



Procurement and Contracting Services
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REQUEST FOR PROPOSAL AMENDMENT

The Request for Proposal is hereby amended; unless otherwise indicated, all other terms and conditions of the Request for Proposal remain the same.

RFP Amendment No. 1	RFP Amendment Date: December 10, 2014
Office of the Chief Electoral Officer File No. ECPB-RFP-14-0611	
Title: National Youth Survey	
Request for Proposal Closing Date: January 8, 2015 at 2:00p.m. (Ottawa time)	
ENQUIRIES – address enquiries to the Contracting Authority: Office of the Chief Electoral Officer of Canada Procurement and Contracting Services 30 Victoria Street Gatineau, Quebec K1A 0M6 proposition-proposal@elections.ca	
Attention: Pascal Bouchard-Phillips	Tel No. 819-939-1488

Part 1. Interpretation

- 1.1** Elections Canada hereby amends in accordance with this amendment the Request for Proposal for National Youth Survey bearing number ECPB-RFP-14-0611 and dated December 1, 2014 (the “RFP”). This amendment hereby forms part of the RFP.
- 1.2** Unless defined herein or unless the context otherwise requires, all of the words and phrases defined in the RFP and used in this amendment shall have the same meanings assigned to them in the RFP.

Part 2. Questions and Answers

The following question(s) have been asked in response to the Request for Proposal and Elections Canada hereby answers as follows:

2.1 Question No. 1

Question: On the Elections Canada website, the 2011 NYS Report summary (and full report PDF) makes reference to Appendix A of the report, containing more information on the methodology and study challenges. We cannot seem to find this information anywhere on the EC website. Can you please provide it, or point us towards the location?

Answer: Please find attached the full 2011 National Youth Survey report with all appendices.

National Youth Survey Report

**Prepared for:
Elections Canada**

September 20, 2011

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EXECUTIVE SUMMARY

Background

In 2008, Elections Canada implemented a five-year *Strategic Plan 2008–2013*, which identified youth engagement as one of three strategic objectives. The National Youth Survey was commissioned to provide research findings to allow Elections Canada to better target and tailor its outreach activities and educational initiatives to Canadian youth aged 18 to 34. The study generated information on the voting behaviour of youth in general and was used to develop profiles of youth subgroups – namely, Aboriginal youth, ethnocultural youth, unemployed youth not in school, youth with disabilities and youth residing in rural areas. With the large representative sample and significant number of respondents from key subgroups, the National Youth Survey provides a unique portrait of youth voting behaviour in Canada.

Methodology

The study consisted of a telephone survey of a national random sample of 1,372 youth, yielding an estimated response rate of 34%,¹ with an overall margin of error of $\pm 2.6\%$ at the 95% confidence interval. An additional 1,293 interviews were completed with youth from subgroups recruited through a variety of purposive (non-random) methods. Inclusion of the purposive sample provided rich descriptive information about traditionally hard-to-reach youth, but results may not be nationally representative.

Key Findings

Electoral Participation

When youth were asked about all elections since they had been eligible to vote, approximately 46% of youth in the national random sample said they were habitual voters, 20% were frequent voters, 21% were occasional voters and 13% were habitual non-voters. Slightly fewer than three quarters (74%) reported that they had voted in the May 2011 general election. When considering these participation rates, it is important to note that surveys consistently overestimate participation when compared to data on voter turnout. However, studies show that over-reporting tends to affect all respondents to some extent (regardless of subgroup) and that surveys can still be reliably used to identify factors associated with voting and non-voting. The survey also included a considerable sub-sample of self-reported non-voters, both within the national random sample (n=366) and the sample of subgroups (n=731).

Education was associated with participation in voting in the general election, with higher participation by people with higher educational attainment. However, education was highly correlated with other factors associated with higher voting participation, such as older age, increased motivation, increased political knowledge and increased exposure to influencers. Low income was also a predictor of not voting.

Barriers to participation in the 2011 general election were considered in terms of motivation (attitudes, interest and political knowledge) and access (knowledge of the electoral process, personal circumstances and administrative barriers). Those who are otherwise able to vote but

¹ An estimated response rate includes an estimation of the number of refusals who would have been eligible to participate in the survey as most refusals occurred before eligibility could be determined.



do not want to are said to face motivation barriers, while those who want to vote but cannot are said to face access barriers.

When survey respondents were asked to provide their main reason for voting or not voting, many voters cited the importance of voting as a civic duty or to express opinions and views. Issues related to access barriers were cited by 64% of non-voters, while 33% cited issues related to motivation. Nearly half of those who reported access barriers (30% of all non-voters) cited specific personal circumstances related to being at school/work all day, taking care of family/children or being too busy. When a regression analysis was performed taking into consideration multiple variables, access and motivation barriers were shown to have about an equal impact on the likelihood of voting.

When barriers to voting were explored through a question that asked respondents to evaluate multiple factors related to their decision to vote or not, key motivational factors included:

- Agreement that all political parties were the same (15% of youth voters versus 23% of youth non-voters).
- Disagreement that at least one party spoke to issues relevant to youth (5% of youth voters versus 15% of youth non-voters).
- Disagreement that voting was a civic duty (3% of youth voters versus 24% of youth non-voters).
- Lack of political interest (88% of youth very interested in Canadian politics voted versus 28% not at all interested).
- Low levels of political knowledge (90% of youth voters who were able to correctly answer all three questions used to assess political knowledge voted, versus only 24% of youth who were unable to answer any).

Key access factors included:

- Not knowing where or when to vote (25% and 26% of non-voters, respectively, versus 3% and 2% of voters).
- Personal circumstances (46% of non-voters reported having difficulty getting to the polling station as an influence on their decision).
- Administrative barriers, including difficulty in providing ID, were identified by 15% of non-voters (versus 2% of voters).
- Not thinking that voting in a federal election was easy or convenient (18% of non-voters versus 2% of voters).

Youth who voted reported being influenced by politicians (especially by direct contact with a party or candidate), the media and family. They were also more likely to have discussed politics with their family both currently and while growing up.



Electoral Participation by Subgroups

Participation in the May 2011 general election by Aboriginal (First Nations and Inuit but not Métis) and unemployed youth was substantially less (both at 42%) than for the total overall voting rates in the national random sample (74%). Participation by youth with disabilities (55%), ethnocultural youth (61%) and those living in rural localities was also lower than for the national random sample.

Youth in the subgroups differed from those in the national random sample. Motivation barriers that were more prevalent included having less political knowledge and less interest in Canadian politics. Motivation barriers related to attitudes were also important, such as not thinking that government plays a major role in their lives, by voting they could make a difference or that there is at least one political party that speaks about issues important to them.

Access barriers were also more prevalent. Youth in subgroups were less aware of electoral processes, less likely to have received a voter information card (VIC) and less likely to think that they would feel welcome at the polling station.

Within each subgroup, when youth voters and non-voters were compared, both motivation factors and access barriers significantly influenced voting participation. Within all subgroups, non-voters' lack of interest in the election was a key predictor of their voting behaviour.

Lack of knowledge of the electoral process (such as knowing where or when to vote or the different ways of voting) was associated with non-voting by youth in the subgroups (with the exception of youth with disabilities). Not receiving a VIC was significantly associated with not voting for ethnocultural, unemployed and youth with disabilities. Difficulty in getting to the polling station was also a common barrier associated with not voting by all subgroups, with the exception of youth with disabilities. However, this may be because both voters and non-voters among youth with disabilities were affected by this barrier.

Other characteristics of low participation were specific to particular groups, including:

- Being First Nations or Inuit or living on reserve (Aboriginal youth).
- Using television as a main source of information (ethnocultural youth).
- Being less knowledgeable about politics (youth with disabilities and rural youth).

In the bivariate analyses, youth from the subgroups appeared to have fewer influencers. In the regression analyses, the lack of family influence on the decision to vote constituted a significant barrier for all groups, with the exception of unemployed youth.

Interventions with the Potential to Increase Electoral Participation

A regression analysis performed with the national random sample clearly demonstrated that both motivation and access barriers influence youth voting. The interventions with the most immediate potential to increase youth electoral participation are those that address access barriers. Increasing process knowledge, mitigating challenges associated with personal circumstances and removing administrative barriers to voting are all important.



Youth who have positive attitudes toward politics and democracy, and who are interested in and knowledgeable about politics, were more likely to vote than less motivated youth. Although increasing youth motivation to vote is more difficult than mitigating access barriers, there are still actions that can be taken to reduce these barriers in the long term.

Recommendations

Studies on voting behaviour have emphasized three key reasons why people choose not to be politically active: because they cannot, because they do not want to be and because nobody asked. Interventions with the potential to target access barriers include:

- Increasing the information provided to youth about how, when and where to vote.
- Increasing awareness of methods of voting other than going to the polling station, especially for youth with disabilities and youth in rural localities.
- Reviewing processes for distributing the VIC to increase the extent to which these cards reach youth, especially youth who are very mobile.
- Considering the location of polling stations (placing them where youth non-voters are likely to be) and finding ways to make them more welcoming to youth.
- Developing strategies to ensure that polling stations are “child-friendly” to mitigate access barriers for parents.

Interventions mitigating motivation barriers also have the potential to increase youth voter turnout. Suggestions include:

- Developing targeted youth communication strategies and educational products to increase knowledge about politics, democracy and citizenship in Canada.
- Providing information about politics and democracy relevant to youth, particularly youth in the subgroups.

In developing interventions, Elections Canada must take into account the characteristics and circumstances of youth non-voters, including lower educational attainment and the barriers associated with specific subgroups. Targeted interventions could also be developed based on the demographic profiles of youth and youth subgroups in different ridings. In this context, this report provides recommendations on tailoring interventions to address the access and motivation barriers of non-voters in general and non-voters in each subgroup. This report also provides recommendations on directing communication efforts to specific websites that youth with lower educational levels are likely to visit.

Influencers have the potential to motivate youth to vote by providing reasons to vote, “asking” them to vote and telling them how to do so. The National Youth Survey found that other stakeholders have a role to play in influencing and mobilizing youth. Key influencers were identified as family, politicians in general and the media. Further information is required to understand how to use influencers to increase youth voting participation.



SECTION 1: GENERAL PROJECT OVERVIEW

1.1 Background

Elections Canada is the independent, non-partisan agency responsible for conducting federal general elections, by-elections and referendums. As part of its mandate, Elections Canada implements public education and information programs to make the electoral process better known to the public, particularly to those persons and groups most likely to experience difficulties in exercising their democratic rights. In 2008, Elections Canada implemented a five-year *Strategic Plan 2008–2013*, which identified youth engagement as one of three strategic objectives. To inform its outreach efforts encouraging youth electoral participation, Elections Canada commissioned R.A. Malatest & Associates Ltd. (hereafter referred to as “the consultant”) to design, administer and analyze the results of the National Youth Survey.

1.2 Objectives and Scope of the Survey

The purpose of the survey, which was national in scope, was to provide research findings to allow Elections Canada to better target and tailor its outreach and educational initiatives to Canadian youth aged 18 to 34, with additional information on subgroups. Specific objectives included the following:

- Determine to what extent electoral participation varies across key youth subgroups – namely, Aboriginal youth, ethnocultural youth, youth residing in rural areas, youth with disabilities and unemployed youth who are not in school.
- Identify the specific barriers that subgroups encounter that limit their electoral participation.
- Determine what values, attitudes and behavioural factors are linked to voting and non-voting among youth and determine whether or not these variables are differently related across subgroups.
- Identify values, attitudes and behaviours associated with voting that can be leveraged through outreach strategies to increase the electoral participation of subgroups.
- Identify possible causes behind lower turnout among specific subgroups and isolate those causes that can be addressed by Elections Canada and other key stakeholders.
- Identify possible interveners with the potential to encourage youth to vote.
- Generate segmented profiles of youth voters and non-voters.

SECTION 2: OVERVIEW OF METHODS

2.1 Questionnaire

Before finalizing the questionnaire used in the National Youth Survey, research staff from the consultant worked with Elections Canada to identify key areas of interest. Information from a study entitled *Youth Electoral Engagement in Canada*² and a literature review³ was used to inform the questionnaire design. The final questionnaire included questions about:

- electoral participation
- political participation
- civic participation
- media consumption
- general attitudes toward politics, democracy and citizenship
- political socialization
- civic education
- political knowledge
- socio-demographics

2.2 Survey Administration

The survey was timed to coincide with the completion of the 41st general election, held on May 2, 2011.

The questionnaire was designed so that it could be administered using different survey methods (telephone, online and in person) and took on average 14 minutes to complete. Field testing was conducted on May 3, 2011, with 51 respondents. Following the field test, only minor modifications were required, and data from the field test interviews were included in the final data sets. Full survey administration took place between May 5, 2011, and June 13, 2011. The National Youth Survey was administered using multiple methods, including telephone, online and in-person intercept surveys. A draw for an iPad was offered as an incentive to those who completed the survey.

2.3 The Sample

Canadian citizens aged 18 to 34 years as of May 2, 2011, were eligible to participate in the survey. The sample was developed to encompass all regions of Canada. The sampling approach included a random sample stratified by key characteristics of interest (Group A) and a purposive sample designed to represent specific subgroups (Group B).

2.3.1 National Random Sample (Group A)

The sample frame for Group A consisted of 57,634 telephone numbers randomly selected from the ASDE⁴ lists of telephone numbers. The sample was stratified by the following regions:

² André Blais and Peter Loewen, *Youth Electoral Engagement in Canada*, Elections Canada Working Paper Series (January 2011).

³ Elections Canada Youth Research Action Plan: Literature Review. Draft forthcoming November 2011.

⁴ ASDE lists of numbers are updated regularly from telephone directories across Canada.



- Atlantic Canada (New Brunswick, Prince Edward Island, Nova Scotia, and Newfoundland and Labrador)
- Quebec
- Ontario
- Prairies (Alberta, Saskatchewan and Manitoba)
- British Columbia
- Northern Canada (Yukon, Northwest Territories and Nunavut)

In total, 1,372 valid completions were obtained, yielding an estimated response rate of 34%,⁵ with an overall margin of error of $\pm 2.6\%$ at the 95% confidence interval.

The distribution of key demographic characteristics was compared with the national random sample (Group A) and the Canadian census of 2006. The slight differences in the distributions were corrected mathematically by post-stratification weighting by age and gender within the regions to reduce any potential bias caused by over- or under-sampling.

Furthermore, response to the telephone survey was found to be biased toward youth with higher educational attainment. Sufficient census data were not available to adjust for these differences through the weighting strategy. As a result of these concerns, and in recognition of the interaction between education and many variables in the survey, the regression analyses controlled for education to ensure that the measured relationships between voting intention and the other variables were not merely an expression of respondents' educational attainment.

