



Voice of English-speaking Québec

Listening to Our Young People

The VEQ Youth Report 2005

*"If we wish to have a community tomorrow, we must place
young people at the center of our discussions today."*

VEQ's Future-Forum 2003



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Robert Donnelly, VEQ Youth Committee Chair, 2003 - 2004

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Introduction

The following represents the findings of a youth study conducted by the Voice of English-speaking Québec (VEQ) in 2004 – *Listening to Our Young People*. The purpose of the study was to collect and correlate survey responses completed by Secondary IV and V, adult learning centre, and CEGEP 1, 2 and 3 Anglophones in the Greater Quebec City and Chaudières-Appalaches regions. The survey questions varied in scope but the general focus was concerned with the various aspects of daily life in and around Quebec City. By analyzing survey responses, VEQ hoped to arrive at a better understanding of the perceptions, positive and otherwise, young Anglophones have regarding their community.

What is the Voice of English-speaking Québec?

VEQ is an autonomous non-profit organization dedicated to the preservation and promotion of a dynamic English-speaking community in the Greater Quebec City and Chaudières-Appalaches regions. VEQ believes in an all-inclusive form of community building that includes individuals, citizen groups, and structured institutions, which are all considered to play an important part in the building of a strong and dynamic local social fabric. As a result of its policy of inclusiveness, VEQ has seen its network of contacts grow steadily since 1982, the year the organization was founded. Currently, VEQ maintains active partnerships with approximately 60 community groups and organizations, and boasts a membership of over 1,000 individuals.

VEQ's internal administrative structure represents a cross-section of the local Anglophone community. The organization is overseen by a Board of Directors, which is made up of 21 volunteers. The Board is comprised of individuals who are active in the local English-speaking community. Currently, representatives from the English school board, business community, churches, and health and social services institutions serve on the VEQ Board.

Day-to-day operations are managed by VEQ's executive director with the help of a contingent of sub-committees and project coordinators. A sub-committee, made up of Board members, ultimately governs each particular project. VEQ employees and the executive director refer all significant issues to the appropriate sub-committee for guidance and direction. Subsequently, the chair of the sub-committee reports all progress back to the Board of Directors. In this way, members of the local English-speaking community have a direct connection to the administration of the organization and to the evolution of all projects that are taken on.

VEQ's participation in the local English-speaking community can be summarized in several ways. Firstly, VEQ provides information referrals to individuals requiring services in English. The referral service attracts a wide clientele, from community groups looking to advertise their services, to Anglophone residents looking for specific services in English, to newcomers in the community who require a complete overview of what is offered and where such services are located. One of VEQ's widely used

services is the Job Bank, which lists available jobs in the region that require English language skills.

VEQ also actively participates in the English-speaking community by organizing social and community events, and by serving as a key stakeholder in advocacy concerns. In this regard, VEQ's primary interest is to support the various institutions that make up the local Anglophone community. The vitality of small communities is directly influenced by the degree to which institutions cater to local needs. Cultural organizations, schools, hospitals, seniors' residences, media outlets, and other social services are all important when considering the role of institutions towards the well-being of a community.

Given that community development assumes that community needs will change over time, VEQ sees its role as fluid (not static) when it considers its participation on the social scene. Therefore at times, VEQ has worked closely with the school system and at others, has dedicated its efforts to the protection of health services. In the recent past, VEQ has organized several major community events to bring the various local organizations together and to showcase the many talents and services that make up the local English-speaking community. The Youth Study was a project originally proposed at one such forum.

Future-Forum 2003

In February 2003, VEQ organized a forum to engage a public discussion on the future of the local Anglophone community. The daylong event was structured around presentations, discussion groups, and brainstorming sessions. The focus of the event was to distinguish certain perceived challenges related to the future well-being of the local English-speaking community. Fifty-three community leaders attended the event, which VEQ's Board of Directors called Future-Forum 2003, and were asked to articulate the goals they believed were most important to the strengthening of the local Anglophone community, as well as the strategies they felt were most apt to achieve these goals.

The Future-Forum began with the event's participants being divided into groups and with each group being asked to describe the local Anglophone community five years in the future. At the end of this "visioning exercise", each group was asked to present its conclusions and once all the groups had a chance to speak, each individual was asked to select five statements that he or she personally felt were the most important. The entire exercise was noted and followed closely by VEQ staff and the results were organized into appropriate categories.

The results of the "visioning exercise" proved that a great many issues are considered important when local Anglophones are asked to describe their community. Economical, cultural, political, spiritual, and moral factors were all acknowledged at the Future-Forum. These factors were not considered entirely separate from one another; rather, they were understood to be interdependent. The strength or vitality of one factor was understood to directly influence the others.

The Forum's participants established specific goals for the community and it was concluded that a coordinated effort was necessary to achieve these stated goals. The goals ranged from creating a community centre, to improving English educational initiatives in the region, to improving networks and contacts with other communities (both English and French), as well as better communicating the job prospects for Anglophones in the region.

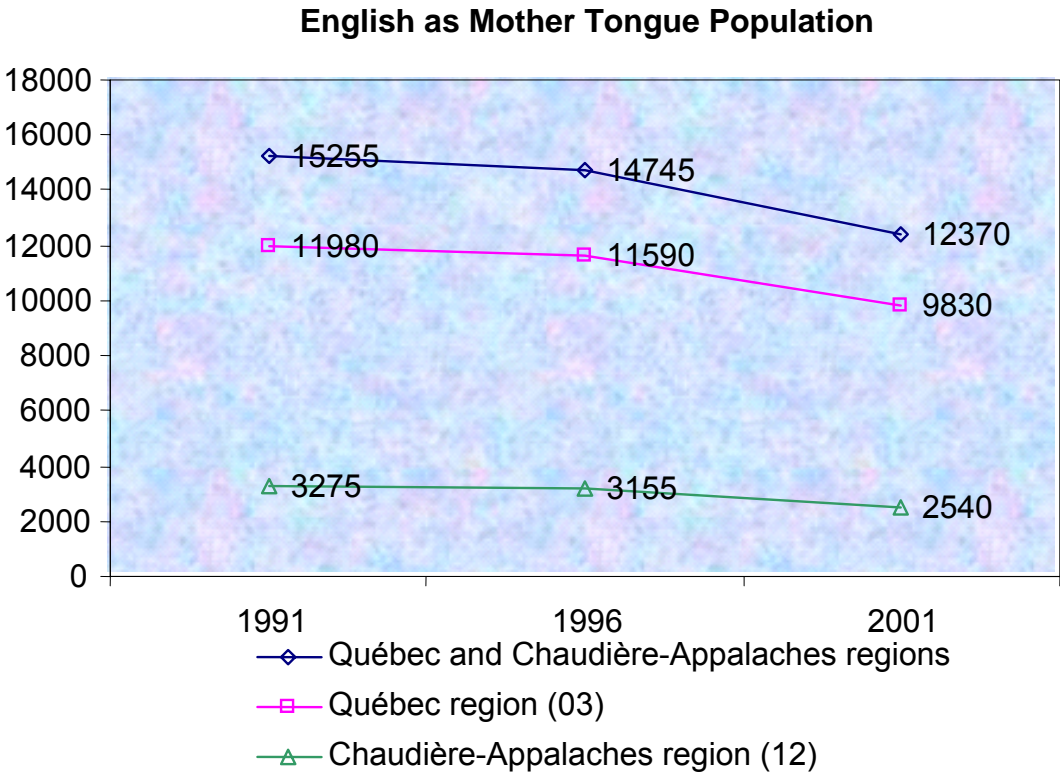
Specific trends could be seen as unifying the various goals of the Forum. VEQ staff organized these trends into a final list of overall priorities for the Anglophone community. Each priority was ranked in terms of the number of individual participants who felt that priority to be most important. One such trend was an overwhelming desire to improve the conditions and services available to young people in the community.

Given that the Forum's discussion revolved around the future of the local community, a strong consideration for youth issues seemed understandable. As one participant noted, "If we wish to have a community tomorrow, we must place young people at the centre of our discussions today."

Improving our young people's sense of belonging and desire to stay was acknowledged at the Future-Forum as a pressing and immediate goal. References to traditional issues affecting youth were made both directly and indirectly by the Forum's participants. Higher education, leadership development, and increased employment opportunities for youth all were listed as issues that should be addressed without delay. The Forum's participants also recognized young people need to feel confident about their chances of enjoying a prosperous future in the Quebec City and Chaudière-Appalaches regions.

