relationships; and so forth. It is therefore essential for communities to promote community involvement by encouraging young people to participate in politics and community decision-making. Another recommendation is to ensure that communities provide cultural activities to its citizens.

What specific insights do this year's analyses bring?

We mainly analyzed how young people's aspirations and representations changed over time.

Aspirations related to education tend to increase, but in reality, young people tend to achieve a lower educational level than that to which they aspired. The educational levels which young people expect are markedly higher than those which they actually achieve.

In regard to occupation, there are few differences in the group as a whole, but we did see large individual variations within the group.

In regard to the municipality of residence, indecisiveness is the key word: some young people who expected to live elsewhere ended up staying in Northeastern Ontario, while others who expected to live here have moved out of Northeastern Ontario. Still, there are more young people who have stayed in the region than there are who have left.

Furthermore, we also confirmed whether young people's thinking changed over time by comparing their representations between 2005 and 2011. Overall, there were more opinions that changed over time than there were which remained the same. Young people changed their minds about representations on several topics. Between the two periods, 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.

## Appendix 1 - Questionnaire on the Mobility of the Youth Population

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### **The Youth and the North: A Path to Discover**

#### **Year 7**

In collaboration with:

Université de Hearst

Far Northeast Training Board

Laurentian University

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### **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.

This being a longitudinal survey, it will be repeated in the years to come. It is longitudinal because the best way to study mobility is to observe a person's migration over time. This is the seventh year of the survey. 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.

**As a token of our appreciation for your participation, you will receive entry in our June 15th, 2011 draw, giving you a chance to win one of two iPad, each worth approximately \$ 800.00.**

**New this year, our research team has created a Facebook group "The Youth and the North: A Path to Discover" where you can learn more about this project and consult the findings for each year of the study since it was first launched in 2005.**

Luc Bussière Ph.D.

Ms Julie Joncas

Simon Laflamme Ph.D.

Mélanie Girard Ph.D.

Executive Director

Pierre Bouchard M.A.

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 and their address.**

**Enter your father's contact information only if it is different from that of your mother's.**

**Mother's Name:**

Address:

Telephone Number:

**Father's Name:**

Address:

Telephone Number:

**3. What is your address?**

Address:

Telephone number at this address:

Mobile phone:

**\* 4. What is/are your e-mail address-es?**

**5. Give the name and contact information of two of your best friends.**

**1st best friend's name:**

Telephone Number:

E-mail:

**2nd best friend's name:**

Telephone Number:

E-mail:

**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 20*)
- ☐ Part-time worker (*Go to question 20*)
- ☐ Unemployed (*Go to question 22*)
- ☐ Without occupation (*Go to question 22*)

**8. Check the answer that best describes your situation, and in the case of a skills development training program, a college program or a university program, please specify the title of the training or program.**

- ☐ I am presently pursuing secondary school level
- ☐ I am registered in a skills development training (hairsyle, heavy equipment program)
- ☐ 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 is located the institution where you study?**



**11. In what language do you study?**

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

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

- ☐ 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
- ☐ A undergraduate degree
- ☐ A postsecondary 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 will you have?**

*(Be specific, for example, self employed trucker, radiology technician, elementary school 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)

**19. Ten years after you have completed your studies, in which city/town do you think you will be living?**

**20. What is your job?**

*(Be specific, for example, self employed trucker, radiology technician, elementary school teacher...)*

**IF YOU ARE NOT PRESENTLY EMPLOYED, GO TO QUESTION 22**

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

\_\_\_\_\_ *hours/week*

**22. 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

**23. Do you have children?**

- ☐ Yes
- ☐ No

If so, how many?

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

- ☐ Yes
- ☐ No

If so, how many?

**25. If you answered no to question 23, would you like to have children someday?**

- ☐ Yes
- ☐ No

If so, how many?

**26. 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 steady job before living with a life 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 steady 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 good 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 good 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 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 good	<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	<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 children speak my mother tongue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**27. In your opinion, what is the best age to have children?**

\_\_\_\_\_ years old

**28. What is your sexual orientation?**

- ☐ I am heterosexual
- ☐ I am homosexual
- ☐ I am bisexual
- ☐ Other (please specify)

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

**My biological or adoptive parents...**

- ☐ ...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

**30. 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 are believers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiously speaking, my family 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"/>



**31. 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"/>

**32. Which of these groups do you mostly identify with?**

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

**33. Will you settle in a rural or urban environment?**

- ☐ Rural
- ☐ Urban

**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 statements; "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 newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read 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 dancing 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 works 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 and DVD recordings)	<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 computer	<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"/>



**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" correspond to intermediate positions. If the statement does not apply to your situation, choose "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 participate in discussion forums	<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	<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 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 use the Internet to go on social networks (Facebook, Twitter)	<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 blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. For each of the language skills listed in the left column, indicate 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"/>

37. Compare to the groups listed in the left column, how do you rate your knowledge of French? (For each of them, indicate the number corresponding to the right answer. If the statement does not apply to your situation, select "Not applicable - N/A".