Full details of the sample, response rates and weighting are provided in Appendix A.

2.3.2 Purposive Sample (Group B)

Purposive sampling was used to provide data to construct profiles of the voting behaviours of different groups. The consultant used a variety of sampling approaches to better target these subgroups, including:

- Telephone dialing to a sample of 11,511 phone numbers randomly selected from ASDE lists from census divisions that included an Aboriginal reserve – resulting in 296 completed interviews.
- Telephone dialing to a list of 201 cellphone-only numbers purchased from ASDE – resulting in 14 completed interviews.
- Distribution of a URL link to an online version of the survey through printing and distributing information cards, an advertisement on Facebook, distribution of information to relevant groups on Facebook and contacting 454 youth organizations to act as outlets for providing youth with information about the study – resulting in 305 completed interviews.
- In-person intercept surveying in Victoria, Vancouver, Edmonton, Toronto, Ottawa and Montreal and surrounding districts – resulting in 714 completed interviews.

The numbers of completed surveys by each of the subgroups are shown in Table 2-1.

⁵ An estimated response rate includes an estimation of the number of refusals who would have been eligible to participate in the survey as most refusals occurred before eligibility could be determined.

Table 2-1: Number of Valid Completed Surveys by Mode of Completion for Subgroups

Subgroup	Random (Group A)	Non-random (Group B)	Total
Aboriginal	87	196	283
Youth with disabilities	52	101	153
Ethnocultural	196	262	458
Rural	372	180	552
Unemployed	69	172	241
Total	776	911	1,687

2.4 Analysis

At the conclusion of the survey, data were entered and cleaned, open-ended responses were thematically coded and weights were applied to the required survey responses.

The consultant then used the Statistical Package for the Social Sciences (SPSS, statistical analysis software) to produce the final survey results. The results for each question were cross-tabulated by voting behaviour in the general election held on May 2, 2011.

Binary logistic regression modelling was used to examine the association between survey variables and electoral participation in the 2011 general election. A multinomial regression was also used to profile youth based on past voting behaviour (habitual voters, frequent voters, occasional voters or habitual non-voters). Binary and multinomial regression models tested the relationships between voting behaviour and the following factors:

- Membership in a subgroup
 - Aboriginal
 - ethnocultural
 - unemployed
 - those with disabilities
 - rural
- Attitudes to Canadian politics
 - believing that all parties are the same
 - believing that there is one party that talks about issues of importance
 - agreeing that voting is a civic duty
- Interest in Canadian politics
 - interest in the 2011 general election
- Political influencers
 - extent to which politics are discussed with family today or when growing up
 - influence of family or politicians
 - having television as the main source of information about the election



- Political knowledge
 - number of correct answers to three questions designed to test political knowledge
 - being influenced by knowledge about the candidates
- Process knowledge
 - knowing when and where to vote on election day
 - knowing different ways to vote other than the polling station on election day
- Personal circumstances
 - educational attainment
 - ability to get to the voting location
 - income
- Administrative barriers
 - ability to provide proof of address and ID
 - believing that voting is easy and convenient
 - receiving a VIC

2.5 Considerations

The key strength of the study was the use of both random and purposive sampling. The random sample closely represented the national profile of youth in the 2006 census and therefore provided results that were reasonably nationally representative. The purposive sampling resulted in the inclusion of youth from subgroups who would not have been contacted by telephone sampling alone.

Notwithstanding the strengths of the data obtained from the National Youth Survey, some limitations need to be considered when reading the results:

- Non-response bias can occur. Post-stratification weighting was used to adjust for any small differences noted in age and gender.
- The challenges of engaging with subgroups. While the inclusion of subgroups of youth in the survey who were contacted through non-random methods provides insight into the factors that influence voting behaviour, the findings may not be representative of the subgroup populations as a whole.
- Survey respondents tend to over-report voter turnout (discussed in more detail in the following section).

A full discussion of the strengths and limitations of the study are reported in Appendix A.



SECTION 3: PARTICIPATION IN THE MAY 2011 GENERAL ELECTION

This section explores rates of participation in the May 2011 general election and the barriers and influencers to participation. All results in this section are based on data from the national random sample (Group A). The analysis begins by providing an overview of general voting patterns based on key socio-demographic variables (such as region, gender and age). A bivariate analysis of barriers and influencers for both voters and non-voters is then conducted based on survey responses. A multivariate regression model then examines the strength of the impact of underlying factors on voting behaviour.

3.1 Participation in the May 2011 General Election

Slightly fewer than three quarters (74%) of surveyed youth reported that they had participated in the 2011 general election (Chart 3-1). These results should be considered with caution as self-identified voter turnout rates reported in surveys have consistently been found to be significantly higher than the official turnout rates,⁶ and this is almost certainly the case with the National Youth Survey. However, studies show that over-reporting tends to affect all samples to some extent (regardless of subgroup) and that surveys can still be reliably used to identify factors associated with voting and non-voting. The survey also included a considerable sub-sample of self-reported non-voters, both in the national random sample (n=366) and in the sample of subgroups (n=731).

The proportion of youth who reported having voted was generally consistent across regions. Furthermore, there were no significant differences between males and females. There was a significant trend toward increased participation in voting with increasing age,⁷ with the exception of the 18-to-19 age group, in which participation was higher than for the 20-to-24 age group.

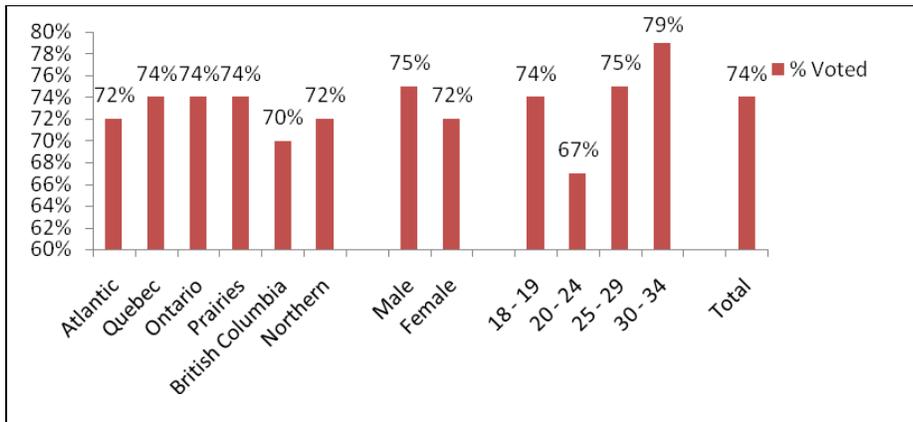
A possible reason for the high rate of voting among the youngest age group may be found in the high school environments that encourage voter participation as part of their curriculum. The finding that voting participation among students in the 18-to-19 age group was higher (84%) compared to non-students (65%) provides some support for this explanation. Further research should be undertaken to confirm this voting pattern.

Further information on youth voter turnout will be available in early 2012, when Elections Canada publishes estimations of turnout by age based on administrative data.

⁶ It is well known that surveys over-report voting "... in part because those who are less interested in politics and less inclined to vote are less prone to answer surveys ... and in part because of misreporting due to social desirability." André Blais, Elisabeth Gidengil, Richard Nadeau and Neil Neviite, *Anatomy of a Liberal Victory: Making Sense of the 2000 Canadian Election* (Peterborough: Broadview Press, 2002), p. 61.

⁷ Chi-squared for trend =5.796. p=0.01607.

Chart 3-1: Patterns of Participation in the May 2011 General Election



Source: National Youth Survey national random sample.

3.2 Electoral Participation by Key Subgroups

Findings from the National Youth Survey underscore previously reported differences in voting rates for different subgroups of youth.⁸ In this study, lower rates of electoral participation were found for First Nations and Inuit youth as well as ethnocultural youth (Table 3-1). However, numbers within the national random sample were small,⁹ and participation by these groups is explored in more detail in the context of the purposive sample in Section 4.

Table 3-1: Self-reported Participation in the 2011 General Election by Youth Subgroups

	Total in Group A		Voted	
	N	%	N	%
Youth living in rural localities	319	23%	247	77%
Aboriginal youth	57	4%	30	53%
First Nation	31	54%	12	39%
Métis	19	34%	15	79%
Inuit	2	3%	1	50%
Other	5	9%	3	60%
Ethnocultural youth	244	18%	157	64%
Youth with disabilities	55	4%	40	73%
National (weighted rates for random sample)	1,389	100%	1,023	74%

Source: National Youth Survey national random sample.

Notes: Chi-square value of 11.18 ($p = 0.000$) for differences between Aboriginal youth and the national sample and a chi-square value of 9.17 ($p = 0.002$) for differences between ethnocultural youth and the national sample.

⁸ André Blais and Peter Loewen, *Youth Electoral Engagement in Canada*, Elections Canada Working Paper Series (January 2011).

⁹ Unweighted numbers were higher, but when data were weighted by region, the weighted numbers of Aboriginal respondents reduces because of their over-representation in the northern territories.

3.3 Electoral Participation by Socio-demographic Characteristics

There was no difference in youth electoral participation among youth whose first language was English, French or another language. Higher education, employment and higher personal income were predictors of increased participation in the May 2011 general election (Table 3-2), and this is consistent with other studies of youth voting in Canada.¹⁰

Table 3-2: Self-reported Participation in the 2011 General Election

	Total		Voted	
	N	%	N	%
Education – Chi-squared for trend ($p < 0.000$)				
Less than Grade 12	98	7%	41	42%
High school	381	27%	262	69%
Some college or trade school	105	8%	73	70%
College or trade school	264	19%	184	70%
Some university	148	11%	124	84%
Completed university degree: BA, MA, doctorate	393	28%	339	86%
Employment – Chi-squared for trend ($p < 0.000$)				
Employed or self-employed	634	46%	477	75%
Employed or self-employed and in school or training	270	19%	211	78%
In school or training	306	22%	242	79%
Full-time stay-at-home parent	74	5%	44	59%
Unemployed	75	5%	29	39%
Other reasons for not working	29	2%	19	66%
Personal Income – Chi-squared for trend ($p < 0.001$)				
Under \$20,000	139	44%	84	60%
\$20,000 to just under \$40,000	75	24%	52	69%
\$40,000 to just under \$60,000	45	14%	35	78%
\$60,000 to just under \$80,000	26	8%	16	62%
\$80,000 and over	17	5%	17	100%
Household Income				
Under \$20,000	135	13%	94	70%
\$20,000 to just under \$40,000	124	12%	89	72%
\$40,000 to just under \$60,000	157	15%	113	72%
\$60,000 to just under \$80,000	136	13%	104	76%
\$80,000 to just under \$100,000	128	12%	103	80%
\$100,000 and over	231	22%	193	84%
Total	1,389	100%	1,023	74%

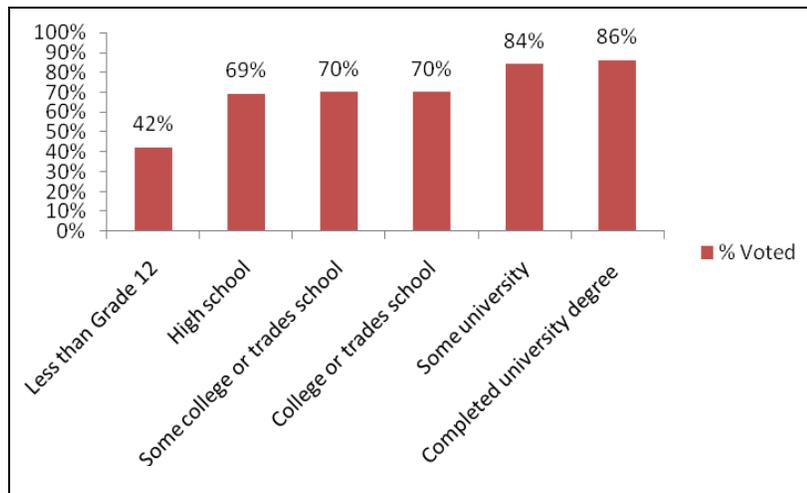
Source: National Youth Survey national random sample.

Note: Household income was asked of youth who either lived with their parents or were married. Other youth were asked personal income.

¹⁰ Source: André Blais and Peter Loewen, *Youth Electoral Engagement in Canada*, Elections Canada Working Paper Series (January 2011).

As highlighted in Chart 3-2, there was a progressive increase in youth voting with increasing educational attainment. For example, among those who had completed a university degree, the voting rate (86%) was significantly higher than for those youth who had less than a Grade 12 education (42%). Similarly, income and employment were linked to voting: youth who were employed or at school had higher rates of participation in voting than those who were unemployed or engaged in other activities, and those with higher incomes had higher rates of voting than those with lower incomes.

Chart 3-2: Association between Participation in the 2011 General Election and Education



Source: National Youth Survey national random sample.

Marital and family status were also predictors of electoral participation. Having children was significantly associated with lower rates of electoral participation (Table 3-3), especially for single parents with children.

Table 3-3: Rates of Electoral Participation for Families with and without Children

	Singles				Couples			
	Total in Sample		Voted		Total in Sample		Voted	
	N	%	N	%	N	%	N	%
With children	84	6%	51	61%	307	22%	226	74%
Without children	818	59%	598	73%	176	13%	144	82%

Note: Having children chi-squared $p < 0.001$; single parents with children chi-squared $p = 0.000$; couple families with children chi-squared $p < 0.001$.

Source: National Youth Survey national random sample.

3.4 Explaining Voting Behaviour

The current survey sought to confirm and shed further light on the reasons for voting and not voting among Canadian youth. Respondents' reasons for voting and non-voting were explored

through two open-ended questions. The responses to these questions were grouped together according to key attitudes associated with voting and key motivation and access barriers associated with non-voting. Motivation barriers are conceptualized as barriers that prevent those who are otherwise able to vote but do not want to vote from voting, while access barriers apply to those who want to vote but cannot.

Respondents who reported having voted in the May 2011 general election provided reasons for voting that were related to motivation, including general attitudes toward politics and democracy (70%) and interest in politics (26%) (Table 3-4). When asked directly, 97% of surveyed youth who reported having voted agreed at least somewhat that it is a civic duty for citizens to vote. Conversely, only 75% of non-voting youth agreed with this statement.¹¹

Table 3-4: Reasons for Voting

Reasons for Voting	Total	
	N	%
General Attitudes toward Politics and Democracy	707	70%
<i>It is a civic duty to vote</i>	268	26%
<i>Because I think it is important to vote</i>	184	18%
<i>It allows me to express my opinions/views</i>	165	16%
<i>I can/It's my right</i>	45	4%
<i>Out of habit (I always vote)</i>	31	3%
<i>It's important that youth vote</i>	8	1%
<i>My vote counts</i>	5	1%
Political Influencers	34	3%
<i>Because a friend, family member or other person encouraged me to vote</i>	34	3%
Interest in Politics	266	26%
<i>To support or oppose a political party</i>	160	16%
<i>I want to/I want change</i>	56	5%
<i>To support or oppose a specific candidate</i>	44	4%
<i>I care about different issues</i>	7	1%
Other	7	1%

Source: National Youth Survey national random sample.