The concerns raised by the Forum's participants were confirmed during the afternoon session, which included a presentation by Jan Warnke of J. W. Comm. Inc. Mr. Warnke gave a detailed overview of the demographic evolution of the English population in the Quebec City and Chaudière-Appalaches regions. He explained that the local English-speaking population was currently undergoing major fluctuations. The 2001 Census, he said, clearly demonstrated that the local Anglophone population had decreased by approximately 15%, since 1991. This change was consistent with changes that took place elsewhere in the province. With the sole exception of the Island of Montreal, Anglophone populations seemed to be decreasing all across Quebec.

Figure 1



Since Confederation, the Anglophone population has been in decline in the Quebec City and Chaudière-Appalaches regions, and the downward trend has only accelerated in the past ten years. In 2001, Anglophones represented 1.7% of the total population, down from 1.9% in 1996, and 2.1% in 1991 (see Canadian 2001 Census).

Mr. Warnke also explained that changes were taking place between age groups. The local English population, he said, was gradually getting older because younger people were moving away and not enough new migration was making up for the losses. Traditionally, the Anglophone population of Quebec has been extremely dependent on in-migration from the rest of Canada and beyond. Periods of significant population decline are thus best characterized by a widening gap between in- and out-migration, and not by a significant change in birth or death rates. Moreover, migration is a factor that clearly applies to young people. The following table (Table 1) shows the out-migration of young Anglophones from 1996 to 2001, in the Greater Quebec City and Chaudière-Appalaches regions. The situation is presented in terms of native language and age categories.

Table 1

Mother tongue	Age group	Number of youth who were in Quebec City in 1996 (and were 5 years younger) ¹	Number of youth who moved elsewhere in Canada between 1996 and 2001 ²	Proportion of youth who moved elsewhere in Canada between 1996 and 2001
English	15 - 19 year olds	590	165	28,0%
	20 - 24 year olds	650	350	53,8%
	25 - 29 year olds	800	425	53,1%
English and French	15 - 19 year olds	110	10	9,1%
	20 - 24 year olds	180	20	11,1%
	25 - 29 year olds	225	45	20,0%
English and non-official language	15 - 19 year olds	10	10	100%
	20 - 24 year olds	0	0	
	25 - 29 year olds	0	(sic) 10	100%
English, French and non-official language	15 - 19 year olds	0	(sic) 10	100%
	20 - 24 year olds	0	(sic) 10	100%
	25 - 29 year olds	0	(sic) 10	100%
All English	15 - 19 year olds	700	195	27,9%
	20 - 24 year olds	830	380	45,8%
	25 - 29 year olds	1025	490	47,8%
All English	15 - 29 year olds	2555	1065	41,7%

If numbers do not add up it is because they have been rounded to the closest multiple of 5 or 10.

¹Statistics Canada; Detailed Mother Tongue (160), Sex (3), Knowledge of Official Languages (5) and Age Groups (15) for Population, for Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 1996 Census – 20% Sample Data; (97F0007XCB01009)² Statistics Canada; Census Metropolitan Area of Residence 5 Years Ago (31), Mother Tongue (8), Age Groups (16) and Sex (3) for Inter-Census Metropolitan Area Migrants 5 Years and Over, for Census Metropolitan Areas, 2001 Census – 20% Sample Data; (97F0008XCB01007)

Youth Study

Following the conclusions of Future-Forum 2003, the VEQ Board decided that a significant effort should be paid to keeping the youth in the community. Given the lack of reliable and up-to-date information, the first step was to conduct research on the youth currently living in the community. In December 2003, VEQ received confirmation of funding from Fonds Jeunesse Québec to conduct such a study. The main objective of the study was to survey the Anglophone youth on issues associated with living in the region. The study was designed to probe the perceptions of Anglophone youth on the pros and cons of living in the Greater Quebec City and Chaudière-Appalaches regions.

The Youth Study was conducted with the long-term goal of helping to minimize the out-migration of young people from the local Anglophone community. The driving premise of the study was that, by understanding the perceptions of young people about the positive and negative aspects of living in the Greater Quebec City and Chaudière-Appalaches regions, VEQ would be in a better position to isolate the most crucial factors that influence youth to move away. Undoubtedly, VEQ expected to uncover certain factors that could not be offset. For example, if the majority of young people stated that the cold climate was the distinguishing factor in their decision to move away, little could be done to change their minds.

On the other hand, VEQ also recognized that certain factors influencing young people to move away could be countered but should not be. For example, it is common for young people to want to travel and experience new and exciting destinations. Sometimes this involves moving away from home for a significant period of time. Given the drastic improvement and lowered cost of communications and travel technology, it is very easy today for youth to pursue this goal. VEQ acknowledges that a healthy environment for growing up is one that encourages young people to feel free to work towards and accomplish their personal goals. Traveling and experiencing different cultures and destinations often serve to build strong, open-minded, and respectful citizens.

The purpose of this study, therefore, was to isolate negative variables that could be managed or realistically countered. By asking the youth to describe their living conditions, VEQ hoped to establish a list of variables that might summarize the perceptions of young people currently living in the region. If certain variables could be shown to discourage young people from staying and if it could be shown that these variables could be corrected to the benefit of the youth and community interests alike, then recommendations could be examined and improvements might even be implemented.

Study Limitations

As was stated above, the Youth Study was funded through Fonds Jeunesse Québec (FJQ). The FJQ was designed to address several areas of action with the main focus being on youth, specifically on providing young people with training and development in a field relating to their studies. All eligible candidates for employment under the FJQ must be between the ages of 15 and 30, and all salary is intended to be paid to young people who would be gaining their *first* substantial work experience in that field. Money could be used to pay for consultants, travel costs, and other necessary expenses but all employees had to meet the above criteria. In line with the FJQ criteria, VEQ interviewed and hired Christopher Twardawa, a recent Université Laval graduate with a degree in Economics and Political Science. This researcher wrote the first survey draft, administered the survey in the academic institutions, entered the responses into a computer database, conducted some focus group interviews with surveyed students, and wrote a report analyzing his data.

Consideration was given to contacting students who had already left Quebec; however, the challenge of locating and contacting former residents proved to be too great for VEQ staff. Given the time constraints and the limited budget earmarked for this project, VEQ chose instead to concentrate on the young members of the Anglophone community who were still present. The study was conducted in the upper levels of several local high schools, as well as in the local English CEGEP. The students chosen to participate in the study were all entering, if not already a part of, the age bracket (15 – 29 years old) most likely to move away.

Dr. Edgard Pitre, a professional psychologist and professor of psychology, was hired by VEQ as a consultant and project adviser. He took charge of editing the final survey, validating the survey using a trial student group, overseeing the process of administering the survey, and finally of writing and editing the final draft of the project report.

VEQ strongly believes that any individual or organization concerned can seriously consider the conclusions drawn from the Youth Study with the future well-being of the local Anglophone community. Furthermore, the final section of this review contains a series of general recommendations, based on the study's conclusions, which VEQ views as legitimate next steps to countering the out-migration of young Anglophones. In short, VEQ is confident that this study provides a dependable guiding light to further action.

Methodology

Before a detailed review of the Youth Study's conclusions is given, attention must first be paid to certain methodological issues. The Youth Study was designed with a specific objective in mind, to isolate variables that contribute to the exodus of young Anglophones from the Greater Quebec City and Chaudière-Appalaches regions. Decisions made at the initial stages of this study and later, when the data were being collected and analyzed by the study's authors, were aimed at maximizing the results in light of this principal objective.

The methodological issues will be covered in the following order:

1. Hypothesis and principal objectives;
2. The structure of the survey;
3. The sample: Who is an Anglophone;
4. Who is likely to leave;
5. Analyzing the data: "perception" and "influence"; and
6. Charting the results.

Hypothesis and Principal Objectives

Recent data made available through Statistics Canada indicate the Anglophone community of the Greater Quebec City and Chaudière-Appalaches regions is suffering from a declining population fuelled by out-migration. As mentioned above, the effects of migration have proven to be the most pronounced variable influencing the presence of Anglophones in the region. The Anglophone population is extremely dependent on in-migration to maintain its size. Equally, out-migration drastically decreases the population of Anglophones in the region, especially when its levels are well above those of in-migration. The following table (Table 2) demonstrates the migration patterns of young people in the region between 1996 - 2001. The listed destinations and points of departure include only eighteen “Canadian metropolitan areas” and thus should not be considered to be fully representative of migration over this period of time. Nevertheless, the highest incidence of out-migration by young people in the region is to other parts of Canada.³ The table can therefore be considered to account for the majority of migration of this demographic over the five-year period.

