



NEEDS ASSESSMENT REPORT:
PROVIDING RESOURCES, NETWORKS, AND REPRESENTATION FOR
ENGLISH-SPEAKING YOUTH IN QUEBEC

MARCH 2019

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BACKGROUND

Youth for Youth Quebec (Y4Y Quebec) conducted a series of outreach consultations with the English speaking community in several communities across Quebec. The following needs assessment report summarizes the findings from a brief questionnaire conducted with 78 participants from these consultations. The stated purpose of the questionnaire was “to gain an in-depth analysis of the issues English-speaking youth face in the province of Quebec.”

There are several issues facing the English speaking community of Quebec to include: vitality, identity, inclusion and sense of belonging, French language acquisition, access to quality employment and educational opportunities in English, access to community, business, health and government services in the language of choice, leadership and representation in government, retention and demographic renewal. There are numerous reports that attest to these issues, including a pair of 2011 government publications: “The Vitality of Quebec’s English-Speaking Communities: From Myth to Reality” ([Senate of Canada](#)) and “A Portrait of the English-speaking Communities of Quebec” ([Canadian Heritage](#)). Baseline data on the English-speaking community’s vitality in Quebec was collected across key sectors in a 2016 survey report by the Community Health and Social Services Network ([CHSSN](#)). More recently, in May of 2017, Youth Employment Services ([YES](#)) Montreal published a needs assessment of employment opportunities and resources available to English-speaking youth in the Quebec regions.

In an effort to document some of the socioeconomic gaps between Quebec’s English-speaking and French-speaking youth (and other linguistic groups), the Appendix includes a gender-based analysis of key demographic and socioeconomic measures from the 2016 Census. A series of tables summarize information for Quebec’s youth population (age 15 to 24) by first official language spoken (English, French, English and French, and Neither English or French) and official language minority status. The tables intersect language and gender with other identity markers to include: Aboriginal identity, visible minority and immigrant status, educational attainment, income, mobility and labour force measures (participation, employment and unemployment rates). From the tables in the Appendix it is clearly evident: despite having higher educational attainment, English speaking youth in Quebec are less likely to participate in the labour force (54%) than French speaking youth (65%), their unemployment rate is much higher (16.1 vs. 11.8), and they earn less annual income on average (-\$2,494).

SURVEY FINDINGS

Survey Respondents

A total of 78 unique survey responses were collected from English-speakers across Quebec from the time period spanning January 28, 2018 to March 19, 2019. The sample consisted of 50 females, 20 males, and 8 other respondents whose sex was unknown/not reported. The youngest person surveyed was 16 years of age and the oldest was 48 years old. There were 11 youth respondents under the age of 18 (16%), 23 were age 18 to 19 (34%), 18 respondents were age 20-24 (26%), and 16 were age 25+ (24%). 10 respondents did not report their age.



Level of Attachment to Quebec Society

Survey respondents were first asked to rate their level of attachment to Quebec society, and then they were asked to elaborate on their responses, which are outlined below. Tables 1.1 and 1.2 summarize the quantitative findings by gender and age group. In general, respondents showed low levels of attachment to Quebec society, with only 30 percent reporting “somewhat strong attachment” or “strong attachment.” Males showed more attachment to Quebec than females (35% vs. 24%) while attachment levels also increased with age: 44% of the 25+ age group had somewhat or strong attachment to Quebec society.

Table 1.1 How would you rate your level of attachment to Quebec society?

Level of Attachment	Female	Male	Unknown/NR	TOTAL
1 - No attachment at all	9	2	0	11
	18%	10%	0%	14%
2 - Little attachment	9	4	0	13
	18%	20%	0%	17%
3 - Moderate attachment	20	7	4	31
	40%	35%	50%	40%
4 - Somewhat strong attachment	10	7	3	20
	20%	35%	38%	26%
5 - Strong attachment	2	0	1	3
	4%	0%	13%	4%
TOTAL	50	20	8	78
	100%	100%	100%	100%

Table 1.2 How would you rate your level of attachment to Quebec society?

Level of Attachment	Under 18	18-19	20-24	25+	Unknown	TOTAL
1 - No attachment at all	3	5	3	0	0	11
	27%	22%	17%	0%	0%	14%
2 - Little attachment	2	5	4	1	1	13
	18%	22%	22%	6%	10%	17%
3 - Moderate attachment	4	7	6	8	6	31
	36%	30%	33%	50%	60%	40%
4 - Somewhat strong attachment	2	5	5	6	2	20
	18%	22%	28%	38%	20%	26%
5 - Strong attachment	0	1	0	1	1	3
	0%	4%	0%	6%	10%	4%
TOTAL	11	23	18	16	10	78
	100%	100%	100%	100%	100%	100%

1 – No attachment at all

Survey respondents who indicated they had “no attachment at all” to Quebec society further stated that they were “not very attached” or they had just moved here (3) and had not yet established their roots: “[I] recently moved here so [I] have very little attachment to the province



as a whole.” Another recent migrant to Quebec said: “I don’t feel attached to Québec culture because I didn’t grow up here and I don’t share the same values.” This sentiment was echoed by another survey respondent: “I haven’t been here long enough and I am quite attached to my [place of] origin. Also, I am more of an Anglophone than a Francophone.”