In comparison, 51% of youth who said they did not vote provided explanations related to personal circumstances (Table 3-5).¹² Other reasons given centred around respondents' motivation and included generally negative attitudes to politics and democracy (9%), a lack of interest in politics (12%) and insufficient political knowledge (11%). Personal circumstances such as being too busy or taking care of children were considered as access barriers, but the extent to which they act as a barrier is likely to be influenced by an individual's motivation to vote.

¹¹ National Youth Survey QF2.

¹² It is possible that some respondents listed personal circumstances as the main reason for not voting because they felt guilty about not voting and found a reason for not voting that was outside their control.

Statistics Canada's May 2011 Labour Force Survey explored youth voting with a larger sample than was possible through the National Youth Survey. In the Labour Force Survey, youth aged 18 to 24 said they did not vote because they were not interested (30%), too busy (23%) or out of town or away (11%).¹³

Table 3-5: Reasons for Not Voting

Reasons for Not Voting	Total	
	N	%
Motivation Factors	119	33%
Attitudes	34	9%
<i>My vote wouldn't make any difference (vote is meaningless)</i>	14	4%
<i>I didn't like any of the parties/candidates (no choice)</i>	10	3%
<i>I don't trust government/politicians</i>	7	2%
<i>The party/candidate I liked didn't have a chance of winning</i>	2	<1%
Interest in Politics	44	12%
<i>I don't care (lack of interest)</i>	44	12%
Political Knowledge	41	11%
<i>I don't know enough about the parties/candidates/issues</i>	41	11%
Access Barriers	232	64%
Process Knowledge	16	4%
<i>I was unsure of how, when or where to vote</i>	16	4%
Personal Circumstances	182	50%
<i>I was at school/work all day/Taking care of family/children (or too busy)</i>	110	30%
<i>I was travelling/away from my riding</i>	51	14%
<i>Unable to get to polling station (location not convenient/transportation issues)</i>	13	4%
<i>I forgot</i>	7	2%
<i>I was sick</i>	2	<1%
Administrative Barriers	34	9%
<i>I didn't have ID or proof of address or VIC</i>	17	5%
<i>I wasn't registered/didn't know how to register</i>	10	3%
<i>Voting is not convenient</i>	7	2%
Other	13	4%

Source: National Youth Survey national random sample.

¹³ Elections Canada, Reasons for not voting in the May 2011 general election, at www.statcan.gc.ca/daily-quotidien/110705/dq110705a-eng.htm. The question was asked as a closed-ended question based on categories from previous Elections Canada research.

3.5 Electoral Participation and Motivation Barriers

Many of the reasons given for not voting represent a lack of motivation to vote. The potential barriers to voting arising from a lack of motivation were further considered by exploring:

- **Attitudes:** Barriers consisting of negative attitudes toward politics and democracy (e.g. cynicism). Individuals who face these barriers may be knowledgeable but do not want to vote.
- **Interest:** Barriers based on lack of interest in or apathy toward politics.
- **Political influencers:** Barriers arising from a lack of personal influencers encouraging political participation.
- **Political knowledge:** Barriers defined by lack of knowledge about politics, issues, parties and/or candidates. Individuals who face these barriers may be interested in voting but feel that they lack the political knowledge to be able to make a choice.

3.5.1 General Attitudes toward Politics, Democracy and Citizenship

There were reasonably high levels of satisfaction among the youth surveyed with the way democracy works in Canada, with 53% of youth being somewhat satisfied and a further 17% very satisfied. While youth who were very dissatisfied had slightly lower voting rates (72%) than youth who were very satisfied (77%), this difference was not statistically significant. A key difference between voters and non-voters was that voters were more likely to have agreed that the government plays a major role in their lives compared to non-voters (81% versus 62%, respectively).

Youth voters were more likely than non-voters to identify with a political party and to feel that by voting they could make a difference. Nearly all voters (95%) agreed that there was at least one political party that talked about the issues that they felt were important, compared to fewer (85%), but still a high proportion, of non-voters.¹⁴ When youth were asked whether they felt that by voting they could make a difference, 88% of voters agreed, compared to 72% of non-voters. Most youth, both voters and non-voters, disagreed that all federal political parties were the same (85% of voters and 76% of non-voters).

3.5.2 Interest in Politics and Political Parties

There was a direct correlation between interest in politics and voting, as 88% of youth who were very interested in the last general election voted, while only 28% of those who were not at all interested voted (Table 3-6).¹⁵ This finding is consistent with an earlier study using Elections Canada data.¹⁶

¹⁴ National Youth Survey QF2.

¹⁵ National Youth Survey QB8.

¹⁶ André Blais and Peter Loewen, *Youth Electoral Engagement in Canada*, Elections Canada Working Paper Series (January 2011).

Table 3-6: Association between Voting and Interest in Canadian Politics

	Total in Sample		Voted	
	N	%	N	%
Not at all interested	65	5%	18	28%
A little interested	287	21%	171	60%
Somewhat interested	673	48%	516	77%
Very interested	326	26%	319	88%
Total	1,389	100%	1,023	74%

Note: Chi-squared ($p = 0.000$).

Source: National Youth Survey national random sample.

Interest in politics was also explored by asking youth whether they had participated in various political activities in the past 12 months (Table 3-7). The most common activity was signing a petition (31%), although 21% reported contacting a politician to express their views on an issue.

Table 3-7: Association between Voting and Participation in Political Activities

Activity	Participated In ...				Did Not Participate In ...		
	Total	% Participated in the Activity	Voted		Total	Voted	
			N	%		N	%
Signed a petition?	436	31%	348	80%	946	668	71%
Expressed your views on an issue by contacting a politician?	285	21%	216	76%	1,100	805	73%
Attended a community meeting about a local issue?	186	13%	152	82%	1,202	871	72%
Expressed your views on an issue by contacting a newspaper or commenting on a blog or online discussion board?	147	11%	124	84%	1,241	899	72%
Participated in a demonstration or protest march?	104	7%	86	83%	1,285	937	73%

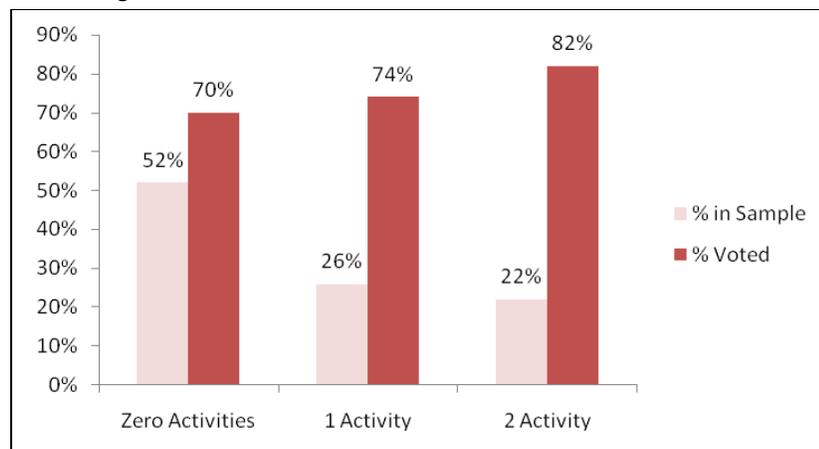
Source: National Youth Survey national random sample.

Of the 22% of youth who had participated in two or more activities, 82% voted, compared to 74% of those who had participated in only one activity and 70% of those who had participated in no activities (Chart 3-3).

Increased civic participation was also associated with increased voting. A significantly higher proportion of youth who had carried out volunteer work for an organization in the previous 12 months had voted (79%) compared to those who had not volunteered (69%).¹⁷ Not surprisingly, this was particularly the case for youth who had volunteered for a political party: 98% of them had voted.

¹⁷ Chi-squared 22.509. $p=0.000$.

Chart 3-3: Association between Participation in Political Activities and Voting Behaviour



Source: National Youth Survey national random sample.

3.5.3 Political Knowledge

Survey respondents were asked three questions to test their political knowledge (Table 3-8). Approximately one third of youth (39%) answered all three questions correctly, 28% answered two correctly, 22% answered one and 11% provided no correct answers.

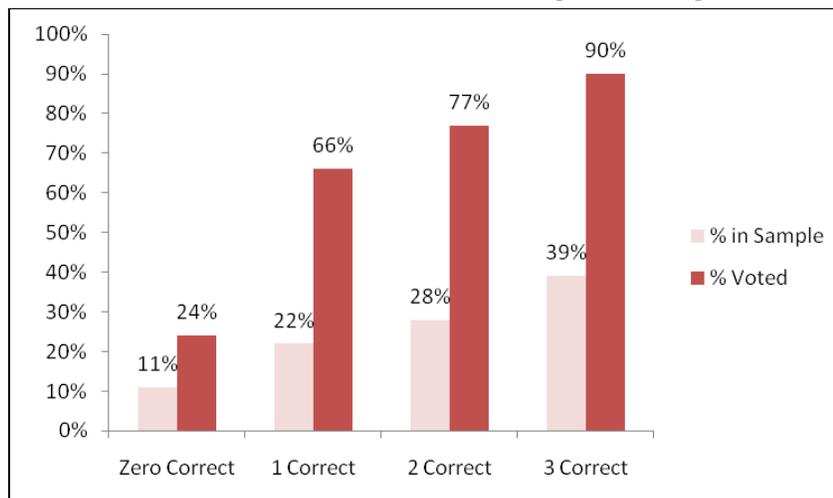
Table 3-8: Political Knowledge

Question	Correct			Incorrect/No Answer		
	Total	Voted		Total	Voted	
		N	%		N	%
Which party won the most seats in the general election held on May 2?	1,125	937	83%	90	49	54%
What level of government has primary responsibility for education (federal, provincial or municipal)?	838	692	83%	550	331	60%
What is the name of your provincial (territorial) premier?	736	620	84%	653	404	62%

Source: National Youth Survey national random sample.

It appears that there is a clearly positive relationship between political knowledge and voting behaviour (Chart 3-4). For example, only 24% of individuals who could not provide any correct answers to the three questions to test political knowledge voted in the May 2011 general election, compared to 90% of those who answered all three questions correctly.

Chart 3-4: Association between Political Knowledge and Voting Behaviour



Source: National Youth Survey national random sample

Knowledge of the candidate was also associated with voting. When specifically asked, 21% of voters said “knowing enough about the candidates” had made it difficult or very difficult to vote, compared to 46% of non-voters.

Approximately two thirds of surveyed youth had taken courses at high school in which they learned about government and politics. A higher proportion (78%) of those who had taken courses had voted, compared to those who had not taken courses (64%). Of interest, approximately one half (51%) of surveyed youth indicated that they had participated in a mock election program. The proportion of voters among those who had participated in mock election programs such as Student Vote¹⁸ (75%) was the same as those who had not.

3.6 Electoral Participation and Access Barriers

The extent to which access barriers influence electoral participation was considered by exploring:

- **Process knowledge:** Barriers associated with lack of knowledge about the actual electoral process, such as how, where or when to vote.
- **Personal circumstances:** Barriers associated with one’s personal situation, such as being sick, lacking transportation or having moved.
- **Administrative issues:** Actual or perceived barriers that relate to the administration of the voting process, such as accessibility of the polling site or perceptions of the polling station.

¹⁸ Student Vote is a non-profit, non-partisan organization that hosts parallel election for students under the voting age that coincide with official elections.

3.6.1 Knowledge of the Electoral Process

Knowledge of how, when or where to vote was explored by asking youth to rate how difficult or easy a range of factors made it for them to vote (Table 3-9). Although only 4% of non-voters stated that their main reason to not vote was that they did not know how or where to vote, many more said that they were influenced by these factors when asked whether they had had an impact on their decision. Approximately one quarter of youth non-voters said that they were influenced in their decision by not knowing when or where to go to vote.

Table 3-9: Administrative Barriers to Voting

Potential Barriers	Voters: Factors Making It Somewhat Difficult or Very Difficult to Vote		Non-voters: Factors with a Strong or Some Influence on Decision Not to Vote	
	N	%	N	%
Knowing when to vote	16	2%	92	26%
Knowing where to go to vote	38	3%	91	25%
Knowing how to vote	14	2%	67	19%
Total	1,023		366	

Note: Readers should interpret Table 3-9 with caution because of small sample sizes.

Source: National Youth Survey national random sample.

Lack of awareness of different ways of voting other than voting at the polling station on election day was also associated with lower rates of voting, with participation by only 57% of youth who did not know any other way of voting (Table 3-10).

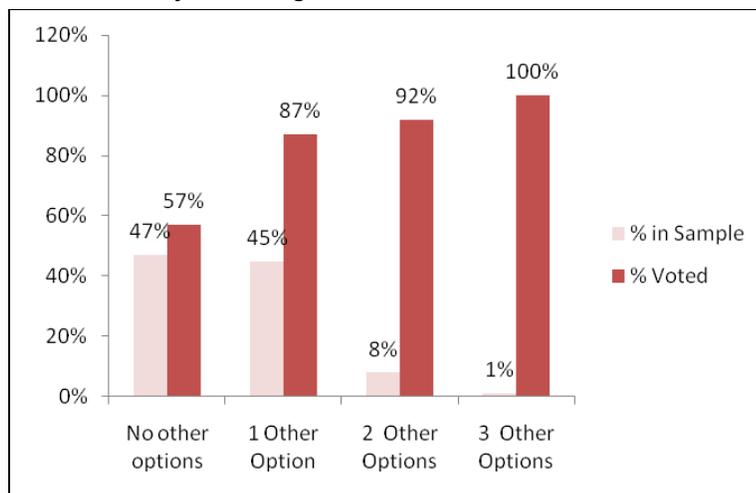
Table 3-10: Awareness of Different Ways of Voting

Awareness of Voting Methods	Total		Voted	
	N	%	N	%
Advance polling station	699	50%	621	89%
By mail	134	10%	119	89%
Local Elections Canada office	33	2%	29	88%
Don't know/Don't remember	644	46%	363	57%
Total	1,389	100%	1,023	

Source: National Youth Survey national random sample.

The proportion who voted increased along with increasing awareness of the different options for voting (Chart 3-5). Of the small number of youth aware of all three options, all reported having voted, compared to 92% of those who were aware of two options and 87% of those aware of only one other option.

Chart 3-5: Association between Voting Participation and Awareness of Different Ways of Voting



Source: National Youth Survey national random sample.