Knowledge compared to:

	Inferior	Equivalent	Superior	N/A
My parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classmates	<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"/>

38. Compare to the groups listed in the left column, how do you rate your knowledge of English? (For each of them, indicate the number corresponding to the right answer. If the statement does not apply to your situation, select "Not applicable - N/A".

Knowledge compared to:

	Inferior	Equivalent	Superior	N/A
My parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classmates	<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"/>



**39. Give your opinion in regards to the following statements. (For each of the statements, indicate 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").**

**Wherever "my community" is used, it is in reference to the community in which you presently reside.**

	1 - Strongly disagree	2	3	4	5	6 - Strongly agree	N/A
I have a good 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 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"/>
My community 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 Anglophones 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"/>
There are enough stores in my community	<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 good relationship with the people of my community	<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 good 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"/>
My community 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"/>
Most of my friends intend to live elsewhere	<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"/>
In my community, there are 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"/>
My community 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 take interest in the political issues of my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good 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 good 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 my community	<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 my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in 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 my community	<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"/>
I have a good relationship with my teachers	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the world, 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"/>
I take interest in Canada's political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University studies offer better employment opportunities than collegiate studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- ☐ Yes
- ☐ No (Go to question 43)

**41. 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 once a month

**42. At what age did you start consuming alcoholic drinks?**

\_\_\_\_\_ years old

**43. 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 -                   | 2                     | 3                     | 4                     | 5                     | 6 -                   |
|---------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                                         | Poor                  |                       |                       |                       |                       | 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"/> |

**44. 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" correspond to intermediate positions.)**

- |                                                                                               | 1 -                   | 2                     | 3                     | 4                     | 5                     | 6 -                   |
|-----------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                                                                               | Never                 |                       |                       |                       |                       | 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

### Activities and representations depending on whether or not the student withdrew from this study between 2005 and 2011

<b>Table1.1</b> <b>Différence in means for various reading activities</b> <b>depending on whether or not the student withdrew from this study</b> <b>(1 = Never; 6 = Very often)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I read newspapers	$\bar{x}$	3.17	3.63	-4.74	1682	yes
	s	1.56	1.49			
I read periodicals and magazines	$\bar{x}$	3.80	4.25	-5.19	569.7	yes
	s	1.64	1.38			
I read literary works (novels...)	$\bar{x}$	3.27	3.64	-3.41	1669	yes
	s	1.79	1.73			
I go to the library	$\bar{x}$	2.58	2.68	-1.04	521.6	no
	s	1.53	1.41			

<b>Table1.2</b> <b>Difference in means for going out to restaurants and shopping</b> <b>depending on whether or not the student withdrew from this study</b> <b>between 2005 and 2011</b> <b>(1 = Never; 6 = Very often)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I go shopping	$\bar{x}$	4.19	4.47	-3.09	526.6	yes
	s	1.55	1.41			
I go to the restaurant	$\bar{x}$	4.10	4.11	-0.14	530.6	no
	s	1.32	1.20			
I go to the restaurant with friends	$\bar{x}$	3.96	3.95	0.11	1652	no
	s	1.54	1.51			

<b>Table 1.3</b> <b>Difference in means for various cultural activities</b> <b>depending on whether or not the student withdrew from this study between 2005 and 2011</b> <b>(1 = Never; 6 = Very often)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I go to the theatre	$\bar{x}$	2.89	2.76	1.35	531.1	no
	s	1.65	1.50			
I go to the movies	$\bar{x}$	3.81	3.84	-0.33	1642	no
	s	1.50	1.39			
I visit art galleries	$\bar{x}$	1.71	1.67	0.49	1660	no
	s	1.20	1.17			
I attend festivals and cultural events	$\bar{x}$	2.68	3.09	-4.32	1658	yes
	s	1.52	1.59			
I attend classical music concerts	$\bar{x}$	1.66	1.58	1.11	1662	no
	s	1.25	1.13			
I attend popular music concerts	$\bar{x}$	2.83	2.63	1.94	530.2	no
	s	1.78	1.59			
I attend dancing recitals	$\bar{x}$	1.97	2.05	-0.84	1655	no
	s	1.50	1.54			
I go to the circus	$\bar{x}$	2.38	2.49	-1.10	1648	no
	s	1.62	1.65			
I attend sports events	$\bar{x}$	3.55	3.88	-2.99	1648	yes
	s	1.79	1.74			