When asked if they had any *concerns or fears* living in Quebec society as an English-speaker, three (3) of the respondents who had “no attachment” to Quebec replied “no.” Some were concerned about language barriers: “Going to local business and not being able to communicate with them without a translator,” while others focused on language transfer or loss: “Losing my English because it’s easy to get carried away by the dominant language of a province,” stated one respondent, and another was opposed to language laws that “make it harder to be an English speaker in the province (like Bill 101).” Respondents were also concerned with finding steady employment in Quebec and one commented on the discrimination they felt from the majority community: “Some people [in Quebec] discriminate [against] English speakers; they think we should only speak French.”

2 – A little attachment

Several newcomers to Quebec said they had “little attachment” to Quebec society, and this had to do with not being fully integrated into “Québécois culture.” Out of the 12 respondents who commented from this group, seven identified themselves as immigrants or interprovincial migrants. One of these respondents expressed their love for Quebec, but feelings of alienation from the surrounding society: “As an immigrant, the population of Quebec doesn’t fully accept me. Hence, low attachment. I do love this place however.” Another immigrant from Toronto recalled their struggles why trying to learn French and “fit in” to Quebec society: “I’m an immigrant and [I] used to live in Toronto. When I was trying to learn French, a lot of the older population would make fun of my accent and the way I pronounced words. It made me feel more alienated [from] the Quebec community, but [it] didn’t stop me from learning the language.” One respondent felt attached in another way, to the thriving tech community in Montreal: “I’ve moved back and forth between Quebec and Ontario for the past [several years], and don’t really feel attachment to the province itself. My attachment is almost entirely to friends and sub-communities such as the Montreal tech community, rather than Quebec itself.”

Five of twelve (12) respondents with “little attachment” stated that they had “no” concerns or fears living in Quebec society as an English-speaker. Language was mentioned as a primary concern for half of respondents (6) in this category, and it was closely tied to finding meaningful employment in Quebec: “Finding jobs and being discriminated [against] because of my lack of French,” stated one respondent, and another added: “I do fear that I won’t be successful in business and [in] my professional life because of the awkward quality of my French.” One respondent expressed their frustrations not learning French, yet feeling obligated to: “I am frequently asked why I don’t speak French... Part of the discomfort stems from a feeling that I SHOULD learn French, but I have always been surrounded by English-speaking [people] and so I have devoted my time to learning other things.”



3 – Moderate attachment

Several of the respondents with “moderate attachment” to Quebec society focused on language as a barrier to attachment (11 mentioned language in some way), with statement such as “[I] can't speak French so I feel left out of some cultural things,” or “the language barrier makes it harder to feel attached to Quebec society.” Another respondent added: “I don't always feel welcomed in Quebec as an English speaker because the language barrier can make it difficult when trying to communicate with others who do not speak English.” Even those who are able to communicate in French felt, at times, detached from Quebec society: “My French is good enough to get by but since I'm not fully bilingual it's creates a detachment. I feel that as an Anglophone in Quebec [there are] less opportunities in society and it is much harder to get services in English.” Others indicated they were not attached to “French Canada,” but they had strong connections to “English speaking Quebec society.” Six (6) survey participants in the “moderate attachment” group self-identified as immigrants and their levels of attachment varied. One newcomer stated: “I am a new arrival to Quebec but I feel welcomed,” while another expressed their dual identity: “I am an immigrant so I feel like I'm a Quebec citizen and also a [*ethnocultural group*].” A migrant from the Western Canada felt a little more detached than the respondent from overseas: “I moved here in my 20s, and therefore I am more attached to...west coast society, and Canadian society, than to Quebec society.”

Two in five survey respondents (12 total) who rated their attachment to Quebec society as “moderate” had “no” concerns or fears living in Quebec society as an English-speaker. Those not worried often stated that they were fluent in French. About half of respondents in this category cited languages as a key concern and several mentioned employment opportunities in English as well: “Jobs can be hard to find because most of them in Quebec require you to be bilingual,” stated one respondent, and “not being accepted because my preferred language is English, or not getting a job,” mentioned another. A few respondents feared having to leave the province due to “difficulty getting an interesting job” and “being forced to join the Toronto diaspora.” Others worried about accessing services in English: “...the risk that Anglophones face by the lack of available information and unwillingness of [some] Francophones to ... communicate in English [when] one could face legal issues or health issues.” Another respondent elaborated on this point: “I am very concerned with the health care system. It is crucial when one is seeking medical services that the nurse or doctor is able to understand the patient ... I have personally experienced nurses and doctors unable and unwilling to communicate in English.”