3.6.2 Personal Circumstance

Personal circumstances were explored by considering a range of socio-demographic characteristics. This form of analysis is complicated as the various factors are intertwined. For instance, as outlined previously (Section 3.3), higher rates of participation were associated with higher levels of education and with higher income, and there is a high correlation between income and education. The finding that lower rates of participation were associated with being a single parent may be an expression of the lower levels of educational attainment and earnings that are associated with this group.

Those who had moved more than twice in the two years before the survey (64%) were also less likely to say that they had voted than those who had not moved more than twice (74%).¹⁹ Lower voting rates by more mobile youth are likely to be associated with administrative barriers such as a lower rate of receipt of the VIC. Youth who had moved more than twice were less likely to have received a VIC, compared to youth who had moved twice or less (55% versus 79%).

The ability of youth to get to the polling station is another personal circumstance that has a significant impact on voter behaviour. Few voters (2%) said that getting to the location had had an influence on their decision to vote. Meanwhile, nearly a quarter (24%) of non-voters said that transportation to the voting location had had some or a strong influence on their decision not to vote.

3.6.3 Administrative Barriers

When asked about their main reason for not voting in the May 2011 general election, 10% of youth non-voters provided administrative reasons (see Table 3-5 above). Potential administrative barriers to voting included whether voting was easy and convenient, whether

¹⁹ Chi-squared=7.71. p=0.005.

youth had received a VIC in the mail, providing proof of ID or address and the extent to which they would have felt welcome at the polling station.

Almost all (98%) of youth who voted agreed that voting in a general election “is easy and convenient,” compared to 82% of non-voters. When specifically asked, 23% of youth stated that they had not received a VIC in the mail. Voting rates were significantly lower for those who had not received a VIC (62%) or did not remember whether they had received one (33%), compared with those who remembered receiving a VIC (79%).²⁰ Voting rates were not increased by having correct details on the VIC.

Difficulty in providing proof of ID and difficulty in providing proof of their address influenced 15% and 16%, respectively, of youth non-voters not to vote (Table 3-11).

Table 3-11: Administrative Barriers to Voting

Potential Barriers	Voters: Factors Making It Somewhat Difficult or Very Difficult to Vote		Non-voters: Factors with a Strong or Some Influence on Decision Not to Vote	
	N	%	N	%
Ability to provide proof of ID	18	2%	53	15%
Ability to provide proof of address	30	3%	56	16%
Total	1,023		366	

Source: National Youth Survey national random sample.

There was also a difference between voting and non-voting youth in the extent that they agreed that the polling station was (or would be) a welcoming place, with fewer non-voters strongly agreeing with the statement (Table 3-12).

Table 3-12: Feeling Welcome at the Polling Station

Agreement That the Polling Station Is Welcoming/Would Be Welcoming	Voters		Non-voters	
	N	%	N	%
Strongly disagree	12	1%	14	4%
Disagree	20	2%	26	7%
Somewhat agree	208	20%	109	30%
Strongly agree	782	76%	212	59%
Total	1,023	100%	366	100%

Source: National Youth Survey national random sample.

3.7 Influencers

Most Canadian youth had sometimes (56%) or often (22%) taken part in discussions about politics or government at home while they were growing up. Participation in voting was significantly higher for those who often had discussions at home (90%), compared with those

²⁰ Chi-squared=68.54. p=0.000.

who never did (57%). Having current discussions about government or politics with partner or spouse, friends, family or colleagues was associated with higher rates of voting. Of those who currently discussed government and politics with their family or friends, 78% voted, compared to 47% and 53%, respectively, of those who did not have these discussions.

Approximately 40% of surveyed youth had been directly contacted by a political party or candidate before the May 2011 general election. A significantly higher proportion of those who had been directly contacted voted (83%), compared to those who had not been directly contacted (68%).²¹

Youth were asked about the extent to which various people influenced their decision whether or not to vote (Table 3-13). Politicians in general, the media and family (not including partner or spouse) had the most influence on decisions about whether or not to vote for voters and non-voters alike. Influencers were more likely to be identified by youth voters than by youth non-voters.

Table 3-13: People or Groups Influencing Voting Decisions

Influencers	Voters: Strong Influence / Some Influence		Non-voters: Strong Influence/ Some Influence	
	N	%	N	%
Politicians in general	665	65%	135	37%
Media	522	51%	129	35%
Family (not including partner or spouse)	496	48%	109	30%
Friends or peers	393	38%	132	36%
Partner or spouse*	222	25%	49	16%
Teacher or professor	116	12%	58	17%
Vote mob(s)	64	7%	17	5%
Endorsement by a famous person	30	3%	15	4%
Total	1,023		366	

*Among those who were married, 36% of voters considered their spouse or partner to have a strong or some influence on their voting decisions, compared to 21% among non-voters.

Source: National Youth Survey national random sample.

The media was cited as influencing voting decisions by 51% of voters and 35% of non-voters. Various types of media were also the main source of information about the election for surveyed youth: 42% of respondents cited television as their main source of information; 20% cited a media website, blog or other web sources; 11% cited newspapers or magazines; and 4% cited radio (Table 3-14).

²¹ Chi-squared ($p = 0.000$).

Table 3-14: Main Source of Information about the Election

	Total Using Information Source		Voted	
	N	%	N	%
Television	581	42%	397	68%
Media website, blog or other web source	273	20%	240	88%
Newspaper/magazine	154	11%	136	88%
Family or friends	130	9%	76	58%
Government and/or political party website	61	4%	57	93%
Radio	50	4%	36	72%
Social networking sites Facebook, Twitter, MySpace, etc	38	3%	28	74%
Other	76	5%	43	57%
Total	1,389	100%	1,023	

Source: National Youth Survey national random sample.

3.8 The Impact of Barriers and Influencers on Electoral Participation

A regression analysis was performed with the weighted national random sample (Group A) to establish the respondent characteristics that were associated with voting behaviour. Based on the bivariate analyses of barriers in the previous section, the likelihood to vote was determined by a set of seven characteristics or factors representing both motivation and access barriers. These seven factors were tested against whether the respondents had voted in the May 2011 general election. Each factor was measured by combining variables in the survey that measured similar attributes into a logistic regression model.

Table 3-15 provides a summary of the barriers and influencers associated with participation in the May 2011 general election by presenting the R-squared – a statistical coefficient that measures the relationship between dependent and independent variables. The R-squared values represent the proportion of variance of the dependent variable explained by the independent variables (where 0 would represent no relationship and 1.0 would represent a perfect relationship). A large regression coefficient means (while keeping other variables constant) the variable would very likely impact the probability of that outcome, while a near-zero regression coefficient means that that variable would not likely impact the probability of that outcome.

In this model, the dependent variable is voting or not voting, and the independent variables are the motivation factors and access barriers. The R-squared values measured voting behaviour variance explained by: 1) motivation and access barriers as a whole; and 2) specific types of motivation and access barriers. Appendix A provides more detailed information on the regression model.

Table 3-15: Summary of Characteristics Associated with Voting Behaviour

Variables Included in the Models	Associated with Lower Participation	Model R ²
Dependent Variable: Voted in 2011 General Election		
A. Motivation Factors		.353
A1. General Attitudes toward Politics and Democracy		.168
All federal political parties are the same (agreement with)	Negative attitudes	
It is a civic duty for citizens to vote in elections (agreement with)		
There is at least one political party that talks about issues that are important		
A2. Political Influencers		.155
Family (not including partner or spouse) (influence of)	Fewer influencers. TV main source	
Politicians in general (influence of)		
Do you currently ever discuss government or politics with family		
Talk about politics or government at home when growing up		
TV as main source of information for 2011 election		
A3. Interest in Politics		.182
Overall, how interested were you in this last federal election?	Low interest	
A4. Political Knowledge		.181
Number of correct answers to three questions:	Low knowledge	
• Which party won the most seats in the federal election?		
• Which level of government has primary responsibility for education?		
• What is the name of your provincial (territorial) premier?		
Knowing enough about the candidates to know who to vote for (influence of)		
B. Access Barriers		.315
B1. Process Knowledge		.227
Knowing when to vote (influence of)	Low knowledge	
Number of different methods of voting named (i.e. advance poll, mail)		
Knowing where to vote (influence of)		
B2. Personal Circumstances		.155
Getting to the voting location (transportation) (influence of)	Transportation issues, less education	
Education		
B3. Administrative Barriers to Voting		.179
Voting in a federal election is easy and convenient (agreement with)	Voting is not perceived as easy. Did not receive card	
Ability to provide proof of ID (influence of)		
Received a VIC		
Full Model		.444

Note: Where possible, Don't know/Don't remember answers were re-coded into appropriate valid answers. Refusal answers were eliminated from the analysis.



The results show that both motivation factors (.353) and access barriers (.315) are associated with voting behaviour. The motivation factors with the strongest influence on electoral participation are:

- Political knowledge which had a clear relationship to voting behaviour (R-squared of .181).
- Positive attitudes toward, and interest in, Canadian politics and democracy significantly increased the likelihood of voting in the 2011 general election (R-squared of .168 and .182, respectively).
- The degree to which youth had political influencers in their lives was another significant determinant of voting behaviour (R-squared of .155). Those who discussed politics with their families were more likely to have voted, while those for whom television was the main source of information for the 2011 general election were less likely to have voted. This finding may suggest that youth who learn from more passive media will be less likely to vote, while those who learn from more active media will be more likely to vote. This finding should not be taken to mean, however, that television advertisements which remind individuals to vote do not have an impact.

Access factors were also associated with voting behaviour (R-squared of .315). Access factors included the ease or difficulty of finding transport to the polling stations, and perceptions of the ease and convenience of voting, including the requirements around providing ID. Having received a VIC is also associated with voting.

The practical conclusion of this analysis is that fundamental issues such as attitudes and knowledge, personal circumstances including educational attainment, and access barriers all influence youth turnout at the polling station. Barriers related to administrative issues are more likely to be within the scope of Elections Canada to address and may have the most immediate impact on electoral participation by Canadian youth.

SECTION 4: KEY SUBGROUPS – BARRIERS AND INFLUENCERS TO ELECTORAL PARTICIPATION

This section explores rates of participation in the May 2011 general election and the barriers and influencers to participation among subgroups – namely, Aboriginal, ethnocultural, unemployed and rural youth as well as youth with disabilities. All results in this section are based on unweighted data from both the random and the purposive samples. The analysis begins by providing an overview of general voting patterns of the subgroups. Then multivariate regression models examine the key drivers influencing voting behaviour in the 2011 general election within each subgroup.

4.1 Voting Behaviour among Subgroups

Compared to the national random sample, the purposive sample included a greater proportion of respondents who reported not voting in the 2011 general election. Voting was significantly lower for Aboriginal, ethnocultural and unemployed youth as well as youth with disabilities (Table 4-1). Voting patterns for rural youth were more similar to the national random sample.

Table 4-1: Electoral Participation by Subgroup

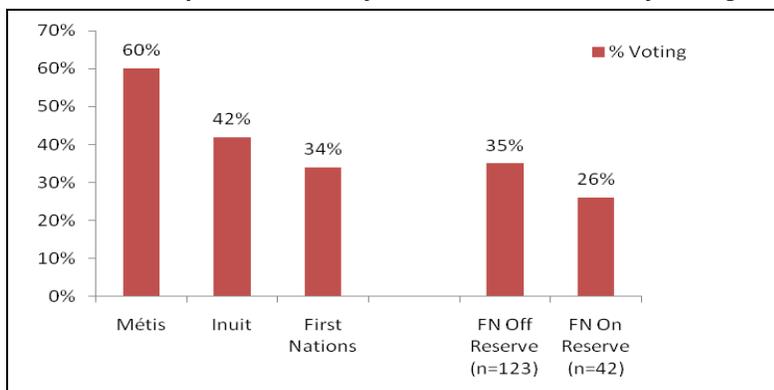
	Total National Sample	Aboriginal	Ethno-cultural	Unemployed	Youth with Disabilities	Rural
Voted	1,389 (74%)	120 (42%)	279 (61%)	102 (42%)	84 (55%)	371 (67%)
Did not vote	366 (26%)	163 (58%)	179 (39%)	139 (58%)	69 (45%)	181 (33%)

Source: National Youth Survey national random and purposive samples.

As highlighted in Chart 4-1, when examining Aboriginal electoral participation, the following patterns emerged:

- Aboriginal voting was higher among youth who identified themselves as Métis (60%), as compared to Inuit (42%) or First Nations (34%).
- First Nations youth living on reserve had lower participation (26%) than those living off reserve (35%).

Chart 4-1: Participation in the May 2011 General Election by Aboriginal Subgroup



Source: National Youth Survey national random and purposive samples.

4.2 Reasons for Voting or Not Voting

When asked their main reason for voting or not voting, fewer subgroup voters than in the national random sample said they voted for reasons relating to general positive attitudes toward politics and democracy, such as “voting is a civic duty” (Table 4-2). When compared to the national random sample, slightly more voters in the Aboriginal, ethnocultural, unemployed subgroups, as well as the subgroup for voters with disabilities, voted to support or oppose a political party.

Table 4-2: Reasons for Voting

Reasons for Voting	National Average	Aboriginal	Ethno-cultural	Unemployed	Youth with Disabilities	Rural
Number (%) of voters	1,389 (74%)	120 (42%)	279 (61%)	102 (42%)	84 (55%)	371 (67%)
General Attitudes toward Politics and Democracy	70%	53%	56%	66%	52%	65%
<i>It is a civic duty to vote</i>	26%	12%	22%	27%	13%	21%
<i>Because I think it is important to vote</i>	18%	22%	15%	16%	20%	17%
<i>It allows me to express my opinions/views</i>	16%	8%	13%	14%	10%	17%
<i>I can/It is my right</i>	4%	6%	3%	5%	6%	5%
<i>Out of habit (I always vote)</i>	3%	6%	1%	3%	2%	4%
<i>It's important that youth vote</i>	1%	0	<1%	<1%	1%	<1%
<i>My vote counts</i>	1%	0	1%	1%	0%	<1%
Political Influencers	3%	7%	4%	2%	2%	5%
<i>Because a friend, family member, or other person encouraged me to vote</i>	3%	7%	4%	2%	2%	5%
Interest in Politics	26%	35%	37%	30%	34%	29%
<i>To support or oppose a political party</i>	16%	21%	22%	18%	20%	18%
<i>I want to/I want change</i>	5%	8%	8%	5%	7%	4%
<i>To support or oppose a specific candidate</i>	4%	6%	5%	6%	7%	6%
<i>I care about different issues</i>	1%	1%	1%	1%	0	1%
Other	1%	1%	<1%	1%	1%	>1%

Source: National Youth Survey national random and purposive samples.