<b>Table 1.4</b> <b>Difference in means for purchasing cultural products</b> <b>depending on whether or not the student withdrew from this study between 2005 and 2011</b> <b>(1 = Never; 6 = Very often)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I buy recorded music	$\bar{x}$	4.00	4.00	0.01	1645	no
	s	1.81	1.71			
I buy books	$\bar{x}$	2.71	3.15	-4.06	1650	yes
	s	1.76	1.74			
I buy works of art	$\bar{x}$	1.68	1.52	2.24	567.6	yes
	s	1.27	1.09			

<b>Table 1.5</b> <b>Difference in means for various media-related activities</b> <b>depending on whether or not the student withdrew from this study between 2005 and 2011</b> <b>(1 = Never; 6 = Very often)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I listen to music at home	$\bar{x}$	5.01	5.32	-3.79	600.4	yes
	s	1.59	1.23			
I listen to the radio	$\bar{x}$	3.83	4.22	-3.85	1644	yes
	s	1.63	1.61			
I watch television (excluding VHS and DVD recordings)	$\bar{x}$	4.77	4.80	-0.29	1660	no
	s	1.38	1.31			
I watch VHS or DVD recordings	$\bar{x}$	4.67	4.72	-0.66	1639	no
	s	1.36	1.27			
I play games on the computer	$\bar{x}$	4.06	3.91	1.44	1655	no
	s	1.69	1.70			

**Table 1.6**  
**Difference in means for various sports activities**  
**depending on whether or not the student withdrew from this study**  
**between 2005 and 2011**  
**(1 = Never; 6 = Very often)**

Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I go fishing	$\bar{x}$	3.44	3.24	1.80	1655	non
	s	1.80	1.78			
I go hunting	$\bar{x}$	2.85	2.56	2.50	517.5	oui
	s	1.94	1.81			
I go snowmobiling	$\bar{x}$	3.76	3.50	2.29	1659	Oui
	s	1.89	1.86			
I use an all-terrain vehicle (ATV)	$\bar{x}$	3.40	3.37	0.25	527.0	Non
	s	2.01	1.86			
I practice summer sports	$\bar{x}$	4.15	4.28	-1.29	524.7	non
	s	1.77	1.62			
I practice winter sports	$\bar{x}$	3.69	4.38	-3.910	517.3	oui
	s	1.85	1.70			
I work out in fitness centres	$\bar{x}$	2.84	2.94	-0.92	1656	non
	s	1.73	1.81			

**Table 2.1**  
**Difference in means for representations with regard to education**  
**depending on whether or not the student withdrew from this study**  
**between 2005 and 2011**  
**(1 = Strongly disagree; 6 = Strongly agree)**

Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
College studies are better geared towards employment than university studies.	$\bar{x}$	3.32	3.25	0.71	1476	no
	s	1.53	1.47			
College studies are too practical.	$\bar{x}$	2.66	2.73	-0.83	1404	no
	s	1.40	1.33			
University and college studies are equivalent.	$\bar{x}$	2.92	2.94	-0.17	502.5	no
	s	1.52	1.40			
University studies are too theoretical.	$\bar{x}$	3.17	3.05	1.18	1414	no
	s	1.55	1.60			
Considering what you get in return, postsecondary education costs too much.	$\bar{x}$	3.58	3.49	0.88	1422	no
	s	1.64	1.62			
One does not need a postsecondary education to find a good job.	$\bar{x}$	2.67	2.31	3.76	519.6	yes
	s	1.59	1.41			
University studies lead to better job opportunities than college studies.	$\bar{x}$	3.50	3.64	-1.30	1406	no
	s	1.69	1.60			