4 – Somewhat strong attachment

Respondents who felt “somewhat strong” attachment to Quebec tended to be from Quebec originally and/or were comfortable speaking French, helping them to establish a stronger sense of belonging: “I love the culture and the people and most of my friends are from Quebec,” said one respondent, and another remarked “Being born and raised in Quebec, as well as being fully bilingual allows me to feel easily attached to home.” Again some commented that they were attached to the English-speaking community in their specific regions: “I am proud to be from Quebec, more specifically I am proud to be Gaspesienne. Perhaps I do not relate as well with the Francophone community—99% of my time is spent in the Anglophone community—but I still



feel proud to be Quebecoise.” Another added: “I have a strong attachment to my community, which I am proud of. I do feel a strong attachment to Quebec, but I put Canada first.”

Six out of seventeen (17) respondents with “strong attachment” to Quebec society replied “no” when asked if they had any concerns or fears living in Quebec society as an English-speaker. A bilingual respondent stated: “I don’t have any major fears or concerns. I am lucky to have a close-knit community...the only concern I can think of is the history curriculum taught in all the schools in Quebec. It is very Franco-Quebec centred and includes little to no world history.” The same concerns were reiterated from before, with language, jobs, and access to health being top concerns: “Not receiving the same level of access to services and opportunities as the French-speaking population. Having to leave the province in search of work.” Still others had concern with losing their [English] language, or being treated poorly on the basis of their linguistic background: “I don’t want to be treated like a low class citizen because I speak English.”

5 –Strong attachment

There were only three (3) respondents who rated their attachment to Quebec as “strong” and two of them stated that they were born in Quebec: “I [was] born here and I love this city!” None of these respondents had any concerns or fears living in Quebec society as an English-speaker.

Key Issues Facing the English Speaking Community

The next part of the survey asked participants to rank (in order of importance) five key issues faced by the English speaking community in Quebec as identified through consultations organized by the Ministry of Canadian Heritage. Specifically, they were asked: “How do you think Y4Y Québec should prioritize these issues? Rank the issues from 1-5 (1 being the most important and 5 being the least3 important). Please explain your selection for the most important issue.” Tables 2.1 and 2.2 below summarize the results by respondents’ gender and age group.

Table 2.1 Top Ranked Issues Facing the English Speaking Community x Gender

Issue	Female	Male	Unknown/NR	TOTAL
Ensure access to quality public and federal services in the official language of your choice.	20 40%	10 50%	2 25%	32 41%
Ensure the opportunity to live, learn, and access to quality work in the official language of your choice.	14 28%	7 35%	5 63%	26 33%
Encourage transmission of the English language to future generations.	13 26%	2 10%	2 25%	17 22%
Have the English-speaking community recognized by all levels of government.	12 24%	5 25%	0 0%	17 22%
Ensure the English-speaking community can organize and lobby for its needs and rights.	8 16%	5 25%	0 0%	13 17%
TOTAL	67 134%	29 145%	9 113%	105 135%



*Note: Cell counts correspond to the number of respondents who ranked issue as #1. Totals may exceed sample size because some respondents ranked multiple issues as #1.

Table 2.2 Top Ranked Issues Facing the English Speaking Community x Age Group

Issue	Under 18	18-19	20-24	25+	Unknown	TOTAL
Ensure access to quality public and federal services in the official language of your choice.	3 27%	8 35%	8 44%	8 50%	5 50%	32 41%
Ensure the opportunity to live, learn, and access to quality work in the official language of your choice.	3 27%	5 22%	5 28%	9 56%	4 40%	26 33%
Encourage transmission of the English language to future generations.	1 9%	3 13%	4 22%	7 44%	2 20%	17 22%
Have the English-speaking community recognized by all levels of government.	2 18%	5 22%	2 11%	8 50%	0 0%	17 22%
Ensure the English-speaking community can organize and lobby for its needs and rights.	2 18%	3 13%	2 11%	6 38%	0 0%	13 17%
TOTAL	11 100%	24 104%	21 117%	38 238%	11 110%	105 135%

*Note: Cell counts correspond to the number of respondents who ranked issue as #1. Totals may exceed sample size because some respondents ranked multiple issues as #1.

As seen above in Table 2.1, females (40%) and males (50%) alike agreed that *ensuring access to quality public and federal services in the official language of your choice* is the most important issue facing the English speaking community of Quebec, and should be prioritized as such. The second most important issue is to *ensure the opportunity to live, learn, and access to quality work in the official language of your choice*, chosen by 28 percent of female respondents, 35 percent of males and 63 percent of respondents whose sex was unknown/not reported. There was general agreement across age groups in terms of what issues were of most importance, which were consistent with the issues identified by gender (*access to services in English; live, learn, and work in English*). Older respondents tended to rank more than one issue as most important (#1), hence although there were only 16 respondents age 25+ in the sample, they ranked multiple issues as equally important (2.4 on average). Respondents over the age of 25 were also more concerned than their younger peers with regard to *language transmission* (44%) and *having the English-speaking community recognized by all levels of government* (50%).