Subgroup non-voters were more likely to provide access barriers as their main reason for not voting – in particular, process knowledge and administrative barriers (Table 4-3).

Table 4-3: Reasons for Not Voting

Reasons for Not Voting	National Average	Aboriginal	Ethno-cultural	Unemployed	Youth with Disabilities	Rural
Motivation Factors	33%	31%	30%	34%	35%	27%
Attitudes	9%	7%	12%	13%	12%	8%
<i>My vote wouldn't make any difference (vote is meaningless)</i>	4%	3%	2%	3%	4%	2%
<i>I didn't like any of the parties/candidates (no choice)</i>	3%	1%	6%	5%	1%	3%
<i>I don't trust government/politicians</i>	2%	4%	3%	3%	6%	2%
<i>The party/candidate I liked didn't have a chance of winning</i>	1%	0%	1%	1%	0%	1%
Interest in Politics	12%	14%	9%	12%	13%	10%
<i>I don't care (lack of interest)</i>	12%	14%	9%	12%	13%	10%
Political Knowledge	11%	10%	10%	10%	10%	9%
<i>I don't know enough about parties/candidates/issues</i>	11%	10%	10%	10%	10%	9%
Access Barriers	64%	61%	58%	60%	55%	66%
Process Knowledge	4%	8%	6%	5%	10%	8%
<i>I was unsure of how, when or where to vote</i>	4%	8%	6%	5%	10%	8%
Personal Circumstances	50%	40%	44%	46%	32%	49%
<i>I was at school/work all day/Taking care of family/children (or too busy)</i>	30%	19%	25%	28%	12%	24%
<i>I was travelling/away from my riding</i>	14%	8%	11%	10%	9%	10%
<i>Unable to get to polling station (location not convenient/transportation issues)</i>	4%	7%	5%	4%	9%	9%
<i>I forgot</i>	2%	3%	3%	3%	0%	4%
<i>I was sick</i>	<1%	2%	0%	1%	1%	2%
<i>Incarceration/homelessness</i>	0%	1%	0%	<1%	1%	0%
Administrative Barriers	9%	13%	9%	9%	13%	9%
<i>I didn't have ID or proof of address or VIC</i>	5%	9%	5%	4%	9%	4%
<i>I wasn't registered/didn't know how to register</i>	3%	3%	2%	2%	3%	2%
<i>Voting is not convenient</i>	2%	2%	2%	2%	1%	3%
Other	4%	4%	6%	3%	4%	4%

Source: National Youth Survey national random and purposive samples.

4.3 Electoral Participation and Motivation

Smaller proportions of Aboriginal (59%) and unemployed (55%) youth as well as youth with disabilities (54%) were satisfied or very satisfied with the way democracy works in Canada when compared to the national random sample, in which 70% of youth were satisfied or very satisfied. Similar proportions of ethnocultural (66%) and rural (73%) youth were satisfied or very satisfied.

Subgroups generally held less positive attitudes toward politics, democracy and citizenship (Table 4-4). Youth in subgroups were less likely, when compared to the national random sample, to somewhat or strongly agree that:

- The government plays a major role in their lives.
- By voting they could make a difference.
- There was one political party that talked about issues that were important to them.

Subgroups were more likely to agree, somewhat or strongly, that all federal parties were the same. Attitudes of youth in the rural subgroup were more similar to the national random sample than youth from other subgroups.

Table 4-4: Attitudes toward Politics and Democracy

Somewhat or Strongly Agree	National Average	Aboriginal	Ethno-cultural	Unemployed	Youth with Disabilities	Rural
It's a civic duty for citizens to vote in elections	91%	75%	83%	68%	70%	87%
There is at least one political party that talks about issues that are important to me	91%	76%	83%	74%	75%	88%
I feel that by voting I can make a difference	84%	67%	75%	63%	66%	79%
The government plays a major role in my life	76%	64%	72%	62%	68%	71%
All federal parties are the same	17%	32%	30%	30%	33%	23%

Source: National Youth Survey national random and purposive samples.

For all youth subgroups, increasing interest in Canadian politics corresponded with increasing voting rates. However, slightly fewer youth in subgroups were somewhat or very interested in Canadian politics: 65% of Aboriginal youth, 72% of ethnocultural youth, 67% of unemployed youth, 68% of youth with disabilities and 69% of rural youth, compared to 74% in the national random sample.

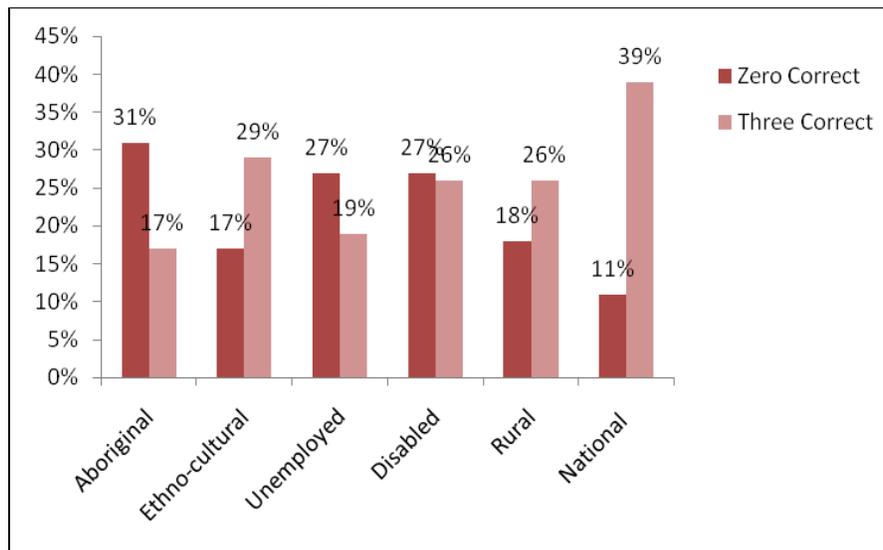
Similar to the national random sample, signing a petition was the political activity in which youth subgroups had most commonly participated. Higher proportions of youth in subgroups, especially Aboriginal and rural youth, had attended a community meeting than had youth in the national random sample. More youth in the subgroups had expressed their views by contacting a newspaper, or commenting on a blog or online discussion, and fewer had contacted a

politician than youth in the national random sample. These more engaged youth were generally more likely to have voted.

As in the national random sample, higher proportions of youth who had volunteered for an organization in the past 12 months had voted than those who had not.

High political knowledge was associated with high electoral participation for both the national sample and the youth subgroups. However, overall political knowledge, as measured by the number of correct answers to the survey questions, was lower for youth in the subgroups (Chart 4-2).

Chart 4-2: Political Knowledge



Source: National Youth Survey national random and purposive samples.

4.4 Electoral Participation and Access

When compared to the national random sample, youth non-voters in the subgroups also said that not knowing where, when or how to vote had influenced or strongly influenced their decision not to vote (Table 4-5).

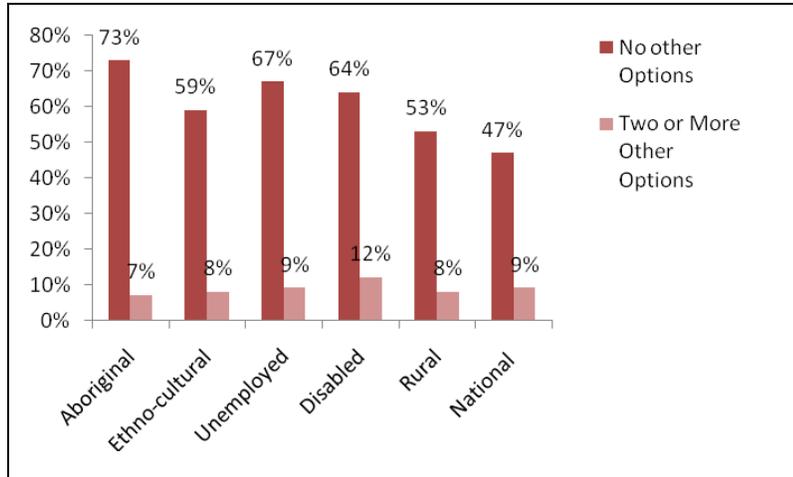
Table 4-5: Knowing When, Where and How to Vote among Non-voters

Somewhat or Strong Influence	National Average	Aboriginal	Ethno-cultural	Unemployed	Youth with Disabilities	Rural
Knowing when to vote	26%	25%	31%	20%	33%	22%
Knowing where to vote	25%	28%	32%	21%	33%	23%
Knowing how to vote	19%	23%	27%	17%	33%	17%

Source: National Youth Survey national random and purposive samples.

Awareness of any other options to vote, other than at the polling station on election day, was lower for youth subgroups (Chart 4-3).

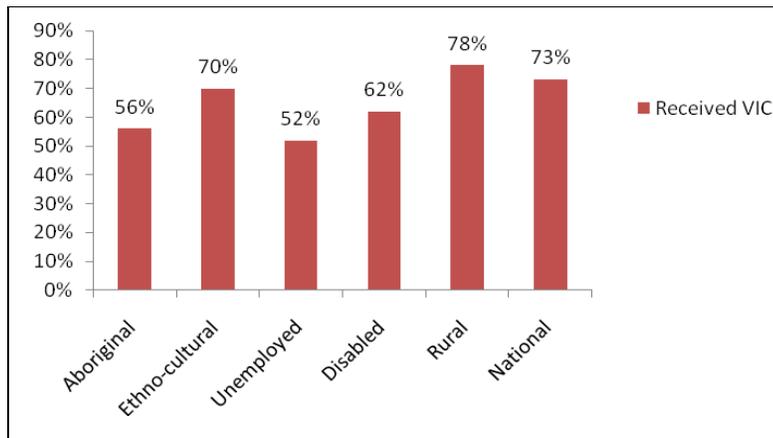
Chart 4-3: Awareness of Different Voting Options



Source: National Youth Survey national random and purposive samples.

Administrative barriers to voting were provided as the main reason for not voting by youth in subgroups. There were some differences in the proportions of different subgroups who said they had received a VIC (Chart 4-4). Fewer Aboriginal, unemployed and youth with disabilities said they had received a VIC compared with the sample as a whole. Youth who said they did not receive a VIC may have received one but had not recalled receiving it.

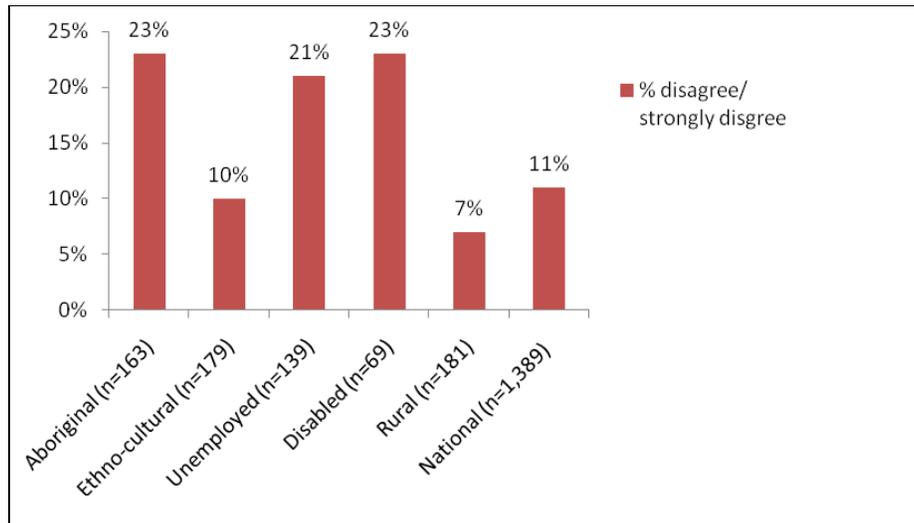
Chart 4-4: Percentage of Youth Who Had Received a VIC



Source: National Youth Survey national random and purposive samples.

A higher proportion of Aboriginal youth (23%), youth with disabilities (23%) and unemployed (21%) youth disagreed or strongly disagreed that “they would feel welcome at the polling station,” when compared to the national random sample (11%). This was much less of a problem among rural youth (7%) (Chart 4-5).

Chart 4-5: Percentage of Youth Non-voters Who Disagreed or Strongly Disagreed That They Would Feel Welcome at the Polling Station



Source: National Youth Survey national random and purposive samples.

4.5 Influencers

Compared to the national random sample (78%), fewer Aboriginal youth (64%), unemployed youth (60%) or youth with disabilities (64%) said that they had talked about politics or the government at home when they were growing up. The proportion of ethnocultural (74%) and rural (72%) youth who had discussed politics at home was similar to the national random sample.

Being directly contacted by a political party or candidate was associated with higher rates of voting participation in the general election for all subgroups and the national random sample. However, fewer youth in all subgroups, and particularly Aboriginal youth (27%) and unemployed youth (28%), said they had been directly contacted when compared to the national random sample (40%).

For youth in the subgroups, politicians in general, the media and family, friends and peers were the main people or groups influencing the decision of whether or not to vote. As for the national random sample, television was the main source of information about the election for subgroup youth. Vote mobs or endorsements by a famous person were mentioned by few youth in the subgroups.

4.6 Barriers to Voting by Youth in Subgroups

Binary logistic regression²² was used to determine the extent to which different barriers and influencers were associated with electoral participation *within* the subgroups. A summary of the characteristics associated with non-participation in the 2011 general election for these subgroups is provided below. Examples of profiles of youth voters and non-voters are provided to illustrate the subgroups.

Table 4-6: Factors Explaining Subgroup Voting Behaviour

Subgroups and Factors	R²
Aboriginal	.485
Lack of family influence to vote	
Lack of interest in last federal election	
Low awareness of different ways of voting	
Difficulty getting to the polling station	
Low educational attainment	
Not perceiving voting as easy or convenient	
Ethnocultural	.425
Lack of a belief that voting is a civic duty	
Lack of family influence to vote	
Using TV as main source of information about the election	
Lack of interest in last federal election	
Not knowing when to vote	
Difficulty getting to polling station	
Not receiving a VIC	
Unemployed	.469
Lack of interest in last federal election	
Low awareness of different ways of voting	
Difficulty getting to polling station	
Not receiving a VIC	
Youth with disabilities	.490
Lack of interest in last federal election	
Lack of family influence to vote	
Few correct answers to three political questions	
Not receiving a VIC	
Rural	.457
Lack of a belief that voting is a civic duty	
Lack of interest in last federal election	
Lack of family influence to vote	
Low influence from politicians in general	
Few correct answers to three political questions	
Low awareness of different ways of voting	
Not knowing where to vote	
Difficulty getting to polling station	
Not perceiving voting as easy or convenient	

²² A detailed explanation of the method used is provided in Appendix A.