<b>Table 2.2</b> <b>Difference in means for representations with regard to cultural diversity</b> <b>depending on whether or not the student withdrew from this study</b> <b>between 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
Sometimes, I feel uncomfortable when I speak in English.	$\bar{x}$	2.28	2.43	-1.36	458.6	no
	s	1.63	1.75			
Non-Anglophone countries have limited influence in the world.	$\bar{x}$	2.64	2.58	0.56	1449	no
	s	1.51	1.53			
There isn't much you can do in this world if you do not speak English.	$\bar{x}$	3.16	3.34	-1.72	1483	no
	s	1.64	1.70			
Cultural diversity is an asset for a country.	$\bar{x}$	3.64	4.09	-4.46	1374	yes
	s	1.53	1.59			
In all countries, science is practised in English.	$\bar{x}$	2.61	2.45	1.73	1429	no
	s	1.57	1.42			
In Ontario, French is on the way out.	$\bar{x}$	2.94	2.99	-0.44	1432	no
	s	1.57	1.58			
Cultural diversity is an asset for the world.	$\bar{x}$	3.66	4.29	-6.00	1368	yes
	s	1.59	1.55			
With globalization, human beings are becoming increasingly different.	$\bar{x}$	3.48	3.71	-2.46	1411	yes
	s	1.42	1.42			
Practically all cinematic productions in the world are in English.	$\bar{x}$	3.41	3.39	0.17	1409	no
	s	1.53	1.60			
With globalization, human beings are becoming more and more alike.	$\bar{x}$	3.05	2.91	1.42	1391	no
	s	1.45	1.35			
Sometimes, I feel uncomfortable when I speak in French.	$\bar{x}$	3.24	2.87	3.16	1382	yes
	s	1.75	1.71			
French is on the way out in the world.	$\bar{x}$	2.87	2.69	1.46	1392	no
	s	1.53	1.62			

<b>Table 2.3</b> <b>Difference in means for representations with regard to politics</b> <b>depending on whether or not the student withdrew from this study</b> <b>between 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I am interested in Ontario political issues.	$\bar{x}$	2.29	2.58	-2.81	458.77	no
	s	1.49	1.59			
I am interested in world political issues.	$\bar{x}$	2.63	2.79	-1.55	1474	no
	s	1.65	1.67			
I take interest in the political issues of my school.	$\bar{x}$	2.42	2.51	-0.90	1459	no
	s	1.49	1.55			
I take interest in the political issues of my community.	$\bar{x}$	2.41	2.56	-1.60	1425	no
	s	1.44	1.52			
I am interested in Canada's political issues.	$\bar{x}$	2.69	2.69	0.02	1402	no
	s	1.60	1.62			

<b>Table 2.4</b> <b>Difference in means for representations with regard to the community</b> <b>depending on whether or not the student withdrew from this study</b> <b>between 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
My community offers enough cultural events.	$\bar{x}$	2.67	2.80	-1.47	497.2	no
	s	1.45	1.37			
There are enough stores in my community.	$\bar{x}$	2.72	2.54	1.80	532.1	no
	s	1.65	1.47			
Living in a rural environment is better than living in an urban environment.	$\bar{x}$	3.39	3.70	-2.98	1451	yes
	s	1.63	1.55			
My community offers enough recreational activities.	$\bar{x}$	3.03	3.15	-1.18	1465	no
	s	1.49	1.50			
Most of my friends intend to live elsewhere.	$\bar{x}$	4.14	4.32	-1.94	520.3	no
	s	1.49	1.36			
In my community, there are enough opportunities to go out socially.	$\bar{x}$	2.97	2.97	0.01	1448	no
	s	1.46	1.40			
My community offers enough employment opportunities.	$\bar{x}$	2.71	2.71	-0.09	505.3	no
	s	1.42	1.31			
I love my community.	$\bar{x}$	3.50	3.92	-4.46	513.4	yes
	s	1.59	1.45			
I love big cities.	$\bar{x}$	3.95	3.93	0.17	1465	no
	s	1.69	1.61			
I do a lot of things for my community.	$\bar{x}$	2.87	3.17	-3.20	1405	yes
	s	1.41	1.40			

<b>Table 2.5</b> <b>Difference in means for representations with regard to interpersonal relationships depending on</b> <b>whether or not the student withdrew</b> <b>from this study between 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
In my school, I feel different from other students.	$\bar{x}$	2.97	2.87	0.94	1497	no
	s	1.71	1.77			
I have a good relationship with the people of my community.	$\bar{x}$	3.99	4.35	-4.09	1487	yes
	s	1.41	1.27			
I have a good relationship with my friends.	$\bar{x}$	4.79	5.07	-3.94	581.2	yes
	s	1.33	1.07			
Most of my friends think like me.	$\bar{x}$	3.88	3.92	-0.44	1460	no
	s	1.48	1.46			
In my community, I feel different from others.	$\bar{x}$	3.09	2.98	1.02	1483	no
	s	1.69	1.70			
I have a good relationship with my teachers.	$\bar{x}$	3.92	4.38	-5.05	1408	yes
	s	1.41	1.28			