The following discussion summarizes the main themes revealed from of the qualitative responses of respondents’ views on the #1 ranked issue facing Quebec’s English-speaking community.

Ensure access to quality public federal services in the official language of your choice.

Thirty-two (32) out of seventy-eight (78) respondents ranked this issue as the most important one of five issues facing the English-speaking community of Quebec, which should be prioritized accordingly. “Everyone should be able to have access to good quality services [in English],” stated one respondent. “English speaking Canadians should have access to work,” stated another.



It was also mentioned: “Government jobs are always bilingual imperative. Even though I'm learning, I can't call myself bilingual but I'll apply anyways and hope for the best.” Beyond employment, others ranked access to services in English as #1 because “people need to have access to public services,” and “in some cases it could be life or death (health), it could effect your income ... and in general increase quality of life, greatly reduce stress.” This latter comment was reiterated by another respondent: “Not having quality services in an official language can be a life or death, or at least life altering, situation. This is particularly true in the case of health care and financial assistance.” Others commented on accessing services in the language of their choice as a “fundamental right” and that “everyone should get the same level of access” to “good quality services” “regardless of languages.”

Ensure the opportunity to live, learn, and access to quality work in the official language of your choice.

Similar to the previous discussion, access to employment in English was a major concern for respondents who voted on this issue (*ensuring the opportunity to live learn, and access quality work in the official language of choice*) as the most important one facing the English-speaking community of Quebec. “Its hard to find jobs as an Anglophone,” stated one respondent, and another added: “Being able to find quality jobs in English would be extremely nice.” One person felt that “access to work in English is the most important thing so that Anglophones are not penalized by their lack of French fluidity.” A few respondents had wanted to settle in Quebec, but were unsure if they would be able to find employment: “Ultimately [it will] depend on my ability to find quality employment in Quebec” and “I want to settle in Quebec as my partner is from here but I am afraid I might not get a job as I don't speak French.” One person did have an air of optimism in their response: “Government jobs are always bilingual imperative. Even though I'm learning, I can't call myself bilingual but I'll apply anyways and hope for the best.”

Encourage transmission of the English language to future generations.

Not many comment on the third issue regarding language transmission, but it was stated by one respondent that “English speakers should be able to transmit the language of their choice to their children,” and another one added: “I think it's important for people to be able to speak the language of their choice and to feel comfortable talking however they want where they live.” It was also added: “Recognition and meeting the needs of the English-speaking population at an equivalent level to the French-speaking population is very important. It is important to show that not one language group is not superior to the other.”

Have the English-speaking community recognized by all levels of government.

Those who placed the most importance on having the *English-speaking community recognized by all levels of government* believed it was their “Fundamental right” to be recognized, even as the linguistic minority in the province. “The language here is French,” acknowledged one respondent, but “people should have access to free French classes and [with regard to] official documents, they should be able to have [access to] a French and English version.”

Ensure the English-speaking community can organize and lobby for its needs and rights.

Similar to the previous issue, English-speaking respondents felt that they had a fundamental right to organize and lobby for their rights to social and political issues affecting their community: “The English-speaking community [in the Gaspé] has very high needs—high unemployment, special education needs, etc. I think Anglophones should have the ability to lobby for what they need, as they know best what they need.” Another respondent added: “I think it's important for English speakers to be able to fight for their rights and needs.” Others emphasized that English-speaking Quebecers shouldn't be discriminated against based on their language, and that “all people should enjoy the same rights [regardless] of their native language.”

Improving French Skills

Survey respondents were asked how important it was to improve their French language skills, and based on their responses, whether or not they have access to the necessary resources improve language acquisition. The results are summarized below by gender and age group.

Table 3.1 How important is it for you to improve your French skills?

Level of Importance	Female	Male	Unknown/NR	TOTAL
1 - Not Important	17 34%	3 15%	1 13%	21 27%
2 - Slightly Important	7 14%	5 25%	3 38%	15 19%
3 - Moderately Important	8 16%	5 25%	2 25%	15 19%
4 - Important	12 24%	3 15%	2 25%	17 22%
5 - Very Important	6 12%	4 20%	0 0%	10 13%
TOTAL	50 100%	20 100%	8 100%	78 100%

Table 3.2 How important is it for you to improve your French skills?