Both motivation factors and access barriers influenced voting participation within subgroups. Within all subgroups, non-voters' lack of interest in the election was a key predictor of their voting behaviour.

Aspects of knowing where, when or different ways to vote were associated with non-voting by youth in the subgroups (with the exception of youth with disabilities). Not receiving a VIC was significantly associated with not voting for ethnocultural, unemployed and youth with disabilities. Difficulty in getting to the polling station was also a common barrier associated with not voting by all subgroups, with the exception of youth with disabilities. However, this may be because both voters and non-voters among youth with disabilities were affected by this barrier.

Other characteristics influencing low participation were specific to particular groups, including:

- Not perceiving voting as easy or convenient (Aboriginal and rural youth).
- Using TV as a main source of information (ethnocultural youth).
- Being less knowledgeable about politics (youth with disabilities and rural youth).

In the bivariate analysis, subgroup youth appeared to have fewer influencers. In the regression analysis, with the exception of unemployed youth, lack of family influence on decisions whether or not to vote was a significant barrier to voting for all youth in all subgroups.

4.6.1 Aboriginal Youth

Aboriginal youth, and in particular First Nations and Inuit youth, had the lowest rates of voting participation even after taking educational attainment into account. First Nations youth living on reserve had lower rates of voting than those not living on reserve.

Aboriginal youth non-voters were less interested in the last general election, less knowledgeable about different ways of voting and more likely to have transportation difficulties in getting to the polling station. It is perhaps not surprising, then, that Aboriginal non-voters were also less likely to perceive voting as easy and convenient.

Aboriginal Youth	Profiles of Aboriginal Youth
<p>Factors associated with Aboriginal youth non-voters:</p> <p>MOTIVATION</p> <p>Political interest</p> <ul style="list-style-type: none"> • Lower level of interest in the election <p>ACCESS</p> <p>Process knowledge</p> <ul style="list-style-type: none"> • Less likely to be aware of different ways of voting <p>Personal circumstances</p> <ul style="list-style-type: none"> • More likely to be First Nations or Inuit and to live on reserve • More likely to have difficulty getting to the polling station • Lower educational attainment <p>Administrative</p> <ul style="list-style-type: none"> • Less likely to consider voting easy and convenient <p>INFLUENCERS</p> <ul style="list-style-type: none"> • Less influenced by family 	<p>Non-voter:</p> <p>Adoni is 32 years old, First Nations, lives on a reserve, has a Grade 12 education and is unemployed. He has not voted in any of the elections for which he has been eligible to vote, and the main reason he did not vote in the last general election was because he was unable to get to the polling station and had misplaced his driver's licence (his only ID). Adoni was not at all interested in the last general election.</p> <p>Voter:</p> <p>Leena, on the other hand, is 25 years old, single, Métis and lives in a rural area. She has completed a university degree and is employed. Leena has voted in all elections since she has been eligible to vote, and she voted in the last election because she believes that voting is important. Her parents usually vote. She is generally interested in Canadian politics and is satisfied with the way democracy works in Canada.</p>

4.6.2 Ethnocultural Youth

The notable difference between ethnocultural youth and other youth subgroups is that non-voters in this group were less likely to see voting as a civic duty and more likely to use television as their main source of information on the election.

Ethnocultural Youth	Profiles of Ethnocultural Youth
<p>Factors associated with ethnocultural youth non-voters:</p> <p>MOTIVATION</p> <p>General attitudes</p> <ul style="list-style-type: none"> • Less likely to believe that voting is a civic duty <p>Political interest</p> <ul style="list-style-type: none"> • Lower level of interest in the election <p>ACCESS</p> <p>Process knowledge</p> <ul style="list-style-type: none"> • Less likely to be aware of when to vote <p>Personal circumstances</p> <ul style="list-style-type: none"> • More likely to have difficulty getting to the polling station <p>Administrative</p> <ul style="list-style-type: none"> • Less likely to have received a VIC <p>INFLUENCERS</p> <ul style="list-style-type: none"> • Less influenced by family • TV is main source of information 	<p>Non-voter:</p> <p>Miguel was born outside Canada, is in his early twenties and is currently working. He is single with no children and has recently moved back to live with his parents. His recent change in address is likely to be the main reason he did not receive a VIC. Miguel never votes, and he did not vote in the last general election because he was not at all interested.</p> <p>Voter:</p> <p>Sofia is in her late twenties, single and renting alone. She is currently employed and holds a university degree. Sofia votes in all elections and voted in the last general election because she felt it was her civic duty. Overall, she was very interested in the last general election, is interested in Canadian politics and is somewhat satisfied with the way democracy works in Canada.</p>

4.6.3 Unemployed Youth

Unemployed non-voters were similar to other groups of youth non-voters and characterized by less knowledge about the different ways of voting. This lack of knowledge may be exacerbated by the fact that they were less likely to have received a VIC and had difficulty getting to the polling station.

Unemployed Youth	Profile of Unemployed Youth
<p>Factors associated with unemployed youth non-voters:</p> <p>MOTIVATION</p> <p>Political interest</p> <ul style="list-style-type: none"> • Lower level of interest in the election <p>ACCESS</p> <p>Process knowledge</p> <ul style="list-style-type: none"> • Less likely to be aware of different ways of voting <p>Personal circumstances</p> <ul style="list-style-type: none"> • More likely to have difficulty getting to the polling station <p>Administrative</p> <ul style="list-style-type: none"> • Less likely to have received a VIC 	<p>Non-voter:</p> <p>Alexis is a 21-year-old youth who is unemployed and has less than a Grade 12 education. She has not voted in any election since she has been eligible to vote and attributes her lack of electoral participation to her lack of interest; she was not interested in the general election and is not interested in Canadian politics. She can't see the point in voting, and even if she had wanted to vote, she could not have got a ride to the polling station on voting day.</p> <p>Voter:</p> <p>Jacob is a 24-year-old youth who is unemployed with some university education. He has voted in most elections since he has been eligible to vote and voted in the last general election to support a political party. He was very interested in the last general election.</p>

4.6.4 Youth with Disabilities

Youth with a disability were less likely to vote than their peers without disabilities. Among youth with disabilities, non-voters were less interested in the last election than voters. They were also less likely to be knowledgeable about Canadian politics in general.

Youth with Disabilities	Profile of Youth with Disabilities
<p>Factors associated with non-voting youth with disabilities:</p> <p>MOTIVATION</p> <p>Political interest</p> <ul style="list-style-type: none"> • Lower level of interest in the election <p>Political knowledge</p> <ul style="list-style-type: none"> • Less able to answer questions about politics <p>ACCESS</p> <p>Administrative</p> <ul style="list-style-type: none"> • Less likely to have received a VIC <p>INFLUENCERS</p> <ul style="list-style-type: none"> • Less influenced by family 	<p>Non-voter:</p> <p>Joe is 32 years old, single and a non-voter with disabilities living with someone in an urban community. He has less than a Grade 12 education and is unemployed. In the last general election, Joe was unsure of how or where to vote. The physical accessibility of the polling station did not influence Joe's decision not to vote, but he wasn't really interested.</p> <p>Voter:</p> <p>Mark is 24 years old, single and a voter with disabilities living with someone in an urban community. He has completed some university and is employed. Mark always votes, and his reason for doing so in the last election was to oppose a political party. Mark was very interested in the last general election, is interested in Canadian politics and is satisfied with the way democracy works in Canada. His family dropped by to give him a ride to the polling station.</p>

4.6.5 Youth Living in Rural Localities

Youth living in rural localities had similar voting rates to youth as a whole. However, in rural localities, youth non-voters differed from youth voters in a number of ways, pointing to the unique challenges associated with youth electoral participation in rural communities. These include less awareness of different ways of voting and difficulty getting to the polling station.

Rural Youth	Profile of Rural Youth
<p>Factors associated with rural youth non-voters:</p> <p>ACCESS</p> <p>General attitudes</p> <ul style="list-style-type: none"> • Less likely to believe that voting is a civic duty <p>Political interest</p> <ul style="list-style-type: none"> • Lower level of interest in the election <p>Political knowledge</p> <ul style="list-style-type: none"> • Less able to answer questions about politics <p>Process knowledge</p> <ul style="list-style-type: none"> • Less likely to be aware of where to vote • Less likely to know different ways of voting <p>Personal circumstances</p> <ul style="list-style-type: none"> • More likely to have difficulty getting to the polling station <p>Administrative</p> <ul style="list-style-type: none"> • Less likely to consider voting easy and convenient <p>INFLUENCERS</p> <ul style="list-style-type: none"> • Less influenced by family or politicians in general 	<p>Non-voter:</p> <p>Emma is a 26-year-old woman with a high school diploma. She is employed and lives in a rural community with a population of less than 10,000. Despite being somewhat interested in the last general election and Canadian politics in general, Emma did not vote in the last general election because she was at school/work all day. Emma has voted in some elections since she has been eligible to vote, but it has always been difficult to get to the polling station as she does not own a car.</p> <p>Voter:</p> <p>Sarah is a 30-year-old woman living in a rural community. She is currently employed and has a trade school diploma. She has voted in all elections since she has been eligible to vote, including the last general election. She was very interested in the last general election and voted to express her opinions. She is generally interested in Canadian politics and is somewhat satisfied with the way democracy works in Canada.</p>

4.7 Summary of Youth Subgroups: Key Differences with the National Sample

The youth subgroups studied have lower rates of electoral engagement than the general population of youth in Canada (with the possible exception of rural youth). It is important to note, however, that as the sample was not selected randomly, the youth in the subgroups are not necessarily representative of all Canadian youth in those subgroups. A comparison of barriers to electoral participation between youth subgroups and the national random sample demonstrated that specific motivation and access barriers may be more prevalent among the subgroups.

In general, youth in subgroups hold a less positive view of Canadian politics and democracy. Voters from the subgroups were less likely than Canadian youth as a whole to cite the importance of voting (for instance, that it is a civic duty). Rather, they were more likely than Canadian youth as a whole to vote to support or oppose a political party. However, concerns about access form another barrier to electoral participation. Access barriers, such as knowing when and where to vote and the different ways of voting, are hampering participation of youth



from these subgroups. Electoral participation among youth in several subgroups was further hampered by their being less likely to have received a VIC.

In addition, youth in the subgroups appeared to have less exposure to a range of factors that might influence rates of voting. For instance, a lower proportion of subgroups reported growing up in homes where politics was discussed as a family, and family were less often mentioned as influencing voting decisions.

The unique barriers that these groups face are complex, but some may be within the scope of Elections Canada to attempt to address.

SECTION 5: SEGMENTED PROFILES OF YOUTH BASED ON VOTING PATTERNS

This section profiles habitual voters (voted in all elections), frequent voters (voted in most elections), occasional voters (voted in some elections) and habitual non-voters (voted in no elections).²³ The data used in this section were drawn from both the random and the purposive samples.

5.1 General Voting Patterns

When youth were asked about all elections since they had been eligible to vote, within the random sample of youth 13% identified as habitual non-voters, 21% as occasional voters, 20% as frequent voters and 46% as habitual voters.

When youth subgroups were considered (using both random and purposive samples), patterns of voting for rural youth were similar to the national random sample. Other youth subgroups were more likely to be habitual non-voters – in particular, Aboriginal youth and unemployed youth (Table 5-1).

Table 5-1: General Voting Patterns

	Habitual Voters	Frequent Voters	Occasional Voters	Habitual Non-voters
Aboriginal	17%	16%	30%	37%
Ethnocultural	30%	22%	26%	22%
Unemployed	22%	14%	24%	39%
Youth with disabilities	20%	20%	32%	29%
Rural	41%	22%	22%	14%
National random sample	46%	20%	21%	13%

Source: National Youth Survey random and purposive samples.

Logistic multinomial regression was used to explore the characteristics of habitual non-voters, occasional voters and frequent voters, compared to youth who reported voting in all elections in which they had been eligible to vote (habitual voters). The multinomial model tested the relationship between general voting behaviour and the variables determined through the logistic regression in Section 3 to be significantly related to voting behaviour in the 2011 general election. Further, variables representing the subgroups (Aboriginal, those with disabilities, ethnocultural, rural and unemployed) were entered into the model.

The results of this analysis show that there are many significant differences among the four groups, with the number of differences growing as the analysis progresses from frequent voter to occasional voter to habitual non-voter (Table 5-2). The key differences between habitual voters and the other three groups include motivation barriers, such as being less likely to consider voting a civic duty, and access factors, such as knowing when to vote and difficulty getting to the polling station. There were also some differences with respect to influencers, such as the three groups being less likely to discuss politics with family or to have discussed politics with their family while growing up.

²³ This terminology is derived from Howe's *The Electoral Participation of Young Canadians*, 2007.

Table 5-2: Profiles of Youth Voting Patterns Compared to Habitual Voters

<p>Reference Group</p>	<p>Voted in All Elections</p> <p>(Habitual Voters)</p>	<p>Voted in Most Elections</p> <p>(Frequent Voters)</p>	<p>MOTIVATION FACTORS</p> <p>Attitudes</p> <ul style="list-style-type: none"> Less likely to consider voting a civic duty <p>Interest</p> <ul style="list-style-type: none"> Less interest in politics <p>Political knowledge</p> <ul style="list-style-type: none"> Less able to answer questions about politics <p>ACCESS FACTORS</p> <p>Process knowledge</p> <ul style="list-style-type: none"> Less likely to know when to vote <p>Personal circumstances</p> <ul style="list-style-type: none"> More likely to be Aboriginal or unemployed More likely to have difficulty getting to the polling station <p>INFLUENCERS</p> <ul style="list-style-type: none"> Less likely to discuss politics with family or to have discussed politics with family while growing up More likely to use TV as main source of information on election
<p>MOTIVATION FACTORS</p> <p>Attitudes</p> <ul style="list-style-type: none"> Less likely to consider voting a civic duty More likely to believe that all parties are the same <p>Interest</p> <ul style="list-style-type: none"> Less interest in politics <p>Political knowledge</p> <ul style="list-style-type: none"> Less able to answer questions about politics Less knowledgeable about candidates <p>ACCESS FACTORS</p> <p>Process knowledge</p> <ul style="list-style-type: none"> Less likely to know when to vote or know different ways of voting <p>Personal circumstances</p> <ul style="list-style-type: none"> More likely to be Aboriginal, be of ethnocultural descent or have a disability More likely to have difficulty getting to the polling station Less likely to live in a rural area <p>Administrative</p> <ul style="list-style-type: none"> Less likely to consider voting easy and convenient <p>INFLUENCERS</p> <ul style="list-style-type: none"> Less likely to have discussed politics with family or to have discussed politics with family while growing up 	<p>(Occasional Voters)</p> <p>Sometimes Voted</p>	<p>(Habitual Non-voters)</p> <p>Never Voted</p>	<p>MOTIVATION FACTORS</p> <p>Attitudes</p> <ul style="list-style-type: none"> Less likely to consider voting a civic duty More likely to believe that all parties are the same <p>Interest</p> <ul style="list-style-type: none"> Less interest in politics <p>Political knowledge</p> <ul style="list-style-type: none"> Less able to answer questions about politics Less knowledgeable about candidates <p>ACCESS FACTORS</p> <p>Process knowledge</p> <ul style="list-style-type: none"> Less likely to know when to vote or about different ways of voting <p>Personal circumstances</p> <ul style="list-style-type: none"> More likely to be Aboriginal and to have difficulty getting to the polling station Less likely to have any university education or live in a rural area <p>Administrative</p> <ul style="list-style-type: none"> Less likely to have received a VIC or to consider voting easy <p>INFLUENCERS</p> <ul style="list-style-type: none"> Less likely to discuss politics with family or to be influenced by family or politicians in general More likely to use TV as main source of information about the election

5.2 Gained Voters versus Lost Voters

In total, 85% of voters followed their established voting behaviour in the May 2011 general election: most habitual and frequent voters voted, while most occasional voters and habitual non-voters did not. However, 15% of voters did not follow their established voting behaviour. In fact, 11% of the national random sample voted in the 2011 general election, despite being either a habitual non-voter or an occasional voter. In contrast, only 4% of the population who were frequent or habitual voters did not vote.