**Table 2.6**  
**Difference in means for representations with regard to family depending**  
**on whether or not the student withdrew from this study**  
**between 2005 and 2011**  
**(1 = Strongly disagree; 6 = Strongly agree)**

Statement		Withdrew from this study		t	dll	p < 0.05
		Yes	No			
I will get married one day.	$\bar{x}$	4.88	5.11	-2.96	536.9	yes
	s	1.36	1.18			
Later, I will live with a common-law partner, but I will not get married.	$\bar{x}$	2.35	2.30	0.48	1554	no
	s	1.42	1.39			
I will be in a stable relationship.	$\bar{x}$	4.65	4.90	-3.36	497.5	yes
	s	1.25	1.19			
It is better to finish one's studies before living as a couple.	$\bar{x}$	4.04	4.02	0.16	1692	no
	s	1.59	1.56			
It is better to finish one's studies before having children.	$\bar{x}$	5.20	5.39	-2.88	555.4	yes
	s	1.24	1.06			
It is better to have a permanent job before living as a couple.	$\bar{x}$	4.28	3.89	4.37	1690	yes
	s	1.46	1.46			
It is better to have a permanent job before having children.	$\bar{x}$	5.35	5.26	1.38	1673	no
	s	1.06	1.12			
I will have a good relationship with my children.	$\bar{x}$	5.44	0.93	-1.68	525.3	no
	s	5.53	0.80			
My spouse will have a good relationship with our children.	$\bar{x}$	5.31	5.47	-2.63	513.3	yes
	s	1.02	0.90			
It is better to be married before having children.	$\bar{x}$	4.56	4.57	-0.17	1639	no
	s	1.52	1.58			
In today's society, it is too easy to get divorced.	$\bar{x}$	4.24	4.26	-0.19	1628	no
	s	1.60	1.60			
The relationship between parents and their children is more important than the relationship between the parents themselves.	$\bar{x}$	3.53	3.13	4.24	1675	yes
	s	1.50	1.54			
I will have a good relationship with my spouse.	$\bar{x}$	5.27	5.40	-2.20	540.8	yes
	s	1.00	0.85			
Someday, fate will help me find the man or woman of my dreams.	$\bar{x}$	4.38	4.46	-0.80	1609	no
	s	1.53	1.52			
It is important that my spouse speaks my mother tongue.	$\bar{x}$	3.98	4.12	-1.39	1609	no
	s	1.63	1.66			
It is important that my children speak my mother tongue.	$\bar{x}$	4.39	4.81	-4.73	502.0	yes
	s	1.52	1.39			

**Cross-tabulations of the proportion of young people who withdrew from this study or not between 2005 and 2011 according to their professional aspiration, aspired educational level and desired place of residence**

<b>Table 3.1</b> <b>Proportion of young people who withdrew from this study or not between 2005 and 2011 according to their aspired professional level in 2005</b>					
Withdrew from this study or not	Professional level				
	Inferior	Average-inferior	Average	Average-superior	Superior
Withdrew from this study	83.8	84.5	83.1	76.8	72.2
Did not withdraw from this study	16.2	15.5	16.9	23.2	27.8
Total					
%	1.00	1.00	1.00	1.00	1.00
n	260	206	248	271	216
$\chi^2_{(4)} = 16.43; p < 0.01$					

<b>Table 3.2</b> <b>Proportion of young people who withdrew from this study or not between 2005 and 2011 according to their aspired educational level in 2005</b>					
Withdrew from this study or not	Aspired educational level				
	A few years of high school	High school diploma	College diploma	Undergraduate university degree	Graduate university degree
Withdrew from this study	96.3	92.0	85.5	71.8	70.9
Did not withdraw from this study	3.7	8.0	14.5	28.2	29.1
Total					
%	1.00	1.00	1.00	1.00	1.00
n	27	176	594	451	278
$\chi^2_{(4)} = 64.38; p < 0.001$					

<b>Table 3.3</b> <b>Proportion of young people who withdrew from this study or not between 2005 and 2011 according to their desired place of residence in 2005</b>			
Withdrew from this study or not	Desired place of residence		
	In Northeastern Ontario	Elsewhere in Ontario	Elsewhere other than Ontario
Withdrew from this study	77.8	78.5	81.3
Did not withdraw from this study	22.2	21.5	18.7
Total			
%	1.00	1.00	1.00
n	535	409	235
$\chi^2_{(2)} = 1.2 ; p = 0.54$			