As Table 1 (page 5) shows, between 1996 and 2001 over 1,000 English-speaking young people moved away from the Greater Quebec City and Chaudière-Appalaches regions. Over one-third (370) of those who moved chose Montreal as their destination. Close to one-quarter (245) left for destinations that were not considered “Census metropolitan areas”, but were still in Canada.

Table 2

Migration Flow Within Canada (1996 - 2001)⁴

	English						English and French									
	15 - 19		20 - 24		25 - 29		Total		15 - 19		20 - 24		25 - 29		Total	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
Canada	70	165	165	350	220	425	455	940	45	10	45	20	60	45	150	75
Calgary		10						10								
Saguenay	10				10		10	10					10			10
Edmonton		10	10		10		10	20								
Gatineau		10			10			20			10					10
Halifax					35			35								
Kingston			10	20	10		20	20								
Kitchener				10			10									
London			10					10								
Montréal		55	15	190	35	105	50	350			10	25	10		25	20
Oshawa		10		10				20								
Ottawa		10	15	20		45	15	75								
Sherbrooke			10		10	15	20	15								
St. John's				10				10								
Thunder Bay													10			10
Toronto		25		20	25	60	25	105	10		15				25	
Vancouver		10	10	10	10	15	20	35								
Victoria	10			10			10	10								
Winnipeg					10	15	10	15					10		10	
Non-CMA	45	35	100	75	105	100	250	210	40	10	30		25	25	95	35

⁴Statistics Canada; Census Metropolitan Area of Residence 5 Years Ago (31), Mother Tongue (8), Age Groups (16) and Sex (3) for Inter-Census Metropolitan Area Migrants 5 Years and Over, for Census Metropolitan Areas, 2001 Census - 20% Sample Data; (97F0008XCB01007)

³ Lo, Lucia and Carlos Teixeira (1998). 'If Quebec goes...The Exodus Impact?' *The Professional Geographer*, vol.50, no.4, p.481-498.

In comparison, 605 English-speakers moved into the region. One-quarter (150) of those who moved to the area were classified as English- and French-speakers, whereas three-quarters (455) were strictly English-speakers (see Table 2).

The overall rate of out-migration by young people in this period was slightly less than 2:1; however, if English-speakers alone are considered, the ratio is greater than 2:1. Given the number of young people who left between 1996 and 2001 (1,015), and considering that the population of Anglophones in the region was around 13,500 in the same period, we may conclude that the recent migration patterns of young Anglophones is significantly decreasing the population of the whole community. If out-migration continues to nearly double the rate of in-migration, based on the above noted trends, the community will continue to become older and smaller.

The hypothesis guiding the Youth Study is closely related to the two following assumptions:

1. Young people who leave the Greater Quebec City and Chaudières-Appalaches regions do so partly on account of their perceptions of the local community;
2. Young people who express a desire to leave the community have less of an overall positive perception of the region than young people who do not express this desire.

The hypothesis of the Youth Study follows from the need to better understand why English-speaking young people are leaving the region at such a high rate. It is reasonable to expect a certain level of out-migration, especially by individuals between the ages of 15 and 29. However, if out-migration continues to remain at such a high level, then the negative effects of out-migration on the community become problematic and the question then arises as to why people are leaving in such great numbers.

The base hypothesis assumes two very important conditions. To begin, the hypothesis assumes that young people do not move away simply because they are forced to leave. At a certain point, young people *choose* to leave. It is understandable that between the ages of 15 and 18, most young people are still very dependent upon their parents or guardians. In such cases, the decision to move is often made by the parents or guardians and the child is forced to comply. Yet the majority of out-migration takes place in the two upper age brackets, 20 – 24 and 25 – 29, and not by teenagers (see Table 1). Given the increased amount of legal and financial independence enjoyed by young adults, and recognizing the desire of young people to exercise their independence in various ways, the study's hypothesis seems credible.

The second assumption argues that English-speaking young people who express a strong desire to move do so in part, if not fully, because they view the Greater Quebec City and Chaudière-Appalaches regions as *less* appealing than possible alternatives. This second assumption draws directly from the original purpose of the study. As stated above, the main objective of this study is to isolate and define any locally based factors

that are, at the same time, manageable and perceived by young people as insufficient or unacceptable. Another way of restating this assumption might be: outside of the opportunities found in other regions, presently, there exist specific aspects to daily life in the region that discourages young Anglophones from staying. Therefore, this study was designed to focus especially on negative factors influencing out-migration of young Anglophones that are manageable. Issues such as the natural environment and the weather will be put aside in favor of issues that involve education, employment, and social issues.

The authors of the Youth Study decided on three main issues of concern: language and education, employment and economic prosperity, and family and social factors. The questions asked in the survey were organized in order to better understand the significance of these three issues. The purpose of the survey questions can be summarized in three ways:

1. Investigate whether language skills for post-secondary or job opportunities are an important factor when young Anglophones decide to move;
2. Identify how young Anglophones perceive the local job market and whether such issues are of primary concern in the decision-making process; and
3. Identify the various important sources of influence in the youth's social environment.

The primary concern of this study is qualitative in nature. The authors were concerned with identifying the types of issues, which young Anglophones consider in deciding to leave the local community. There is, however, a quantitative aspect that was also considered in the design stages of the study. Study results of other Anglophone communities in the province, specifically in Montreal, show that young people's intentions to move cannot be explained by any single factor or even by one group of factors.⁵ The authors of the Youth Study therefore wished to know whether this conclusion would hold in the current study. The quantitative element of the study was formulated as:

- Do young Anglophones decide to move away from the Quebec City and Chaudière-Appalaches regions on the basis of only one or two deciding factors, or rather, do several competing interests dominate the decision-making process?

⁵ Locher, Uli (1992). Intentions to Leave Quebec among students in English High-schools and Colleges, Montreal, Department of Sociology, McGill University.

Structure of the Youth Survey

It was decided that a survey would be used to collect the necessary information from young people on their perceptions of the Greater Quebec City and Chaudière-Appalaches regions. The survey would be filled out anonymously. It was important that each young person be permitted to answer the questions with as little direct influence from others as possible. Once the information was collected and analyzed, a de-briefing stage was organized, which involved several small focus groups made up of student participants. In the limited number of focus groups consulted, the students were asked questions based on the results of the survey to yet again confirm the trends identified.

One priority of this study was to obtain the opinions of as many young Anglophones as possible and it was decided that the best way to reach the greatest number of youth was to approach them at school. Three local English high schools, an English adult learning centre, and a local English CEGEP were all deemed appropriate settings to conduct the survey. All offer their curriculum in English. Permission was quickly arranged with the various administrative bodies and soon afterwards the survey was administered in the classrooms to 1,066 students.

The CEGEP students were first to complete the survey. The local English CEGEP student body was and is made up primarily of students who come from Francophone school boards, however there is still a significant number of Anglophones within the student body. This particular CEGEP requires that each student take at least four general education English classes (4 hrs / week). Thus, in order to maximize the number of respondents, the survey was conducted in English classes with both the teacher and the VEQ representative present. The CEGEP survey was made up of various sections that covered the following issues: language skills, schooling, living in Quebec City, the job market, personal influences, and finally, an open question which asked why some young people would want to move away after their schooling was finished. The questionnaire started with an identification section asking students to indicate the amount of French language education completed, their present year of study, and the length of time they had been living in the region.

In total there were three different versions of the survey, one for CEGEP, one for the various high schools, and one for the learning centre. The only differences among the three versions were questions 1, 3, 7, and 19. Questions 1 and 3 asked the students to identify themselves in specific ways. Question 7 referred to their future schooling plans, and question 19 was interested in the significant sources of information that affect the students' perceptions of life in Quebec City. All differences in the three versions were aimed at better targeting the students' own personal experiences. For example, questions 1 and 3 in the high school version appeared as:

- 1) You are in?
- Secondary 3
 - Secondary 4
 - Secondary 5

3) Has any of your high-schooling ever been done in French?

- Yes
 No

The version given to students at the learning centre, which in terms of age has a much more diverse student body, replaced the above questions with the following:

1) You are:

- 21 years old or less
 between 22 and 25 years old
 26 years old or more

3) Has any of your schooling ever been done in French?

- Yes
 No

Types of Questions

There were four different types of questions presented to the students. First, there were questions that required respondents to mark the box which best represented their own situation. The identification questions shown above are indicative of the first type.

Second, students were also presented with questions that required answers in the form of a number line. There were five choices available in this type of question. Students were asked to rate the degree to which they identified with a particular variable according to the number line. For example:

(Please circle a number in the scale) Do Not Know Not at All* ↔ Very Much

8) To what extent do you want to live in Quebec City DNK 1* 2* 3 4
when all your schooling is finished?