The fact that the “gained” voters outnumber the “lost” voters may be a result of increasing youth age rather than an indication of a shift toward increased youth voting participation overall, as youth are generally more likely to vote as they age (with the observed exception being the 18- and 19-year-olds). However, there do appear to be subgroups that may be moving toward increased voting participation quicker than the general population (i.e. catching up to the voting behaviour of the general population of youth). For instance, 18% of ethnocultural youth voted in the past general election despite having not voted in most previous elections for which they were eligible.

Table 5-3: Voting Behaviour versus General Voting Patterns

	Follow Established Behaviour	Gained Voter	Lost Voter
Aboriginal	77%	16%	7%
Ethnocultural	80%	18%	2%
Unemployed	79%	15%	6%
Youth with disabilities	84%	10%	6%
Rural	89%	9%	2%
National random sample	85%	11%	4%

Source: National Youth Survey random and purposive samples.

5.2.1 Reasons for Changes in Voting Patterns

The reasons for previous non-voters participating in the 2011 general election – and for previous voters not participating – were examined by exploring the main reasons provided for voting or not voting.²⁴ Among gained voters, the top reason was, “It allows me to express my opinions.” It is interesting to note that among the general population, the top reason for voting was, “It is my civic duty to vote.” Of gained voters, only 8% listed civic duty as their reason for voting. This suggests that attempts to increase voting participation by non-voting youth should focus messaging around personal expression rather than civic duty.

²⁴ Because of small sample sizes, this level of analysis was not attempted by segment.

Table 5-4: Top Reasons for Voting among Gained Voters

	Gained Voter	Total General Population
It allows me to express my opinions/views	20%	16%
Because I think it is important to vote	17%	17%
To support or oppose a political party	17%	15%
It is a civic duty to vote	8%	28%
To support or oppose a specific candidate	7%	4%
I can/It is my right	7%	3%

Source: National Youth Survey random and purposive samples.

The main reason for not voting among lost voters was being “out of the riding at the time of the election.” This is not surprising given the mobility of Canadian youth. Another frequently mentioned reason was “being busy the day of the election with school and/or work commitments.” Other common reasons had to do with process issues around voting, such as transportation and the requirements for ID and proof of address. Although some lost voters did mention a lack of interest in the parties and candidates, more voters were lost because of access barriers as opposed to motivation barriers.

Table 5-5: Top Reasons for Not Voting among Lost Voters

	Lost Voters	Non-voters from General Population
I was travelling/away from my riding	24%	14%
I was at school/work all day/Taking care of family/children (or too busy)	24%	30%
Unable to get to polling station (location not convenient/transportation issues)	9%	3%
I didn't have ID or proof of address or VIC	6%	3%
I didn't like any of the parties/candidates (no choice)	6%	3%

Source: National Youth Survey random and purposive samples.

SECTION 6: INTERVENTIONS WITH THE POTENTIAL TO INCREASE ELECTORAL PARTICIPATION

In sections 4 and 5, the motivation and access barriers associated with non-participation in the May 2011 General Election and with non-participation in the electoral process in general have been described. This section of the report uses the findings from the National Youth Survey to examine interventions which could be undertaken by Elections Canada with the potential to increase electoral participation among Canadian youth.

The regression analysis performed with the national random sample suggests that the interventions with the *most short- to medium-term potential* to increase youth electoral participation are those that address access barriers. Increasing process knowledge, mitigating challenges associated with personal circumstances and removing administrative barriers to voting are all important. At the same time, addressing motivation barriers through longer-term interventions has the potential to increase voter turnout, particularly for certain subgroups.

To inform future outreach activities, the socio-demographic profile and number of youth potentially impacted by interventions to increase motivation or remove access barriers is estimated in this section of the report.

6.1 Motivation Factors and Access Barriers to Voting

A motivation index and an access index were developed based on the variables identified in the regression model as accounting for most of the variance with voting behaviour. Details of the development of the indices are provided in Appendix A.

The motivation factors accounting for most of the variance in voting behaviour were:

- Belief that it is a civic duty for citizens to vote in elections (agreement on four-point scale)
- Influence of politicians in general (measured on four-point scale)
- Overall interest in the May 2011 General Election (interest on a four-point scale)
- Number of correct answers to three questions assessing political knowledge
- Knowing enough about the candidates to know who to vote for (agreement on a four-point scale)

The variables measuring the access barriers that accounted for most of the variance in the logistic regression model against voting behaviour were:

- Getting to the voting location (transportation) (influence of on four-point scale)
- Knowing when to vote (influence of on four-point scale)
- Number of different methods of voting named (i.e. advance poll, mail, and Election's Canada office)
- Education
- Perception that voting in a general election is easy and convenient (agreement on four-point scale)

6.2 Locating Youth into Access and Motivation Quadrants

Motivation and access barriers have been considered in a conceptual framework²⁵ segmenting youth voters and non-voters (Figure 6-1). This framework provides a way of thinking about the interrelated nature of motivation and access barriers. With these two dimensions in mind, youth voters were considered as belonging to one of four groups or quadrants.²⁶ The motivation and access indices described above were used to classify respondents from the national random sample into the quadrants.

Figure 6-1: Overview of Barriers to Electoral Participation

<p>High Motivation and Few Access Barriers</p> <p>56% of respondents 95% Voted in 2011 General Election</p> <p>Limited potential to increase participation by targeting youth in this quadrant.</p> <p>High motivation will mean youth overcome access barriers.</p>	<p>High Motivation but Many Access Barriers</p> <p>18% of respondents 67% Voted in 2011 General Election</p> <p>High potential to increase electoral participation by mitigating access barriers.</p> <p>Access barriers are highly influential. Increasing process knowledge will assist in overcoming barriers.</p>
<p>Low Motivation but Few Access Barriers</p> <p>8% of respondents 60% Voted in 2011 General Election</p> <p>Increasing participation of youth in this quadrant may be achieved through a long-term approach to raising motivation.</p>	<p>Low Motivation and Many Access Barriers</p> <p>18% of respondents 19% Voted in 2011 General Election</p> <p>Potential to increase electoral participation by mitigating access barriers. However, even if access barriers are removed, motivation of youth in this segment will still need to be increased before they will participate.</p>

6.2.1 Youth in the National Random Sample

- The largest group of respondents (56% of the national random sample) fell into the quadrant that was defined by high motivation and few access barriers (green). Voting was the norm among this group, as 95% reported voting in the May 2011 General Election.
- Another 18% of respondents were just as motivated to vote, but faced access barriers (yellow). Although voting participation among this group was still common, at 67%, approximately one-third were motivated to vote but did not.
- The smallest proportion of youth fell into the quadrant with few access barriers but low motivation to vote (orange). These 8% of respondents likely could have voted, but were not interested enough to exercise their democratic rights. Voting participation dropped to 60% in this group.

²⁵ Based in part on a study by the New Zealand Electoral Commission, at www.elections.org.nz/study/researchers/participation/youth-non-voters-qualitative-research-summary.html.

²⁶ Colours are applied to this analysis for illustrative purposes. Green is applied due to its association with “go” and red with “stop”. Yellow and orange are used as colours in-between the extremes.

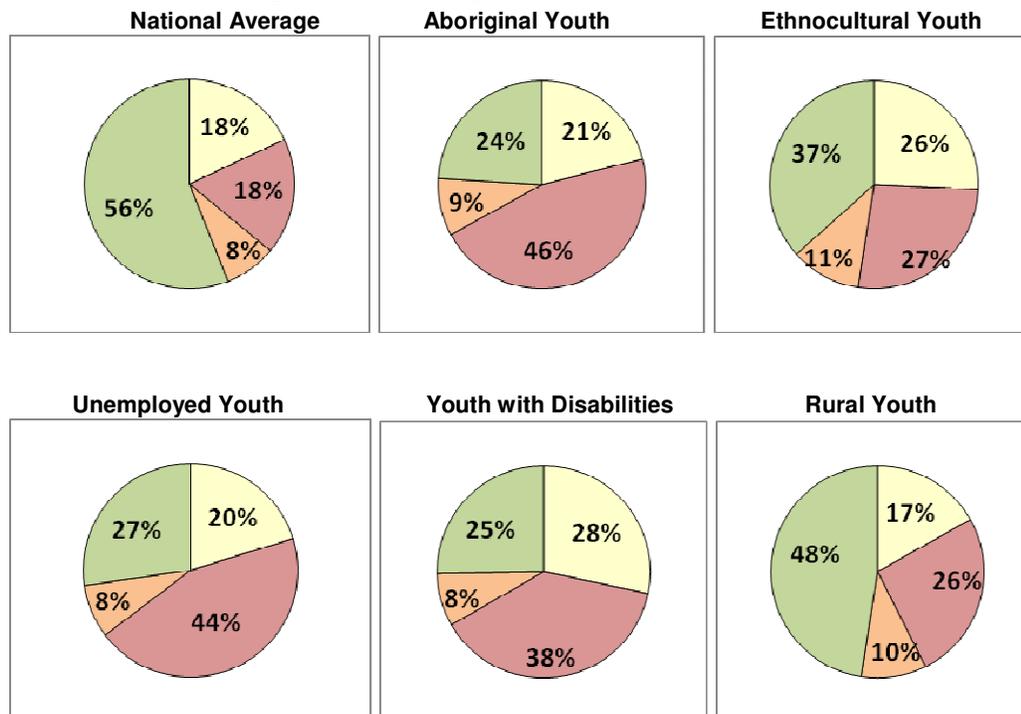
- The final group was the most challenged group (red). This group, consisting of 18% of respondents, faced many access barriers, and were not sufficiently motivated to vote to overcome them. Only 19% of this group reported voting.

Since respondents to the National Youth Survey reported higher participation rates than generally considered likely among Canadian youth, it may be that respondent's answers to motivation and access questions similarly present a more optimistic profile than among their peers. Caution should therefore be applied when extrapolating the proportions in Figure 6-1 to the general population.

6.2.2 Youth in Subgroups

With the possible exception of youth with low motivation and few access barriers (orange), the proportion of youth that fell into the quadrants changed when looking at the five subgroups (Chart 6-1).

Chart 6-1: Quadrant Segmentation of Subgroups



Legend

	High motivation, few access barriers
	High motivation, many access barriers
	Low motivation, many access barriers
	Low motivation, few access barriers

The difference between subgroups and the national average was readily seen by decreases in the proportion of subgroup youth in the *high motivation with few access barriers quadrant* (green) and increases in the proportion in the *low motivation with many access barriers quadrant* (red). Almost half (46%) of Aboriginal youth fell into the *low motivation and many access barriers quadrant*, the quadrant associated with the lowest voting participation (versus 18% falling into this quadrant for the national random sample). Youth with *high motivation and many access barriers* (yellow) represented about 20% of most groups, although a slightly higher proportion of ethnocultural and disabled youth fell into this quadrant.

6.3 The Number of Youth in Each Motivation and Access Quadrant

Using the proportions of youth in each quadrant and data available from Statistics Canada, the estimated size of the four quadrants within the Canadian population of youth, and within the youth populations of subgroups was calculated (Table 6-1). The results are shown as ranges because:

- Youth who agreed to participate in the study were more likely to have voted, and likely had increased motivation, and decreased access barriers than youth in general.²⁷ As such, the proportions of Canadian youth that could be classified into each quadrant could only be estimated.
- The total numbers (white row) were estimated from Statistics Canada data that did not align perfectly with the age group and subgroup definitions of the current study. In each case, youth populations were based on extrapolations of the available data.

Table 6-1: Estimates of Quadrants and Subgroups in Canadian Population

Group	National Average	Aboriginal	Ethno-cultural	Unemployed	Youth With Disabilities	Rural
Estimated total Youth	8,100,000	310,000	1,300,000	540,000	500,000	1,600,000
High motivation, few access barriers	3,900,000 to 5,200,000	63,000 to 86,000	410,000 to 550,000	120,000 to 170,000	110,000 to 140,000	650,000 to 880,000
High motivation, many access barriers	1,200,000 to 1,700,000	55,000 to 75,000	290,000 to 390,000	92,000 to 124,000	120,000 to 160,000	230,000 to 310,000
Low motivation, many access barriers	1,200,000 to 1,700,000	120,000 to 160,000	300,000 to 400,000	200,000 to 270,000	160,000 to 220,000	350,000 to 480,000
Low motivation, few access barriers	550,000 to 750,000	24,000 to 32,000	120,000 to 160,000	37,000 to 50,000	34,000 to 46,000	140,000 to 180,000

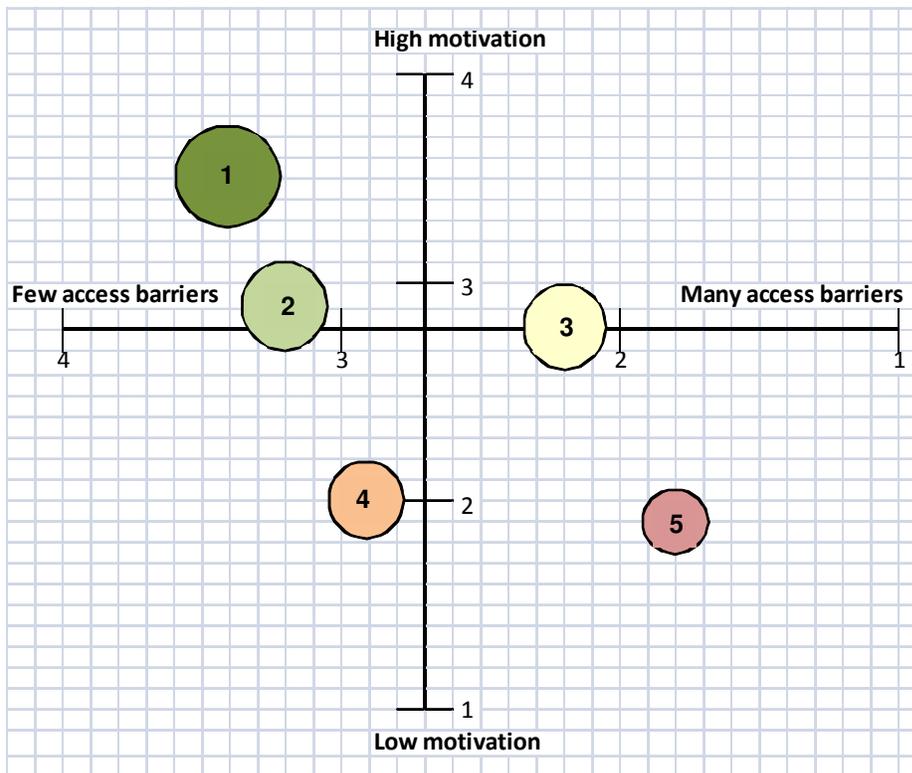
Source: Statistics Canada Population Estimates for July 1, 2011, Statistics Canada 2006 Census, Participation and Activity Limitation Survey 2006, and Labour Force Information August 2011.