Level of Importance	Under 18	18-19	20-24	25+	Unknown	TOTAL
1 - Not Important	3 27%	6 26%	5 28%	7 44%	0 0%	21 27%
2 - Slightly Important	0 0%	2 9%	5 28%	3 19%	5 50%	15 19%
3 - Moderately Important	3 27%	6 26%	2 11%	2 13%	2 20%	15 19%
4 - Important	3 27%	5 22%	3 17%	3 19%	3 30%	17 22%
5 - Very Important	2 18%	4 17%	3 17%	1 6%	0 0%	10 13%
TOTAL	11 100%	23 100%	18 100%	16 100%	10 100%	78 100%



1 – Not important

Survey respondents who did not feel it was necessary to improve their French skills did for the most part feel they had access to the necessary resources to improve their French skills, but one mentioned that learning French "...costs money and time. As a professional, I can't afford to miss work to take classes. As a Canadian I don't have access to free French classes that immigrants have access to. I think it would have been great in my early years to have access to full-time French classes." Others mentioned that they studied or learned French at university, in primary or French school, or via government service providers (e.g., Emploi Quebec). Only three respondents stated that they did not have access to French language courses in their area, because they were not available in their community or, as one respondent stated, "there are no courses (that I know of) that offer French as a second language. And as an English only speaking person, it is extremely difficult when I want to learn French but cannot."

2 – Slightly important

Nearly all surveyed who felt it was "slightly important" to improve their French also perceived that there were adequate resources in their community to improve their language skills, if so desired. Only two respondents were not sure if these resources existed, and one further stated: "I'd imagine they exist but I'm not sure where to find them." Another mentioned going through CEGEP to learn French, but wanted to take French classes to maintain their written French. Local schools and universities were often cited as good places to learn French: "Concordia has help services for ESL students and there are plenty of people who can help me." Also, there is access to "French radio stations, TV channels and websites and French classes at school." A few also mentioned being aware of resources, but having limited access due to financial or time constraints: "I am an international student so my choices are limited as it's expensive" or "resources sure, but not a lot of time."

3 – Moderately important

A third of respondents (5) who felt it was "moderately important" to improve their French felt they had insufficient access or knowledge of the necessary resources to do so. "No, I am not aware of the opportunities that currently exist," stated one respondent." "My boyfriend wishes to learn French, but we cannot find ANY services for him that are not insanely costly..." added another. One respondent did not inadequate their awareness, however nine (9) respondents were aware of French language resources in their area. One respondent stated: "Yeah, there are a lot of resources at hand that can help teach French to non-French speakers" and another confirmed: "Yes I do, I have been learning French for awhile and the people around me [are] speaking in French all the time, [which] is more than enough to improve my French speaking skills."

4 – Important

Four of seventeen (17) respondents who felt it was "important" to improve their French skills also felt they had no or inadequate access to languages services in their communities, with one stating "Not really. French is slowly being cut out as you progress in school." Another stated that



as an immigrant they had access to language classes, but “I feel like there aren't enough classes [for immigrants] available in schools.” Those who felt they had access to services also mentioned enrolling in French classes and watching “French news stations and channels.” Several respondents in this category also commented on the general importance of learning French to have “more opportunities,” “interact with” and “communicate with [French-speaking] people,” or to “find work and to fit in with[in] the community.”

5 – Very Important

There were 10 respondents who felt it was “very important” to improve their French language skills and four of them felt they had limited or no access to services to improve these skills. French classes are not available for “an out of province person, but [there are] plenty of resources for immigrants,” according to one survey participant. Another stated that they lacked access because they “don't have the kind of social connections that you need” to successfully learn French. Those who were able to access resources did so through school or knew of resources available in the community if they needed to access them.

Top Priorities to Address

Survey participants were asked to list three (3) priorities that they would like to see Y4Y or a similar group representing Quebec's English-speaking youth linguistic minority community to be working on. Key themes that emerged in the qualitative responses to this question along with the number of respondents citing the issue are summarized by gender in Table 4 below.

Additional Comments

A total of 43 additional comments were collected from females, 19 were collected from males and 8 were collected from respondents whose sex was unknown/not reported. Some commented on the Y4Y organization itself, and the good work that Y4Y is doing for the English-speaking community of Quebec. Several respondents offered suggestions for additional questions that could be added to the survey and asked of the English-speaking youth community in Quebec. More detailed questions about language and background, for instance, could be added: “What is your first language? What language do you speak at home?” One respondent recommended adding “a question about how youth feel about the job opportunities that are available in Quebec...” and “a question about remaining in Quebec after secondary, post-secondary, and graduate studies.” Another respondent added to this theme of retention: “Do you see yourself living in Quebec in the next 10 years? What are your reasons?”

Several talked openly about experiences of discrimination, marginalization, and how they, as English-speakers, can freely express themselves in Quebec. They also wanted to know more about the challenges faced by other English speakers when communicating with others in Quebec as an English speaker, and how to better develop a sense of belonging to the province. Others refocused their attention on better accessing services in their language of choice as well as more educational and job opportunities. Still others wanted to see more opportunities to engage with both the English- and French-speaking communities in the province.