The third type of question could be answered by simply marking “yes”, “no”, or “do not know.” Question 7 on the high school questionnaire read as follows:

7) Are you considering going to CEGEP after your high school?

- Yes* No DNK

*If YES, are you interested in going to CEGEP Champlain - St. Lawrence?

- Yes No** DNK

**If you are NOT interested in going to CEGEP Champlain - St. Lawrence, is part of the reason because:

They do not offer the program you want? Yes No

Only French CEGEPs interest you? Yes No

Please specify any other reasons: _____

The above type of question (in all three versions of the survey) allowed the students to explain in their own words why they felt young people might want to move once their schooling was finished. This question was the only one that did not present a structured format answer. Students were encouraged to write as much as they wished.

The Sample: Who is English?

A total number of 1,066 young people completed the questionnaire. Over one-half (577) of the total number of respondents were CEGEP level students. The remaining participants (489) were high school and adult learning centre students.

The first task was to identify how many Anglophones participated in the survey. The current state of the education system in the Greater Quebec City and Chaudière-Appalaches regions is such that even at English language schools many, if not most, of the students are native French-speakers. Thus, a distinction had to be established between a Francophone and an Anglophone in the study. This distinction was made by asking the respondents two separate questions that were present in all three versions of the survey. They were:

4) Which language(s) do you speak the MOST AT HOME?

- English
- French
- English and French Equally
- Other _____

6) In which language do you feel MOST comfortable?

- English
- French
- Equally English and French (your English is as good as any Anglophone's and your French is as good as any Francophone's)

To qualify as an Anglophone in terms of our survey analysis, a respondent had to meet one of three criteria:

1. The only language spoken at home was listed as English and the respondent expressed being most comfortable in English;
2. The language spoken at home was neither English nor French but the respondent listed English as the language used most comfortably;
3. Both French and English were listed as languages spoken at home and the respondent listed English, or both English and French, as the language(s) used most comfortably.

After the preceding criteria were applied to the results, the respondents were then divided into two categories: Anglophones and Francophones.

Anglophone Students			Francophone Students		
Language spoken most at home	Language most comfortable in	Number	Language spoken most at home	Language most comfortable in	Number
English	English	157	English	French	0
English	English and French	25	English and French	French	23
English and French	English	65	French	English	22
English and French	English and French	134	French	English and French	134
Other	English	22	French	French	461
Other	English and French	13	Other	French	10
Total		416	Total		650

The total number of Anglophones was fixed at 416. It is important to note that the survey was given to all 1,066 students and that results were calculated for all the respondents. For obvious reasons, the authors did not know ahead of time which students were Anglophones and which were not. Thus, the survey was given to every student present when it was distributed. The categorization of Anglophone and Francophone was introduced only once the results were received and the data analyzed. Given that the focus of the Youth Study was on the Anglophone population, this report will focus mainly on the results that are applicable to this group. The authors do acknowledge, however, that all the results were analyzed once the data were collected and categorized, and in fact, a few interesting trends, which include Francophone results, were noted and integrated into the report.

Who is Likely to Leave?

Besides differentiating Anglophones from Francophones, the most important distinction made in this study was the categorizing of respondents as either wanting to leave or as wanting to stay. This distinction depended on the response given to question 8:

(Please circle a number in the scale) Do Not Know Not at All* ↔ Very Much

8) To what extent do you want to live in Quebec City when all your schooling is finished? DNK 1* 2* 3 4

The results for question 8 were tabled according to time spent residing in the region and by level of schooling:

	Do not know	1	2	3	4	Total
Anglophones						
Less than 5 years	21	30	32	10	3	96
Between 5 - 10 years	10	16	22	7	4	59
Ten years or more	69	38	67	60	19	253
Total	100	84	121	77	26	408

	Percentages of those who want to leave, (those who answered 1 or 2) excluding those who do not know
	Anglophones
Secondary 3	70%
Secondary 4	71%
Secondary 5	74%
All the high school students	71%
First year CEGEP	59%
Second and third year CEGEP	53%
All the CEGEP students	56%
All the students	67%

The responses to all other questions were qualified in terms of “Anglophones who want to leave” and “Anglophones who want to stay”. The responses to each question were then tabled and correlated and the results were compared with one another.

Concerning question 8, two points are worth considering. First, the number of respondents who answered 1 or 2 (205) to question 8 far outnumbered the number of respondents who answered 3 or 4 (103). As well, the popularity of living “somewhere else” was far higher in high school (71%) than in CEGEP (56%).

Secondly, question 8 was worded to gauge the youths’ views on staying in Quebec *after* finishing all their schooling. There was no consideration made to the youth’s desire to leave for schooling reasons, which leaves out a great number of young people who go away for university reasons and never settle back into the community. Thus, any desire to leave the region on account of school might compound the above percentages.

Charting the Results

All the results were charted by dividing the respondents into several different categories. For example, Anglophone results were first distinguished from those attributed to Francophones. Secondly, all results given by respondents considered as “leavers” were divided from the “stayers” and “those who didn’t know definitely if they were staying or leaving.”

In questions 14 –19, two variables were used to investigate the importance of certain factors have on Anglophones decision-making to leave. In all three versions of the survey, the students were also advised of the following:

Perception					Influence				
When deciding where to live, how does Quebec City present itself in the following factors?					How important are these factors in making your decision on where to live?				
Negative		Neutral		Positive	No Influence		↔	Very Important	
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

The perception of each particular variable was considered in terms of positive, negative, and neutral terms. If a respondent listed that the weather, for example, is a four in the region, then it was concluded that the respondent considered this aspect of living in the region to be positive. A score of two or one had the opposite effect; the particular aspect of daily living was then rated negatively. The perception results for each variable were combined and the frequencies and averages were determined for each.

The respondents were also asked to indicate the influence of each variable. By focusing on the “influence”, the authors were attempting to determine the degree to which each particular variable affected the decision-making process of the respondents. Thus, if a particular variable was considered an important aspect to living in the region, then scores of four and five would follow. Again, the entirety of responses was collected and an overall average for each question was determined. By combining both the perception results and the influence results, the authors were able to create independent tables for each variable. The following table charts the results for all the Anglophone respondents who considered the relevance of the location of their friends when considering where to live.

The results of questions 14 - 19 (pages 3 and 4 in the survey) were charted differently. These questions were charted in two different formats, first as independent tables and then in conjunction with one another, as charts. Along with the average degree of response, each question was also calculated in terms of its frequency. The frequency of a particular question communicates the number of times each particular response was given by a respondent.

All the Anglophones

		Influence					Σ	\bar{x}
		1	2	3	4	5		
Perception	1	6	0	1	2	2	11	2.5
	2	5	5	5	4	0	19	2.4
	3	15	11	25	18	6	75	2.9
	4	9	10	24	21	7	71	3.1
	5	5	6	10	15	19	55	3.7
	Σ		40	32	65	60	34	231
\bar{x}		3.1	3.5	3.6	3.7	4.2	3.6	

In the independent tables the term ' Σ ' represents the frequency and ' \bar{x} ' signifies the weighted average. For example, the number of respondents who felt that the location of their friends was of the lowest importance is 40. The perception of this variable (the location of friends) by these 40 respondents is 3.1, meaning that this variable is perceived as being only slightly positive.

Once all the independent tables were created, the different variables were placed together in a chart. The following chart shows the average perception and influence of the different variables, as rated by Anglophones who wish to stay in the region:

Variables		Anglophones who wish to stay	
		P	I
14A	Location of friends	3.8	3.33
14B	Location of close family	3.9	3.50
14C	Location of extended family	2.8	2.51
14D	Location to raise a family	4.0	4.02
14E	Quebec City is French	3.1	2.81
14F	The threat of separation	1.9	3.18
14G	Linguistic legislation. Bill 101	2.6	3.01
14H	Quebec City's size	3.6	3.15
14I	Quebec City's quality of life	4.2	4.09
14J	Quebec City's climate	3.1	3.11
14K	Quebec City's location	3.3	2.38
14L	Quebec City's cultural events	3.6	2.99
14M	Quebec City's dynamism	3.4	3.11
14N	Quebec City's residents	3.6	3.38
14O	Quebec City's crime rate	3.6	3.69
14P	Quebec City's cost of living	3.2	3.79
16A	Number of opportunities in field	3.6	4.19
16B	Quebec City's economy's size	3.3	3.33
16C	Demand for English skills	4.0	4.10
16D	Demand for bilingualism	4.3	4.18
16E	Salaries offered	3.4	4.06
16F	Career advancement possibilities	3.4	4.07

P = Perception I = Influence

For the purposes of explaining the relation between "perception" and "influence", one example will suffice. Variable 14F is "the threat of separation". The results show that

Anglophones who wish to stay in the region believe this variable to be only slightly important (3.18) when they consider where to live (again, a score of 3 is considered neutral or inconsequential), though they also perceive this issue negatively.