**Cross-tabulations of the proportion of young people who withdrew from this study or not  
between 2005 and 2011 according to their community of residence**

<b>Table 4.1</b> <b>Proportion of young people who withdrew from this study or not between 2005 and 2011</b> <b>according to the size of their community of residence in 2005</b>				
Withdrew from this study or not	Size of the community of residence			
	Less than 1,000	Between 1,000 and 4,999	Between 5,000 and 10,999	Timmins
Withdrew from this study	86.4	84.9	76.6	82.0
Did not withdraw from this study	13.6	15.1	23.4	18.0
Total	1.00	1.00	1.00	1.00
% n	404	258	701	395
$X_{(3)} = 19.34; p < 0.001$				

<b>Tableau 4.2</b> <b>Proportion of young people who withdrew from this study or not between 2005 and 2011</b> <b>according to the remoteness of their community of residence in 2005</b>					
Withdrew from this study or not	Community according to remoteness				
	Timmins	Urban centres having more than 5,000 inhabitants	Communities located less than 20 km away from an urban centre	Communities located between 20 and 49 km from an urban centre	Communities located at least 50 km away from an urban centre
Withdrew from this study	82.0	76.6	85.5	77.3	86.2
Did not withdraw from this study	18.0	23.4	14.5	22.7	13.8
Total	1.00	1.00	1.00	1.00	1.00
% n	395	702	69	172	247
$X_{(4)} = 14.0; p < 0.01$					



## Appendix 3

**Table 1**  
**Main findings in the first six years of the study**

2005	2006	2007
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.	Students' representations, the frequency of their activities and their appreciation of those activities are still consistent in all Northeastern Ontario communities.
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.	Girls tend to turn more toward university studies while boys tend to pursue a trade.
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.	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.
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.	All types of aspirations change over time. Stakeholders in charge of development can therefore influence young people in their choices.
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.	Young people who finished high school have a generally favourable opinion of the schools they attended; however, their judgment is not without some criticism.
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	Young people's love for their community depends on the quality of their relationship with others,	

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.	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.	

**Table 1 (cont'd)**  
**Main findings in the first six years of the study**

<b>2008</b> <b>Grade 9 cohort - difference</b> <b>between Grade 9 and Grade 12</b>	<b>2009</b>	<b>2010</b>
The frequency of activities practised by young people in high school practically does not vary from Grade 9 to Grade 12.	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"> <li>• Except in regard to income, boys have lower aspirations than girls;</li> <li>• In regard to income, Anglophones have the highest aspirations;</li> <li>• Aspirations tend to rise with the parents' professional and educational levels;</li> <li>• Plans to leave Northern Ontario are more common among young people who come from less fortunate households;</li> <li>• Young people who grow up in small communities are less likely to have high professional and educational ambitions;</li> <li>• From Grade 9 to Grade 12, expectations tend to decrease regarding education, profession and income;</li> <li>• From Grade 9 to Grade 12, the place where students want to live changes over time.</li> </ul>
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.	The community in which young people study is often the community in which they will decide to establish their residence.	
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.	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.	
Students' relationships with their teachers improve as they progress through high school.	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	

	<p>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.</p>	
More and more young people use the Internet.	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.	
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 is little variation between the two time periods in regard to the students' self-assessment of health.	
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.		
Students' assessment of their language skills does not improve over time. Young people think their linguistic skills are equivalent to everyone in their community.		

**Table 2**  
**Main recommendations from the first six years of the study**

2005	2006	2007
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.	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.	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.
It important to increase young people's appreciation for outdoor activities because this appreciation impacts positively on their perception of Northern Ontario.	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.	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.
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.	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.	The consistency of young people's activities and representations across Northern Ontario supposes that measures can be developed to benefit the entire region.
	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.	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.
	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.	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.

	<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>	
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Table 2 (cont'd)		
Main recommendations from the first six years of the study		
2008 Grade 9 cohort - difference between Grade 9 and Grade 12	2009	2010
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.	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?</p> <ul style="list-style-type: none"> <li>• Raising the awareness of young people about the advantages of studying in Northern Ontario's educational institutions;</li> <li>• Educating the population about the diversity of the region's economy and the fact that job opportunities are not limited to resource-based employment;</li> <li>• Convincing well-to-do parents to change their "anti-North" mindset;</li> <li>• Developing strategies in collaboration with economic development corporations, Chambers of Commerce and political decision-makers;</li> <li>• Focusing on cultural activities.</li> </ul>
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 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.	
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.		