Table 4: Top Priorities for Y4Y to Address

Top Priorities: Female (39 responses)	Top Priorities: Male (19 responses)
<ul style="list-style-type: none"> • More and better access to job opportunities for English-speaking youth in Quebec (13). • Improve educational curriculums in schools and educational supports for English-speaking students (7). • Increase access to (free) language classes and resources in French and English (6). • Improve access to bilingual services or business, community and government services offered in English (5). • Create more inclusive and welcoming environments for English speakers in the province (5). • Ensure right to speak English freely in the public sphere (4). • Guarantee equality, fairness, inclusion for all Quebec residents (4). • Change social perceptions / build bridges between Francophone and Anglophone communities through engagement (3). • Eliminate all forms of racism and discrimination against English speakers and ensure equality for everyone (3). • Improve representation of English voices in local and provincial governance/increase access to politicians and volunteer opportunities in the community (3). • Improve access to quality health care in English or the language of choice (2). • Teach French-speakers and others about the important contributions of English-speaking Quebec (2). 	<ul style="list-style-type: none"> • Ensure fair representation/equality/official recognition of status as a linguistic minority from the Quebec government (7). • Ensure fair access to community and government services in English (7). • (Re)building a sense of belonging within the English-speaking community of Quebec, improving social connections (6). • Guarantee diversity, equality and equal opportunities to work (2). • Ensure right to choose language of instruction in school/English classes (2). • Build bridges between Francophones and Anglophones in Quebec through activities, awareness, and changes to the linguistic separation of the communities (1).
	<p>Top Priorities: Sex Unknown (8 responses)</p>
	<ul style="list-style-type: none"> • Improve opportunities to work, network with professionals, and study in the English language (4). • Support both languages equally in society (bilingualism) (2). • Provide sufficient resources for youth to improve their language skills (2). • Ensure access to the same level of services regardless of language background (2). • Provide a more youthful voice to provincial and federal government (1). • Create opportunities to bridge youth from rural and urban communities to encourage openness to diversity (1).

Youth Volunteers

A total of 27 survey respondents answered the final question “I would like to volunteer for Y4Y Québec” and six of these respondents said “YES,” they were ready and willing to volunteer for the youth-led organization. The remaining 21 respondents were interested, but not yet ready to commit to volunteer: “Maybe, send me more info” (see raw survey data for more details).

Appendix: 2016 Youth Census Data by Language and Sex

QUEBEC, AGE 15 TO 24 (TOTAL)						
Total - First official language spoken	English	French	English and French	Neither English/French	Official Language Minority	
ABORIGINAL IDENTITY						
Total - Aboriginal identity	924,015	123,455	753,305	46,010	1,240	146,460
Aboriginal identity	26,270	7,275	17,350	1,570	80	8,055
	3%	6%	2%	3%	6%	5%
Non-Aboriginal identity	897,740	116,180	735,960	44,440	1,165	138,405
	97%	94%	98%	97%	94%	95%
VISIBLE MINORITY						
Total - Visible Minority	924,015	123,455	753,310	46,010	1,240	146,460
Total visible minority population	151,180	35,975	85,605	28,690	910	50,320
	16%	29%	11%	62%	73%	34%
Not a visible minority	772,835	87,480	667,700	17,320	335	96,140
	84%	71%	89%	38%	27%	66%
IMMIGRANT STATUS						
Total - Immigrant status	924,010	123,455	753,305	46,010	1,240	146,460
Immigrants	85,705	13,270	49,655	21,995	785	24,270
	9%	11%	7%	48%	63%	17%
Recent Immigrants	22,710	4,910	12,550	4,630	620	7,220
	26%	37%	25%	21%	79%	30%
Total - Generation status	924,015	123,455	753,305	46,010	1,240	146,460
First generation	115,960	23,980	66,905	24,045	1,030	36,000
	13%	19%	9%	52%	83%	25%
Second generation	132,965	38,645	76,510	17,710	100	47,500
	14%	31%	10%	38%	8%	32%
Third generation or more	675,090	60,835	609,890	4,255	115	62,960
	73%	49%	81%	9%	9%	43%
Total - Admission category	85,705	13,275	49,655	21,995	785	24,265
Economic immigrants	45,850	7,035	25,200	13,520	95	13,790
	53%	53%	51%	61%	12%	57%
Immigrants sponsored by family	19,180	3,255	13,080	2,640	205	4,575
	22%	25%	26%	12%	26%	19%
Refugees	19,355	2,695	10,685	5,490	485	5,440
	23%	20%	22%	25%	62%	22%
Other immigrants	1,325	280	690	345	0	455
	2%	2%	1%	2%	0%	2%