Survey Results

The Youth Study was based on three main issues of concern: language and education, employment and economic prosperity, and family and social factors. In what follows, the results of the survey will be explained in the context of these three issues. All the questions that directly target a principal issue have been included. In some cases, the results are self-evident. In others, clarification has been added to help make more coherent the value of the results. At the end of this section, several charts will show how the collections of variables appear alongside one another when considered in terms of the youth's perception of the Quebec City and Chaudière-Appalaches regions.

Language and Education

The nature of the Anglophone minority in the Quebec City and Chaudière-Appalaches regions is linguistically based. The great majority of public interactions in the area, whether in terms of daily living, social services, health, education, government, or the working world, are in French. In other words, the number of French-speaking people greatly outnumbers the native English-speakers in the greater community. To live and prosper in the region one must be able to express oneself, to a certain degree, in French. Inversely, a weak ability to express oneself in French, may contribute to the desire to emigrate.

Three questions in the Youth Survey referred directly to the respondent's ability to communicate in French. The first one of the three, question 5, appeared under the banner "language skills" and asked the respondents to rate their level of bilingualism. This question, though referring in general terms to the work force, concerned the overall ability of the respondent to perform in French. The respondents were asked to rate themselves on a scale of 1 - 5.

(Please circle a number in the scale) Not at All ↔ Very Bilingual

For a job in your field that requires bilingualism, how bilingual
(English and French) are you to WORK in? 1 2 3 4 5

Language		Level of Bilingualism					Total	Average
		1	2	3	4	5		
High Schools	Anglophones Total	9	15	52	84	117	277	4.0
	Less than 5 years	7	9	17	14	14	61	3.3
	Between 5 - 10 years	1	3	9	15	10	38	3.8
	Ten years or more	1	3	26	55	93	178	4.3
Language		Level of Bilingualism					Total	Average
CEGEP	Anglophones Total	0	4	17	40	74	135	4.4
	Less than 5 years	0	3	6	9	17	35	4.1
	Between 5 - 10 years	0	0	3	6	9	18	4.3
	Ten years or more	0	1	8	25	48	82	4.5
Language		Level of Bilingualism					Total	Average
Total	Anglophones Total	9	19	69	124	191	412	4.1
	Less than 5 years	7	12	23	23	31	96	3.6
	Between 5 - 10 years	1	3	12	21	19	56	4.0
	Ten years or more	1	4	34	80	141	260	4.4

The results of question 5 appear in terms of the length of residency in the community, as well as in terms of school level. The results suggest that a majority of the Anglophone students consider themselves very bilingual. In fact, only 9 out of the 412 respondents rated their level of bilingualism at the lowest score and seven of these students were relatively new to the community. In the case of question 5, the longer the Anglophone students lived in the region, the higher they rated their bilingualism.

Question 15 appeared under the banner “job market”. The scope of this second-language question is far more restricted than the first. It asked the respondents to rate their ability to communicate in French, specifically in terms of their employability. Again, the answers were in terms of a number line. The question read as follows:

(Please circle a number in the scale)

15) How good is your French to work in? Not Good ↔ Excellent
1 2 3 4 5

Language		Level of Working French					Total	Average
		1	2	3	4	5		
High Schools	Anglophones Total	17	25	70	107	48	267	3.5
	Less than 5 years	9	14	15	14	6	58	2.9
	Between 5 - 10 years	5	3	9	13	7	37	3.4
	Ten years or more	3	8	46	80	35	172	3.8
Language		Level of Working French					Total	Average
CEGEP	Anglophones Total	3	8	30	49	42	132	3.9
	Less than 5 years	3	5	10	10	7	35	3.4
	Between 5 - 10 years	0	0	7	7	5	19	3.9
	Ten years or more	0	3	13	32	30	78	4.1
Language		Level of Working French					Total	Average
Total	Anglophones Total	20	33	100	156	90	399	3.7
	Less than 5 years	12	19	25	24	13	93	3.1
	Between 5 - 10 years	5	3	16	20	12	56	3.6
	Ten years or more	3	11	59	112	65	250	3.9

Again, the Anglophone students perceived their French skills as being strong. Only 20 out of 400 respondents (5%) rated themselves a 1 out of 5 and 12 of these individuals were in Quebec City for less than five years. Over half of the total respondents rated their French skills as being competent in terms of working in the region.

The last question that directly referred to French language ability appeared under the banner of “your schooling”. The question appeared in a slightly different form depending on the version of the survey being used. For CEGEP students, question 7ii asked:

7ii) If you are considering going to CEGEP, is your French good enough to go to a French CEGEP?

For CEGEP Champlain - St. Lawrence Campus (SLC) students, the question was changed to reflect the CEGEP level of schooling and therefore was worded in terms of university education:

7ii) If you are NOT interested in going to Université Laval, is part of the reason because:

- Your French is not good enough?
- Only English universities interest you?

The results for these two questions are shown below. The results of the high school students are shown first and the results from the CEGEP students follow.

		High School Students	
		Yes	No
Anglophones	Total	99	105
	Less than 5 years	14	33
	Between 5 - 10 years	14	18
	Ten years or more	71	54

		CEGEP Students Because their French is not good enough	Only English Universities interest them
Anglophones	Total	40	74
	Less than 5 years	15	24
	Between 5 - 10 years	7	5
	Ten years or more	18	45

Unlike the first two questions, question 7ii allowed the respondents only two possible choices and in the case of the CEGEP students one of the two possible answers is void of any reference to language at all. Question 7ii, however, does provide some insight into the language abilities of the respondents. To begin, there is a noticeable difference between Anglophones who have lived in the region for most of, if not their whole lives, and those who have moved to the community in the last ten years. At the CEGEP level, the percentage of respondents who were not confident in their French abilities was 10% higher among the newly arrived group. At the high school level, there is a significantly higher rate of non-confidence in French language abilities in general. This trend is even

more pronounced among newly arrived respondents, 70% of whom are not confident that their French is good enough to continue studying at the CEGEP level. At the high school level, the split between confident and non-confident Anglophone youth is nearly 1:1, whereas in CEGEP, the issue is not so pronounced.

A review of the results of all three questions makes it plainly evident that Anglophone youth are, on the whole, confident of their abilities to communicate in French. However, the level of confidence felt by young Anglophones depends on the length of time they have lived in the community and the setting in which they are required to perform. In general terms, CEGEP level students are more confident than high school students when asked to rate their French language skills.

CEGEP

In regard to education, the Youth Survey hoped to uncover the extent to which Anglophone youth want to continue their education past secondary school. Moreover, the authors were interested in determining whether the ambitions of Anglophone youth to continue their studies would be satisfied by the locally based options that currently exist. In the Quebec City and Chaudière-Appalaches regions, several CEGEPs exist, including the English CEGEP Champlain - St. Lawrence, and Université Laval, a large university that provides both undergraduate and graduate programs. There also exists an English vocational training centre, Eastern Quebec Learning Centre (EQLC), which offers French courses, general education, and vocational training.

Question 7 referred specifically to education. The question was divided into several parts, with particular attention being paid to the relevance of French language skills (as mentioned above). Question 7 was structured in three different ways, depending on the level of schooling already finished by the respondents. High school students were asked about their interest in CEGEP, and CEGEP level students were asked about university. Students at the Eastern Quebec Learning Centre were asked the following:

7) Are you considering going to another educational institution after studying at EQLC?

Yes* No DNK

*If YES, is your French good enough to go to a French educational institution?

Yes No**

**If your French is NOT good enough to go to a French educational institution, would you consider going to a French educational institution should your French be better?

Yes No

Due to the nature of the responses and the patterns observed, the EQLC responses were then grouped in with the Secondary V responses. There was only one small group of EQLC students who did the survey.

The following represents the answers of the high school students to the various parts of question 7.

7) Are you considering going to CEGEP after your high school?

	Yes	No	Do not know
Anglophones	216	20	25

7i) If YES, are you interested in going to CEGEP Champlain - St. Lawrence?

All the High School Students

		Yes	No	Do not know
Anglophones	Total	120	48	40
	Less than 5 years	22	11	6
	Between 5 - 10 years	13	10	9
	Ten years or more	85	27	25

7ii) If you are NOT interested in going to CEGEP Champlain - St. Lawrence, is part of the reason because:

- They do not offer the program you want?
- Only French CEGEPs interest you?
- Please specify any other reasons:

	It does not offer the right program	Want to go to a French CEGEP	Neither reasons	Both reasons
Anglophones	31	3	8	1

7iv) If your French is NOT good enough to go to French CEGEP, would you consider going to a French CEGEP should your French be better?