## Appendix 4

### Representations depending on the answers given by the same student in 2005 and 2011

<b>Table 1</b> <b>Difference in means for representations with regard to education</b> <b>depending on the answers given by the same student in 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Year		t	dll	p < 0.05
		2005	2011			
College studies are better geared towards employment than university studies.	$\bar{x}$	3.23	4.24	-8.41	244	yes
	s	1.45	1.58			
College studies are too practical.	$\bar{x}$	2.75	2.14	5.49	242	yes
	s	1.33	1.20			
University and college studies are equivalent.	$\bar{x}$	2.96	2.92	0.36	261	yes
	s	1.42	1.54			
University studies are too theoretical.	$\bar{x}$	3.07	3.61	-4.25	259	yes
	s	1.60	1.56			
Considering what you get in return, postsecondary education costs too much.	$\bar{x}$	3.45	3.77	-2.61	271	yes
	s	1.62	1.79			
One does not need a postsecondary education to find a good job.	$\bar{x}$	2.30	2.77	-4.01	277	yes
	s	1.42	1.56			
University studies lead to better job opportunities than college studies.	$\bar{x}$	3.62	2.95	5.03	257	yes
	s	1.58	1.63			

**Table 2**  
**Difference in means for representations with regard to cultural diversity**  
**depending on the answers given by the same student in 2005 and 2011**  
**(1 = Strongly disagree; 6 = Strongly agree)**

Statement		Year		t	dll	p < 0.05
		2005	2011			
Non-Anglophone countries have limited influence in the world.	$\bar{x}$	2.58	2.32	1.99	257	yes
	s	1.49	1.39			
There isn't much you can do in this world if you do not speak English.	$\bar{x}$	3.34	3.31	0.28	286	no
	s	1.72	1.71			
Cultural diversity is an asset for a country.	$\bar{x}$	4.10	4.57	-4.08	260	yes
	s	1.59	1.43			
In all countries, science is practised in English.	$\bar{x}$	2.42	2.54	-0.91	249	no
	s	1.38	1.57			
In Ontario, French is on the way out.	$\bar{x}$	2.99	3.06	-0.61	2.73	no
	s	1.57	1.65			
Cultural diversity is an asset for the world.	$\bar{x}$	4.27	4.93	-6.22	255	yes
	s	1.55	1.33			
With globalization, human beings are becoming increasingly different.	$\bar{x}$	3.71	3.31	3.22	250	yes
	s	1.43	1.57			
Practically all cinematic productions in the world are in English.	$\bar{x}$	3.43	2.78	5.47	262	yes
	s	1.58	1.67			
With globalization, human beings are becoming more and more alike.	$\bar{x}$	2.93	3.31	-2.90	247	yes
	s	1.34	1.65			
French is on the way out in the world.	$\bar{x}$	2.74	2.57	1.51	2.67	no
	s	1.46	1.42			

**Table 3**  
**Difference in means for representations with regard to politics**  
**depending on the answers given by the same student in 2005 and 2011**  
**(1 = Strongly disagree; 6 = Strongly agree)**

Statement		Year		t	dll	p < 0.05
		2005	2011			
I am interested in Ontario political issues.	$\bar{x}$	2.59	2.89	-2.78	282	yes
	s	1.61	1.58			
I am interested in world political issues.	$\bar{x}$	2.80	3.34	-4.89	280	yes
	s	1.67	1.72			
I take interest in the political issues of my school.	$\bar{x}$	2.45	2.68	-1.72	228	no
	s	1.55	1.64			
I take interest in the political issues of my community.	$\bar{x}$	2.54	2.87	-3.00	270	yes
	s	1.51	1.58			
I am interested in Canada's political issues.	$\bar{x}$	2.68	3.37	-6.03	262	yes
	s	1.61	1.77			