EDUCATIONAL ATTAINMENT						
Total - Highest certificate, diploma or degree	924,010	123,455	753,305	46,010	1,240	146,460
University certificate, diploma or degree at bachelor level or above	59,320 6.4%	11,845 9.6%	44,525 5.9%	2,915 6.3%	35 2.8%	13,305 9.1%
LABOUR FORCE STATUS						
Total - Labour force status	924,010	123,455	753,305	46,010	1,240	--
Labour force participation rate	62.6	54.3	64.9	49.5	21.8	--
Employment rate	54.8	45.5	57.3	41.0	19.8	--
Unemployment rate	12.5	16.1	11.8	17.3	11.1	--
INCOME STATISTICS						
Total - Income statistics in 2015	924,010	123,455	753,305	46,010	1,240	146,460
Average Total Income (BT)	\$15,115	\$13,124	\$15,618	\$11,624	\$10,017	2,494
Median Total Income (BT)	\$12,063	\$9,960	\$12,501	\$8,715	\$7,506	--
Average Employment Income (BT)	\$13,540	\$11,974	\$13,885	\$10,802	\$13,983	--
Median Employment Income (BT)	\$10,088	\$8,800	\$10,355	\$8,022	\$10,812	--
MOBILITY STATUS						
Total - Mobility status 1 year ago	924,010	123,460	753,305	46,010	1,240	146,460
Non-movers	747,975 81%	99,330 80%	608,440 81%	39,605 86%	600 48%	119,135 81%
Movers	176,040 19%	24,125 20%	144,865 19%	6,405 14%	645 52%	27,325 19%
Total - Mobility status 5 years ago	924,010	123,455	753,305	46,010	1,240	146,460
Non-movers	534,935 58%	73,175 59%	434,805 58%	26,705 58%	255 21%	86,530 59%
Movers	389,075 42%	50,285 41%	318,505 42%	19,305 42%	985 79%	59,935 41%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016352.

QUEBEC, AGE 15 TO 24 (MALES)						
Total - First official language spoken	English	French	English and French	Neither English/French	Official Language Minority	
ABORIGINAL IDENTITY						
Total - Aboriginal identity	471,195	63,925	383,175	23,455	640	75,650
Aboriginal identity	13,500	3,710	9,030	710	50	4,070
	3%	6%	2%	3%	8%	5%
Non-Aboriginal identity	457,695	60,210	374,145	22,740	590	71,585
	97%	94%	98%	97%	92%	95%
VISIBLE MINORITY						
Total - Visible Minority	471,195	63,920	383,175	23,455	640	75,650
Total visible minority population	75,065	18,835	41,035	14,710	490	26,190
	16%	29%	11%	63%	77%	35%
Not a visible minority	396,130	45,085	342,145	8,750	145	49,460
	84%	71%	89%	37%	23%	65%
IMMIGRANT STATUS						
Total - Immigrant status	471,190	63,925	383,180	23,455	635	75,650
Immigrants	41,465	6,785	22,950	11,375	350	12,475
	9%	11%	6%	48%	55%	16%
Recent Immigrants	11,045	2,580	5,920	2,255	290	3,710
	27%	38%	26%	20%	83%	30%
Total - Generation status	471,195	63,925	383,180	23,450	635	75,650
First generation	57,425	12,610	31,795	12,495	520	18,860
	12%	20%	8%	53%	82%	25%
Second generation	68,100	20,155	38,910	8,980	60	24,645
	14%	32%	10%	38%	9%	33%
Third generation or more	345,665	31,160	312,475	1,975	55	32,145
	73%	49%	82%	8%	9%	42%
Total - Admission category	41,465	6,785	22,950	11,375	350	12,475
Economic immigrants	23,485	3,735	12,620	7,075	55	7,270
	57%	55%	55%	62%	16%	58%
Immigrants sponsored by family	7,580	1,450	4,830	1,210	85	2,055
	18%	21%	21%	11%	24%	16%
Refugees	9,690	1,430	5,140	2,905	210	2,880
	23%	21%	22%	26%	60%	23%
Other immigrants	715	170	355	190	0	260
	2%	3%	2%	2%	0%	2%

EDUCATIONAL ATTAINMENT						
Total - Highest certificate, diploma or degree	471,195	63,925	383,180	23,455	640	75,650
University certificate, diploma or degree at bachelor level or above	21,740	5,050	15,500	1,175	15	5,640
	4.6%	7.9%	4.0%	5.0%	2.3%	7.5%
LABOUR FORCE STATUS						
Total - Labour force status	471,190	63,925	383,175	23,450	640	--
Labour force participation rate	61.7	53.2	64.0	48.9	32.0	--
Employment rate	52.9	43.8	55.2	40.2	29.7	--
Unemployment rate	14.3	17.7	13.7	17.8	9.8	--
INCOME STATISTICS						
Total - Income statistics in 2015	471,195	63,925	383,180	23,450	640	75,650
Average Income (BT)	\$16,070	\$13,239	\$16,743	\$12,019	\$11,633	--
Median Income (BT)	\$12,303	\$9,646	\$12,714	\$8,756	\$9,157	--
Average Employment Income (BT)	\$14,929	\$12,594	\$15,418	\$11,533	\$14,483	--
Median Employment Income (BT)	\$10,780	\$9,066	\$11,113	\$8,461	\$12,306	--
MOBILITY STATUS						
Total - Mobility status 1 year ago	471,195	63,925	383,180	23,455	640	75,650
Non-movers	388,175	52,205	315,295	20,355	315	62,385
	82%	82%	82%	87%	49%	82%
Movers	83,025	11,715	67,885	3,100	325	13,265
	18%	18%	18%	13%	51%	18%
Total - Mobility status 5 years ago	471,190	63,920	383,175	23,455	640	75,650
Non-movers	284,035	38,985	231,180	13,730	135	45,855
	60%	61%	60%	59%	21%	61%
Movers	187,165	24,935	152,000	9,720	505	29,795
	40%	39%	40%	41%	79%	39%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016352.