		Yes	No	Those who answered Yes and plan on going to SLC
Anglophones	Total	41	56	18
	Less than 5 years	12	19	5
	Between 5 - 10 years	8	8	2
	Ten years or more	21	29	11

This survey was conducted in April and May 2004, so the Secondary V students going to CEGEP had a very good idea of where they were going. The numbers above indicate that 54% of the Anglophones who wanted to go to CEGEP intended to choose SLC. In terms of all high school students, the percentage that wished to attend SLC was 46%.

Close to three-quarters (72%) of Anglophone students who wanted to attend CEGEP, but who did not want to go to SLC, stated that the major reason for not choosing SLC was that the English CEGEP does not offer the desired program. Concerning its curriculum, SLC offers every program in the pre-university stream, but it offers only Business Administration in the technical stream.

The numbers above also suggest that approximately 40% of the Anglophone high school students who do not consider themselves as having good French skills would consider going to a French CEGEP should their French skills become better. In terms of migration, however, nearly half of these students expect to go to SLC, which indicates that they expect to remain in Quebec City for their CEGEP studies.

University

The survey asked SLC students whether they intended to go to university. For those who answered affirmatively, the survey asked whether their intention was to pursue their university education at Université Laval.

7) Are you considering going to university?

		Yes	No
Anglophones	Total	121	15

7i) If YES, are you interested in going to Université Laval?

		Yes	No
Anglophones	Total	31	90
	Less than 5 years	3	29
	Between 5 - 10 years	7	9
	Ten years or more	21	52

The results above indicate that 89% of SLC's Anglophone students intend to pursue university studies, but that only 25% plan on attending Université Laval. As was noted earlier, a significant number (65%) of Anglophone CEGEP students expressed an interest in other universities as being the principal reason for not choosing Laval.

Employment and the Economy

Several questions in the Youth Study directly or indirectly target the economy and employment issues. Questions 17 and 18 appear on all three versions of the survey:

17) Do you think your English skills can really help you get a job in Quebec City?

- Yes, English skills are in very high demand
- Yes, but my English skills will probably be useless
- No, since there is no demand for English skills

In graphing the results to questions 17 and 18, the answers were configured in the following manner:

- A - Yes, English skills are in very high demand
- B - Yes, but my English skills will probably be useless
- C - No, since there is no demand for English skills

	Anglophone Students											
	Those who want to stay				Those who want to leave				Those who do not know			
	A	B	C	Σ	A	B	C	Σ	A	B	C	Σ
High School	39	11	1	51	59	29	14	102	42	10	4	56
CEGEP	27	9	1	37	23	13	4	40	13	5	3	21
Both	66	20	2	88	82	42	18	142	55	15	7	77

All the Anglophones			
A	B	C	Σ
203	77	27	307

Σ- total number of respondents

The numbers above suggest that 75% of the Anglophones (66 of 88) who wanted to stay and 58% of those (82 of 142) who wanted to leave believed that a high demand exists for English skills in the region. There were no major differences between high school students and CEGEP students. Two-thirds (66%) of all Anglophone students thought that English skills were in very high demand in Quebec City.

The survey also contained a series of questions that asked the respondents to rate, in more general terms, the degree to which they saw the possibility for economic prosperity in the region.

Question 16 on all three versions of the Youth Survey read as follows:

16) Please circle a number in the scale	Perception					Influence				
	When deciding where to work, how does Quebec City present itself in the following factors?					How important are these factors in making your decision on where to work?				
	Neg.	Neutral			Positive	No Influence	↔	Very Important		
a. The number of opportunities in my field	1	2	3	4	5	1	2	3	4	5
b. The size of Quebec City's economy	1	2	3	4	5	1	2	3	4	5
c. The demand for English skills	1	2	3	4	5	1	2	3	4	5
d. The demand for bilingualism	1	2	3	4	5	1	2	3	4	5
e. The salaries offered	1	2	3	4	5	1	2	3	4	5
f. The possibilities of career advancement	1	2	3	4	5	1	2	3	4	5
Other: _____	1	2	3	4	5	1	2	3	4	5

Question 16 appeared under the banner "the job market". The results for both the perception and the influence for each variable in question 16 were calculated as an average. The following chart lists all the variables, in the order as they appeared in the survey, with the corresponding average to the right of the variable. The averages have been organized according to the two main categories of Anglophones wanting to stay (stay) and those intending to go (leave). The average of combined groups is also included.

	Anglophone students					
	Stay		Leave		Both	
	P	I	P	I	P	I
16A Number of opportunities in field	3.6	4.19	3.0	4.27	3.2	4.24
16B Quebec City's economy's size	3.3	3.33	2.8	3.38	3.0	3.36
16C Demand for English skills	4.0	4.10	3.6	4.21	3.7	4.17
16D Demand for bilingualism	4.3	4.18	3.8	4.17	4.0	4.17
16E Salaries offered	3.4	4.06	3.2	4.17	3.3	4.13
16F Career advancement possibilities	3.4	4.07	3.0	4.16	3.2	4.13

P = Perception I = Influence

It must again be mentioned that a rating of 3 is considered neutral. The scores above, especially in terms of influence, should therefore be considered as positive. The only variable whose influence was below 4 was the size of Quebec's economy. For both groups, these variables appear to be very important when it is time to consider where to live.

More importantly, there exists a significant difference in the perception of these variables by those who wish to stay and those who wish to leave. In all six cases, the perception of Quebec City is lower (less positive) by those who wish to leave. The difference in rating is relatively small, varying from 0.6 to 0.2, but the final averages for three variables (number of opportunities in field, salaries offered, and career advancement possibilities) are close to, or on, the neutral level, and one variable (Quebec City's economy size) scored negatively (2.8). Though a score of 3 is rated on the scale as neutral, in terms of perception, this score can be understood to represent indifference, or at the least, not positive enough to influence a decision to stay or to leave. Therefore, Anglophones who intend to leave the region are *indifferent* to the possibility that they may advance their career interests locally.

Family and Social Factors

The last of the three principal issues of the Youth Study concerned the family and social factors of Anglophone youth. The survey contained several questions that referred to various influences on the youth, including personal contacts and the living conditions of the region. Question 19 on all three versions of the study asked the youth to rate the importance of various sources on their decision-making. The question reads as follows:

Influence From Your Entourage

19) Have the people below ever talked to you about...→	...the benefits of studying in Quebec City?	...the downsides* of studying in Quebec City?	...the benefits of living and/or of working in Quebec City?	...the downsides of living and/or of working in Quebec City?	How much influence have these people had on you deciding on your future?				
					No Influence		↔		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
Your family?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
Your friends?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
Your teachers?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
Your guidance counselor?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
The media?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
People in general?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5
Other?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4	5

↳ Who: _____

*(in French, a "downside" is "un inconvéient")

The results of this question were rated in terms of average score. The average score of all five influences mentioned above were then ordered in terms of influence.

Family members	3.4	Guidance counselors	1.5
Friends	2.5	People in general	1.4
Teachers	2.0	Media	1.1

Besides question 19, the youth were also asked to rate several variables in terms of their influence and applicability on the decision to move away from the region. The variables appeared in question 14 of all three versions of the study and each variable was rated on a scale of 1 to 5 in terms of perception and influence. The results were charted in terms of their average.