<b>Table 4</b> <b>Difference in means for representations with regard to the community</b> <b>depending on the answers given by the same student in 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Year		t	dll	p < 0.05
		2005	2011			
My community offers enough cultural events.	$\bar{x}$	2.81	3.59	-6.40	263	yes
	s	1.36	1.57			
There are enough stores in my community.	$\bar{x}$	2.55	3.89	-9.74	2.78	yes
	s	1.47	1.76			
Living in a rural environment is better than living in an urban environment.	$\bar{x}$	3.79	3.98	-1.61	257	no
	s	1.56	1.58			
My community offers enough recreational activities.	$\bar{x}$	3.15	4.12	-8.15	277	yes
	s	1.49	1.53			
Most of my friends intend to live elsewhere.	$\bar{x}$	4.35	4.43	-0.74	2.71	no
	s	1.37	1.37			
In my community, there are enough opportunities to go out socially.	$\bar{x}$	2.98	4.00	-8.00	274	yes
	s	1.41	1.66			
My community offers enough employment opportunities.	$\bar{x}$	2.69	3.33	-5.11	280	yes
	s	1.32	1.60			
I love my community.	$\bar{x}$	3.91	4.56	-6.36	2.78	yes
	s	1.48	1.26			
I love big cities.	$\bar{x}$	3.92	3.75	1.51	2.79	no
	s	1.60	1.57			
I do a lot of things for my community.	$\bar{x}$	3.15	3.08	0.66	273	no
	s	1.43	1.40			

<b>Table 5</b> <b>Difference in means for representations with regard to interpersonal relationships</b> <b>depending on the answers given by the same student in 2005 and 2011</b> <b>(1 = Strongly disagree; 6 = Strongly agree)</b>						
Statement		Year		t	dll	p < 0.05
		2005	2011			
In my school, I feel different from other students.	$\bar{x}$	2.77	2.55	1.68	228	no
	s	1.74	1.59			
I have a good relationship with the people of my community.	$\bar{x}$	4.38	4.76	-4.53	279	yes
	s	1.27	1.10			
I have a good relationship with my friends.	$\bar{x}$	5.07	5.41	-4.27	281	yes
	s	1.09	0.85			
Most of my friends think like me.	$\bar{x}$	3.89	4.00	-1.01	272	no
	s	1.47	1.28			
In my community, I feel different from others.	$\bar{x}$	2.95	2.92	0.23	275	no
	s	1.71	1.60			
I have a good relationship with my teachers.	$\bar{x}$	4.30	4.84	-5.06	216	yes
	s	1.26	1.10			

**Table 6**  
**Difference in means for representations with regard to family**  
**depending on the answers given by the same student in 2005 and 2011**  
**(1 = Strongly disagree; 6 = Strongly agree)**

Statement		Year		t	dll	p < 0.05
		2005	2011			
I will get married one day.	$\bar{x}$	5.12	5.10	0.31	297	no
	s	1.17	1.27			
Later, I will live with a common-law partner, but I will not get married.	$\bar{x}$	2.31	2.68	-3.25	265	yes
	s	1.37	1.66			
I will be in a stable relationship.	$\bar{x}$	4.92	5.39	-5.82	298	yes
	s	1.18	0.94			
It is better to finish one's studies before living as a couple.	$\bar{x}$	4.04	3.70	2.95	312	yes
	s	1.55	1.76			
It is better to finish one's studies before having children.	$\bar{x}$	5.41	5.21	2.43	308	yes
	s	1.05	1.29			
It is better to have a permanent job before living as a couple.	$\bar{x}$	3.91	3.43	4.49	315	yes
	s	1.46	1.68			
It is better to have a permanent job before having children.	$\bar{x}$	5.28	5.48	-2.54	310	yes
	s	1.10	0.93			
I will have a good relationship with my children.	$\bar{x}$	5.57	5.82	-6.07	280	yes
	s	0.73	0.40			
My spouse will have a good relationship with our children.	$\bar{x}$	5.50	5.77	-4.61	280	yes
	s	0.86	0.57			
It is better to be married before having children.	$\bar{x}$	4.60	3.63	8.57	299	yes
	s	1.58	1.85			
In today's society, it is too easy to get divorced.	$\bar{x}$	4.28	4.49	-1.82	295	no
	s	1.59	1.45			
I will have a good relationship with my spouse.	$\bar{x}$	5.43	5.65	-3.99	292	yes
	s	0.79	0.68			
Someday, fate will help me find the man or woman of my dreams.	$\bar{x}$	4.47	3.97	3.78	244	yes
	s	1.53	1.80			
It is important that my spouse speaks my mother tongue.	$\bar{x}$	4.11	4.48	-3.41	288	yes
	s	1.65	1.63			
It is important that my children speak my mother tongue.	$\bar{x}$	4.80	5.16	-3.79	286	yes
	s	1.39	1.25			