QUEBEC, AGE 15 TO 24 (FEMALES)						
Total - First official language spoken	English	French	English and French	Neither English/French	Official Language Minority	
ABORIGINAL IDENTITY						
Total - Aboriginal identity	452,815	59,530	370,130	22,560	605	70,810
Aboriginal identity	12,765	3,565	8,320	860	30	3,995
	3%	6%	2%	4%	5%	6%
Non-Aboriginal identity	440,050	55,970	361,810	21,700	570	66,815
	97%	94%	98%	96%	94%	94%
VISIBLE MINORITY						
Total - Visible Minority	452,820	59,535	370,125	22,555	600	70,810
Total visible minority population	76,115	17,145	44,570	13,980	420	24,135
	17%	29%	12%	62%	70%	34%
Not a visible minority	376,705	42,395	325,560	8,575	180	46,680
	83%	71%	88%	38%	30%	66%
IMMIGRANT STATUS						
Total - Immigrant status	452,820	59,530	370,130	22,560	600	70,810
Immigrants	44,245	6,485	26,705	10,620	435	11,795
	10%	11%	7%	47%	73%	17%
Recent Immigrants	11,660	2,325	6,630	2,375	335	3,515
	26%	36%	25%	22%	77%	30%
Total - Generation status	452,820	59,530	370,130	22,555	605	70,810
First generation	58,530	11,370	35,115	11,545	505	17,140
	13%	19%	9%	51%	83%	24%
Second generation	64,860	18,490	37,600	8,730	40	22,855
	14%	31%	10%	39%	7%	32%
Third generation or more	329,420	29,675	297,415	2,280	55	30,820
	73%	50%	80%	10%	9%	44%
Total - Admission category	44,245	6,485	26,710	10,615	435	11,795
Economic immigrants	22,365	3,295	12,580	6,450	40	6,520
	51%	51%	47%	61%	9%	55%
Immigrants sponsored by family	11,600	1,805	8,250	1,425	115	2,520
	26%	28%	31%	13%	26%	21%
Refugees	9,670	1,270	5,545	2,585	275	2,560
	22%	20%	21%	24%	63%	22%
Other immigrants	610	115	335	160	0	195
	1%	2%	1%	2%	0%	2%

EDUCATIONAL ATTAINMENT						
Total - Highest certificate, diploma or degree	452,820	59,530	370,130	22,555	605	70,810
University certificate, diploma or degree at bachelor level or above	37,580	6,800	29,030	1,740	20	7,670
	8.3%	11.4%	7.8%	7.7%	3.3%	10.8%
LABOUR FORCE STATUS						
Total - Labour force status	452,820	59,535	370,130	22,560	605	--
Labour force participation rate	63.6	55.4	65.8	50.2	10.7	--
Employment rate	56.8	47.4	59.4	41.8	9.1	--
Unemployment rate	10.6	14.4	9.8	16.7	23.1	--
INCOME STATISTICS						
Total - Income statistics in 2015	452,815	59,530	370,125	22,555	600	70,810
Average Income (BT)	\$14,141	\$13,002	\$14,477	\$11,218	\$8,040	--
Median Income (BT)	\$11,849	\$10,240	\$12,257	\$8,666	\$4,720	--
Average Employment Income (BT)	\$12,132	\$11,336	\$12,339	\$10,037	\$12,794	--
Median Employment Income (BT)	\$9,504	\$8,529	\$9,717	\$7,605	\$10,334	--
MOBILITY STATUS						
Total - Mobility status 1 year ago	452,820	59,530	370,125	22,555	600	70,810
Non-movers	359,800	47,125	293,150	19,250	285	56,745
	79%	79%	79%	85%	48%	80%
Movers	93,020	12,410	76,985	3,305	320	14,065
	21%	21%	21%	15%	53%	20%
Total - Mobility status 5 years ago	452,820	59,530	370,130	22,555	600	70,810
Non-movers	250,910	34,185	203,625	12,970	120	40,675
	55%	57%	55%	58%	20%	57%
Movers	201,910	25,345	166,505	9,585	475	30,135
	45%	43%	45%	42%	79%	43%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016352.