	Anglophone students					
	Stay		Leave		Both	
	P	I	P	I	P	I
14A Location of friends	3.8	3.33	3.5	2.91	3.6	3.07
14B Location of close family	3.9	3.50	3.6	3.43	3.7	3.46
14C Location of extended family	2.8	2.51	2.5	2.31	2.6	2.39
14D Location to raise a family	4.0	4.02	3.1	3.49	3.5	3.70
14E Quebec City is French	3.1	2.81	2.7	3.07	2.8	2.96
14F The threat of separation	1.9	3.18	1.9	3.25	1.9	3.23
14G Linguistic legislation. Bill 101	2.6	3.01	2.2	3.12	2.3	3.08
14H Quebec City's size	3.6	3.15	3.1	2.84	3.3	2.96
14I Quebec City's quality of life	4.2	4.09	3.0	3.53	3.4	3.75
14J Quebec City's climate	3.1	3.11	3.1	3.61	3.1	3.42
14K Quebec City's location	3.3	2.38	3.0	2.26	3.1	2.30
14L Quebec City's cultural events	3.6	2.99	3.1	2.72	3.3	2.82
14M Quebec City's dynamism	3.4	3.11	2.9	2.90	3.1	2.98
14N Quebec City's residents	3.6	3.38	2.8	3.29	3.1	3.32
14O Quebec City's crime rate	3.6	3.69	3.4	3.37	3.5	3.49
14P Quebec City's cost of living	3.2	3.79	3.0	3.72	3.1	3.74

P = Perception I = Influence

There are several points worth noting in the previous table. First, in nearly every case, the Anglophones in the “stay” group rated Quebec City better. The only two examples where the “stay” group did not perceive Quebec City as better were variable 14F, the threat of separation, and variable 14J, Quebec City’s climate. For these two variables, the average scores of the two groups were equal. Thus, with *no* exceptions, the “leave” group perceived Quebec City as a less “positive” place to live. At the same time, it should be noted that overall both groups found the region to be an adequate, if not a good, place to live. When the scores of both groups were combined only variables 14E, 14F, and 14G ranked below the neutral rating of 3. Variable 14C, the location of extended family, is also rated below 3, but this variable is less concerned with the region and more directly refers to the individual respondent’s personal situation. Overall, the average perception of Quebec City by the “stay” group (3.74) is higher than that of the “leave” group (3.32).

In terms of the influence of the variables on the decision of youth to move, several points should be raised. Extended family (14C) and friends (14A) both rated below the neutral score of 3. Secondly, the “leave” group ranked only four variables higher in influence, including 14E, 14F, and 14G. The last of the four variables is Quebec City’s climate (14J). Finally, two variables scored above 4 for the “stay” group, whereas the “leave” group ranked no variable as high as 4. The two most important variables for the stay group (when deciding where to live) were 14D, location to raise a family, and 14I, Quebec City’s quality of life. Only three variables were considered to hold an influence above 3.5 for the “leave” group (14I, 14J, and 14P).

The final two charts below rank all the variables from questions 14 and 16 alongside one another. In the first chart, the variables are ranked in terms of the difference in the average score between the “stay” group and the “leave” group for perception. The second chart ranks the variables in terms of difference in average score for influence.

Differences in Perceptions for the Factors Among Anglophone Students

		Stay		Leave		Difference	
		P	I	P	I	P	I
14I	Quebec City's quality of life	4.2	4.09	3.0	3.53	-1.2	-0.56
14D	Location to raise a family	4.0	4.02	3.1	3.49	-0.9	-0.53
14N	Quebec City's residents	3.6	3.38	2.8	3.29	-0.8	-0.09
16A	Number of opportunities in field	3.6	4.19	3.0	4.27	-0.6	0.08
16D	Demand for bilingualism	4.3	4.18	3.8	4.17	-0.5	-0.01
16B	Quebec City's economy's size	3.3	3.33	2.8	3.38	-0.5	0.05
14M	Quebec City's dynamism	3.4	3.11	2.9	2.90	-0.5	-0.21
14H	Quebec City's size	3.6	3.15	3.1	2.84	-0.5	-0.31
14L	Quebec City's cultural events	3.6	2.99	3.1	2.72	-0.5	-0.27
16C	Demand for English skills	4.0	4.10	3.6	4.21	-0.4	0.11
16F	Career advancement possibilities	3.4	4.07	3.0	4.16	-0.4	0.09
14G	Linguistic legislation. Bill 101	2.6	3.01	2.2	3.12	-0.4	0.11
14E	Quebec City is French	3.1	2.81	2.7	3.07	-0.4	0.26
14B	Location of close family	3.9	3.50	3.6	3.43	-0.3	-0.07
14A	Location of friends	3.8	3.33	3.5	2.91	-0.3	-0.42
14C	Location of extended family	2.8	2.51	2.5	2.31	-0.3	-0.20
14K	Quebec City's location	3.3	2.38	3.0	2.26	-0.3	-0.12
14P	Quebec City's cost of living	3.2	3.79	3.0	3.72	-0.2	-0.07
14O	Quebec City's crime rate	3.6	3.69	3.4	3.37	-0.2	-0.32
16E	Salaries offered	3.4	4.06	3.2	4.17	-0.2	0.11
14J	Quebec City's climate	3.1	3.11	3.1	3.61	0.0	0.50
14F	The threat of separation	1.9	3.18	1.9	3.25	0.0	0.07

P = Perception I = Influence

Differences in the Influence of the Factors Among Anglophone Students

		Stay		Leave		Difference	
		P	I	P	I	P	I
14I	Quebec City's quality of life	4.2	4.09	3.0	3.53	-1.2	-0.56
14D	Location to raise a family	4.0	4.02	3.1	3.49	-0.9	-0.53
14A	Location of friends	3.8	3.33	3.5	2.91	-0.3	-0.42
14O	Quebec City's crime rate	3.6	3.69	3.4	3.37	-0.2	-0.32
14H	Quebec City's size	3.6	3.15	3.1	2.84	-0.5	-0.31
14L	Quebec City's cultural events	3.6	2.99	3.1	2.72	-0.5	-0.27
14M	Quebec City's dynamism	3.4	3.11	2.9	2.90	-0.5	-0.21
14C	Location of extended family	2.8	2.51	2.5	2.31	-0.3	-0.20
14K	Quebec City's location	3.3	2.38	3.0	2.26	-0.3	-0.12
14N	Quebec City's residents	3.6	3.38	2.8	3.29	-0.8	-0.09
14B	Location of close family	3.9	3.50	3.6	3.43	-0.3	-0.07
14P	Quebec City's cost of living	3.2	3.79	3.0	3.72	-0.2	-0.07
16D	Demand for bilingualism	4.3	4.18	3.8	4.17	-0.5	-0.01
16B	Quebec City's economy's size	3.3	3.33	2.8	3.38	-0.5	0.05
14F	The threat of separation	1.9	3.18	1.9	3.25	0.0	0.07
16A	Number of opportunities in field	3.6	4.19	3.0	4.27	-0.6	0.08
16F	Career advancement possibilities	3.4	4.07	3.0	4.16	-0.4	0.09
16C	Demand for English skills	4.0	4.10	3.6	4.21	-0.4	0.11
14G	Linguistic legislation. Bill 101	2.6	3.01	2.2	3.12	-0.4	0.11
16E	Salaries offered	3.4	4.06	3.2	4.17	-0.2	0.11
14E	Quebec City is French	3.1	2.81	2.7	3.07	-0.4	0.26
14J	Quebec City's climate	3.1	3.11	3.1	3.61	0.0	0.50

P = Perception I = Influence

Summary

The purpose of the Youth Study was to estimate the extent to which Anglophone youth of the Quebec City and Chaudière-Appalaches regions wish to leave, as well as uncover the various reasons supporting this decision. A survey was conducted to let the youth express themselves on the subject and this paper represents a summary of the results. This final section will review the results of the survey and based on these results, propose a series of steps in an attempt to counteract the out-migration trend of young Anglophones from the community.

The first question to be addressed can be worded as follows: *Does the Youth Survey indicate whether the trend of out-migration will continue in the future?* If an answer to this question were based solely on the results of the Youth Study, the answer would have to be yes. It will be remembered that the survey based its decision on who wanted to stay and who wanted to leave on the following question:

8) To what extent do you want to live in Quebec City when all your schooling is finished? DNK 1 2 3 4

	Do not know	1	2	3	4	Total
Anglophones	100	84	121	77	26	408
Less than 5 years	21	30	32	10	3	96
Between 5 - 10 years	10	16	22	7	4	59
Ten years or more	69	38	67	60	19	253

Several important conclusions may be drawn from the above chart. To begin, 50% of all Anglophone students indicated a negative value when asked to rate their desire to stay in the community after their schooling is completed. Moreover, this percentage *includes* those students (100 of 408) who answered that they did not know. If the DNK group is taken out, the numbers are even more significant. Without DNK, 67% of Anglophone youth believe they will leave the region after school; this number breaks down into 71% of high school students, and 56% of CEGEP students.

The numbers also can be interpreted in terms of length of residency in the region. Young Anglophones who have moved to the community only recently (less than 5 years previously) are an especially high-risk group. Just over 65% of youth in the “less than 5 years category” scored the possibility of staying in the region as either 1 or 2. As well, the percentage of respondents from the same group that ranked the possibility of staying as either 3 or 4 was 14%. These numbers compared with the youth in the category of “ten years or more”, who seemed to hold a much stronger connection to the community, 31% of the “ten years or more” group gave a score of 3 or 4 to question 8, whereas 42% gave a score of 1 or 2.

Thus, young Anglophones expressed an overwhelming desire to move away from the community. The authors of the Youth Study anticipated such an outcome and consequently they designed the majority of the survey to isolate some of the reasons such a collective sentiment exists.

Several possible factors were considered. As mentioned in the introduction, this study was organized around three principal issues: language and education, employment and economic prosperity, and family and social factors. The authors were especially interested in knowing if the forces behind the exodus were locally based that is, whether local issues were not keeping youth in Quebec, or whether it was more a matter of external matters pulling youth to other areas.

Anglophones, who express a desire to leave, describe the region in less positive terms. This conclusion is reinforced by the fact that overall, both the social variables of question 14 and the economic variables of question 16 were ranked lower by those who wish to leave. The “stay” group perceived only three different variables in questions 14 and 16 negatively (of a total 22), whereas the “leave” group perceived seven variables negatively, including all three that ranked poorly with the “stay” group.

Overall average perception score of variables in questions 14 and 16:

Social variables:

Stay group: 3.3
 Leave group: 2.9

Employment variables:

Stay group: 3.6
 Leave group: 3.2

Three factors were perceived negatively by both groups:

	SG	LG
1. The threat of separation	1.9	1.9
2. The location of one’s extended family	2.8	2.5
3. Bill 101	2.6	2.2

SG = Stay Group LG = Leave Group

Four factors which the leave group perceived as being negative:

	SG	LG
1. Quebec is French	3.1	2.7
2. Dynamism of Quebec	3.4	2.9
3. Residents of Quebec	3.6	2.8
4. The size of the Quebec economy	3.3	2.8

SG = Stay Group LG = Leave Group

Once the results were tabulated and the variables of question 16 were established as having the greatest influence on Anglophone youth, the authors looked to see if similar results could be seen for the Francophone students. The authors found that a striking resemblance existed between the results for the Francophone youth and the Anglophone youth. In both cases, the variables in question 16 showed the highest rates or averages. There was a very strong resemblance in terms of factors influencing the decisions for both groups to leave.

	Francophone Students					
	Stay		Leave		Both	
	P	I	P	I	P	I
16A Number of opportunities in field	3.7	4.19	3.2	4.30	3.4	4.24
16B Quebec City's economy's size	3.3	3.33	2.9	3.35	3.1	3.34
16C Demand for English skills	3.9	3.92	3.6	3.86	3.8	3.89
16D Demand for bilingualism	4.1	4.02	3.9	4.01	4.0	4.01
16E Salaries offered	3.5	4.15	3.0	4.23	3.3	4.18
16F Career advancement possibilities	3.8	4.21	3.1	4.27	3.5	4.24

	Anglophone Students					
	Stay		Leave		Both	
	P	I	P	I	P	I
16A Number of opportunities in field	3.6	4.19	3.0	4.27	3.2	4.24
16B Quebec City's economy's size	3.3	3.33	2.8	3.38	3.0	3.36
16C Demand for English skills	4.0	4.10	3.6	4.21	3.7	4.17
16D Demand for bilingualism	4.3	4.18	3.8	4.17	4.0	4.17
16E Salaries offered	3.4	4.06	3.2	4.17	3.3	4.13
16F Career advancement possibilities	3.4	4.07	3.0	4.16	3.2	4.13

The two most important conclusions of this study concern language and employment opportunities in the region. From the onset, this study has been concerned with the level of bilingualism of Anglophone youth and specifically whether language issues factor into a youth's decision to leave. The results of the study show that, on the whole, Anglophone youth consider themselves to be adequately bilingual and that this skill is highly valuable locally when career considerations are made. However, the confidence the youth show in their French language abilities is far from uniform. Understandably, those who have only just arrived are not as confident as their colleagues who have lived here most, if not all, of their lives. More importantly, the age of the respondent and the context where French skills are necessary have shown themselves to be extremely important variables. High school students were far less confident in their French skills than CEGEP students. As well, the students ranked their French skills differently pending on the social setting.

Level of General Bilingualism in Question 5

Rates	Percentage
1 and 2	7%
3	17%
4 and 5	76%

Level of 'Working' French

Rates	Portion of Anglophones
1 and 2	13%
3	25%
4 and 5	62%

French Abilities in School (CEGEP level)

Capable: 49%

Incapable: 51%

French Abilities as a Negative Variable Affecting Choice of University

	Because their French is not good enough	Only English Universities interest them
Anglophones Total	40	74
Anglophones Percentage	35%	65%

In terms of overall bilingualism, the students were very confident in their abilities to express themselves in French. With the introduction of more formal settings, the classroom and the work environment, the degree of confidence lessened significantly.

According to the results of the Youth Survey, employment and economic prosperity issues seemed to have the greatest influence on the youth's desire to leave. The five economic variables found in question 16 all ranked in the top ten of most influential variables on the youth.

The following chart shows the most important variables for Anglophone youth in regard to deciding where to live:

	SG	LG
1. Demand for bilingualism	4.18	4.17
2. Number of opportunities in one's field	4.19	4.27
3. Career advancement possibilities	4.07	4.16
4. Demand for English skills	4.10	4.21
5. Salaries offered	4.06	4.17

The importance of employment and economic considerations is plainly evident when one compares the reasons the youth give for wanting to leave. The following table shows the reasons given by the youth for wanting to leave the region.

	Do Not Want to Stay: 1 out of 4					Do Not Want to Stay: 2 out of 4				
	Insufficient French	Insufficient French and other reasons	Other reasons	Total	Would stay if job	Insufficient French	Insufficient French and other reasons	Other reasons	Total	Would stay if job
Anglophones Total	6	18	59	83	33	4	22	91	117	97
Less than 5 years	4	9	17	30	13	2	9	21	32	27
Between 5 - 10 years	1	3	11	15	7	1	4	14	19	15
Ten years or more	1	6	31	38	13	1	9	56	66	55

The results above suggest that one quarter (22%) of the Anglophone youth who want to leave consider that their French skills are insufficient but half of these respondents are youths who have lived in Quebec City for less than five years. 65% of the students who want to leave would stay should they be offered an interesting job. This conclusion is even more clearly explained if attention is paid to the results of the final question in the survey. At the end of the survey, the respondents were asked to explain, in their own words, why they felt young Anglophones were moving away in such great numbers. The answers were categorized in terms of the issues that were raised.

	Anglophone Students					
	High School		CEGEP		Both	
	S	L	S	L	S	L
Number of students who wrote something	45	94	38	40	83	134
Better or more opportunities elsewhere	11	47	17	18	28	65
Want to be in an English environment	15	21	10	10	25	31
Better salary elsewhere	5	11	3	9	8	20
English is useless in Quebec City	4	8	6	5	10	13
Residents are not open	9	22	7	13	16	35
Their French is not good	6	11	5	2	11	13
References to the USA	7	8	4	5	11	13
Because of Quebec City's weather	2	10	2	2	4	12
Because they can	0	2	2	2	2	4
They want to discover new places	3	2	1	3	4	5
References to taxes	0	7	0	2	0	9
Because Quebec City is a dull place	0	4	0	0	0	4

The numbers above clearly indicate that employment opportunities are perceived as being better or more common elsewhere. The quality and quantity of job opportunities clearly motivates the youth to look elsewhere for residency. Of the 950 total respondents, 535 refer directly to issues regarding jobs.

Conclusion

The purpose of the Youth Study was to allow young Anglophones to express themselves on the pros and cons of living in the Quebec City and Chaudière-Appalaches regions. The motivation for this study was the knowledge that young Anglophones are moving away in great numbers. The results of this study substantiate this fact and indicate that it will continue in the future.

The Youth Study was also intended to help give a better indication as to what mainly influences young Anglophones to move away. Specific attention was paid to variables that could be reasonably counteracted. The study has provided certain answers.

One of the most important points raised by the results concerns the sources of information that influences young Anglophones on where they decide to live. The following chart, already shown in this report, ranks these sources:

Family members	3.4	Guidance counselors	1.5
Friends	2.5	People in general	1.4
Teachers	2.0	Media	1.1

According to these results, person-to-person contact represents the most important influences on the lives of young Anglophones in the region. What this implies is that, to maintain a vibrant and youthful community, everyone has a role to play. It should not be taken lightly that our youth say that people in general hold a greater influence than the media, for example, when they are considering where to live. The community may rejoice in this. But if the community wishes to continue rejoicing in the special and vibrant character that young people provide, the community, as a whole, must actively participate in the lives of its young people. This participation could be in the form of providing mentorship, establishing partnerships in youth initiatives, or simply continuing to encourage the young people of the community to stay and to keep succeeding as they have done so often.