²⁷ As previously noted, the proportion of respondents to surveys that voted in an election is routinely larger than the observed voting behaviour of the population.

6.4 Cluster Analysis of Youth

Cluster analysis was used to explore the degree of homogeneity within the motivation and access quadrants. Cluster analysis is a statistical technique that places respondents into groups with others of similar scores. In this case, a cluster analysis was employed to group responding youth (from both national random and purposive samples) based on their scores on the motivation and access barriers indices.²⁸ In this analysis five clusters provided the best segmentation. Chart 6-2 shows the five clusters along the two indices. Further analysis was performed to identify the characteristic of each cluster.²⁹

Chart 6-2: Cluster Segmentation of Canadian Youth



Clusters of youth are described below and summarized in Table 6-2.

²⁸ Cluster analysis creates a number of groups of like-scoring respondents, but the number of groups used in the analysis is user-defined. By testing different numbers of clusters, the user can decide upon the number of clusters that seem to best segment the sample. For this analysis, cluster analysis was employed to create three, four, five and six clusters. By examining the resulting clusters, and how they identified logical segments, it was determined that five clusters provided the best segmentation.

²⁹ Cluster analysis used the full sample (both national random and purposive samples), which includes oversamples of groups known to have motivation and access barriers to voting. As a result, ranges will be applied when extrapolating results from the National Youth Survey to the Canadian population of youth.

Table 6-2: Youth Clusters

Group 1: Highly Motivated, few access barriers	Group 2: Moderate motivation, few access barriers	Group 3: Moderate motivation but many access barriers	Group 4: Low motivation, moderate access barriers	Group 5: Low motivation, many access barriers
30-50% of Canadian youth 95% voted	20-40% of Canadian youth 79% voted	8-12% of Canadian youth 26% voted	10-20% of Canadian youth 22% voted	3-6% of Canadian youth 9% voted
Key Differences between Groups				
More likely to be: <ul style="list-style-type: none"> • Older • Higher educational attainment • More affluent • 86% strongly agreed that voting is a civic duty 	More likely to be: <ul style="list-style-type: none"> • Educated • More affluent • 55% strongly agreed that voting is a civic duty 	More likely to be: <ul style="list-style-type: none"> • Younger • Aboriginal or ethnocultural, or to have a disability. • Only 14% agreed that voting was easy and convenient 	More likely to be: <ul style="list-style-type: none"> • Less educated • Less affluent • Aboriginal or rural • 40% disagreed that voting was a civic duty 	More likely to be: <ul style="list-style-type: none"> • Less educated and less affluent. • Aboriginal or to have disabilities • Only 34% agreed that voting was easy and convenient.
Reasons for Voting or Not Voting				
<p>This group believes strongly that voting is a civic duty and an important part of their lives.</p> <p><i>"Because I care about social programs, laws and policies that affect my family and the people I work with."</i></p> <p><i>"Exercise my democratic right."</i></p> <p><i>"I am 20 years old, people my age need to set an example for others to get out and vote because it is important!"</i></p> <p><i>"I felt like it was my civil duty as a Canadian citizen to let my vote count."</i></p> <p>Of the few who did not vote, the most common reason was that they were travelling/out of their riding.</p> <p><i>"Clerical error; wasn't allowed to vote at polling station."</i></p>	<p>Listed voting as a civic duty as their top reason for voting. Also voted to support or oppose a political party, or to express one's opinions.</p> <p><i>"Accessibility. This time I could get a voter card and I wanted to vote."</i></p> <p><i>"As a Canadian Citizen it is important to express my opinion."</i></p> <p><i>"I was more educated for this election which gave me confidence to vote..."</i></p> <p>Those in this group that did not vote were too busy (at work/school all day).</p> <p><i>"Came back from school and didn't have information on eligibility to vote."</i></p> <p><i>"Did not do enough research"</i></p> <p><i>"I totally forgot"</i></p>	<p>Reasons for overcoming their barriers and voting included to support or oppose a political party or candidate.</p> <p><i>"The time was right and I was able to make it to the polls."</i></p> <p><i>"Tired of conservative government not honouring Aboriginal rights!"</i></p> <p>Non-voters were too busy or were unsure of how, when and where to vote, or simply stated that voting was not convenient.</p> <p><i>"Busy day helping handicapped mother."</i></p> <p><i>"Did not know date of election."</i></p> <p><i>"I am too nervous..."</i></p> <p><i>"Lack understanding of the process..."</i></p>	<p>Due to the lack of motivation to vote, those in this group who did vote often did so when encouraged by others</p> <p><i>"Had never been interested before but thought I would try - was curious."</i></p> <p><i>"It was there so I did."</i></p> <p><i>"My mom motivated me to vote."</i></p> <p>Non-voters were not interested, held negative attitudes or did not know enough about the candidates</p> <p><i>"Because it's a waste of tax payers' money. I question candidates' real intentions"</i></p> <p><i>"Both parties say the same thing, lack of campaign quality."</i></p> <p><i>"Busy at work and my vote has no impact anyway."</i></p> <p><i>"Disinterested and not well enough informed."</i></p>	<p>Youth in this group have trouble getting to the polling station. They didn't vote because they were too busy or didn't know enough to vote.</p> <p><i>"Don't usually do it and not sure who to vote for!"</i></p> <p><i>"I misplaced my voting slip and was told I needed it to vote."</i></p>

Group 1: Highly Motivated, few access barriers	Group 2: Moderate motivation, few access barriers	Group 3: Moderate motivation but many access barriers	Group 4: Low motivation, moderate access barriers	Group 5: Low motivation, many access barriers
Reaching this Group				
<ul style="list-style-type: none"> • Increase awareness of different ways of voting to improve access for those travelling on Election Day. • The internet is their main source of information about government and politics. 	<ul style="list-style-type: none"> • Re-enforce the importance of voting. • Improve awareness of different ways of voting. • Radio and newspapers are their main sources of information. 	<ul style="list-style-type: none"> • Overcome the access barriers to voting, including process knowledge, administrative factors, and coping with personal circumstances. • Provide more information on how, when, and where to vote. Facilitate the voting registration process by extending what is acceptable ID, and ensuring VIC delivery. • Information about the parties and candidates may also help to inspire this group. 	<ul style="list-style-type: none"> • This group is disengaged with the voting process and unlikely to seek out information. Therefore attempts to increase voting participation in this group will have to focus on reaching out to them. • Communications with the possibility of success may focus on the importance of voting and that it gives youth a voice. • Direct communications at engaged peers to encourage them to influence youth in this group to vote. • Radio is their main source of information. 	<ul style="list-style-type: none"> • A long-term approach is required that facilitates the voting process and addresses engagement. • Relies on friends and family as their main source of information. • Messages directed at their peers may help somewhat in the short- to medium-term. Communications should focus on the whole family.

6.5 Interventions

Interventions with the potential to address motivation factors and access barriers for youth non-voters are summarized in Table 6-3.

Table 6-3: Interventions with the Potential to Address Motivation and Access Barriers

Motivation Barriers	Potential Interventions
General Attitudes Toward Politics and Democracy: Responding to negative attitudes	Provide information that demonstrates the relevance of politics, democracy and the electoral process in a form appropriate for youth in general and specific target groups. This may be effective for target groups in which youth were more likely to say they voted for reasons relating to making a change. As the family influences youth voting – especially in youth subgroups – target interventions toward the family.
Interest in Politics: Increasing interest	Develop materials to stimulate family discussions about politics to increase electoral participation among the next generation of voters because youth voters were more likely to have discussed politics with their families when they were growing up. It is important to ensure that any materials provided are appropriate for those with lower educational attainment.
Political Knowledge: Increasing political knowledge	Changing attitudes and increasing motivation will be linked to strategies to increase knowledge about democracy and politics. Educate youth about how to find out about the platforms of political parties. Make this information available through appropriate channels (Section 6.6). Provide targeted information such as educational products to increase political knowledge.
Access Barriers	Potential Interventions
Process Knowledge: To increase knowledge	Review and revise communication strategies to ensure that they effectively reach youth non-voters to inform them about when and where to vote and the different ways of voting. Review processes for distribution of VIC to better reach youth, especially mobile youth. Consider new ways of communicating information to youth to reach non-voters (see Section 6.6). Develop strategies to increase awareness of all voting methods to reduce the proportion of youth who do not vote as a result of their higher mobility, absence from their riding or busy schedules.
Personal Circumstances: To reduce the impacts of personal impediments by increasing the convenience and flexibility of the voting process	Make polling stations more “child friendly.” Getting to the polling station was a barrier to voting for some, especially youth living in rural localities. Develop strategies to increase awareness of other ways of voting. Consider placing polling stations at locations likely to be frequented by youth subgroups – e.g., in employment centres.
Administrative Barriers to Voting: To mitigate the actual or perceived barriers associated with the accessibility of the polling site or perceptions of the polling station	Review policy on provision of ID. Lack of ID formed a significant barrier for many non-voters, and this suggests that use of the VIC as ID is an option that should be extended to all voters. ³⁰ Mobility reduces the likelihood that youth receive a VIC. Failure to receive a VIC is associated with lower participation. Consider other methods of distributing the VIC – in particular, electronic methods.

³⁰ Elections Canada does not make up the core requirements of the ID policy, which are set by legislation and therefore can only be amended by Parliament.

6.6 Reaching Youth

Influencers, sources of information and use of the media and internet by youth were explored in the National Youth Survey. While a full analysis of effective channels for reaching youth was beyond the scope of the National Youth Survey, the survey provides a basis for Elections Canada to begin developing communications strategies to reach youth voters and non-voters.

6.6.1 Influencers

Studies of voting behaviour have emphasized three key reasons why people choose not to be politically active: because they cannot, because they do not want to be and because nobody asked.³¹ Influencers have the potential to motivate youth to vote by providing reasons to vote, “asking” them to vote and telling them how to do so.

In this study, youth who voted identified the main people and groups who influenced their decision to vote as politicians in general (27%), family (21%), the media (15%) and friends and peers (11%). Youth who had not voted in the May 2011 general election were less likely to identify potential influencers. Within youth subgroups, the lack of family influencers was significantly associated with not voting for Aboriginal, ethnocultural and rural youth as well as youth with disabilities. In other words, a lack of influencers was associated with lower voting participation. Table 6.4 shows the influencers that were having less impact on the specific subgroups.

Table 6-4: Influencers to Youth Voting

Political Influencers	Having Less Impact on Target Groups
Politicians in general	Aboriginal
Discussing government or politics with family	Ethnocultural, youth with disabilities, less educated, low income, older youth
Talking about politics or government at home when growing up	Aboriginal, rural
Family (not including partner or spouse)	Unemployed, older youth
Relying on TV as main source of information	Rural, parents

Social media campaigns like vote mobs were also used in the May 2011 general election to connect with young voters and mobilize youth.³² In this survey, 7% of youth voters and 5% of youth non-voters said that vote mobs had had at least some influence on their decision whether to vote or not.

³¹ Verba, S., K. Schlozman and H. Brady. *Voice and Equality: Civic Voluntarism in American Politics*. 1995. Cambridge, Mass.: Harvard University Press.

³² At www.greenconduct.com/news/2011/04/30/social-media-is-mobilizing-the-youth-vote-in-the-canadian-general-election/.



6.6.2 Sources of Information

The main sources of information used by youth to find out about the election were television, media websites, blogs and other web sources.

6.6.3 The Media and the Internet

Of the national random sample, 59% of surveyed youth reported that they used the internet between one and four hours a day, 11% used it for more than four hours per day and 30% used it for less than one hour per day. This usage suggests that the internet has the potential to be an effective form of communication. Lower internet usage was associated with slightly lower voting rates (70% compared to 76%). Facebook was a key social networking site used by 87% of surveyed youth.

6.6.4 Strategies for Reaching Youth

Strategies for reaching youth are summarized in Table 6.5. Some strategies apply to all groups of youth, and others will be most effective if they target specific groups. Youth subgroups are clustered in some localities. Data from the census could be used to profile ridings to identify those with higher proportions of youth and the youth subgroups. This information could be compared with administrative data about youth voting turnout to identify the ridings with low participation rates. Targeted approaches based on the demographic profiles of youth in those ridings could then be developed.

While some strategies for reaching youth can be used directly by Elections Canada, there may also be a role for Elections Canada in providing information about the importance of, and effective ways of, reaching youth to politicians and political parties.

Table 6-5: Strategies for Reaching Youth

Target Group	Strategies
All youth	<p>Youth non-voters are more likely to have lower educational attainment. Therefore, all material must be provided in a format suitable for less-educated individuals.</p> <p>Increase use of electronic channels such as Facebook, blogs, e-mails and texts to smartphones.</p> <p>Social media campaigns – e.g., the US YouTube video competition.³³</p> <p>Role models – although not identified in this study as effective, role models are a common strategy used in advertising to youth.</p> <p>Encourage and provide opportunities for key influencers such as politicians to provide face-to-face contact with youth.</p>
Unemployed youth	<p>On-site contact with youth.</p> <p>Future marketing and communication efforts could be directed at sites where youth with lower educational levels can be found, including:</p> <ul style="list-style-type: none"> • Employment centres, such as Service Canada centres. • Programs and institutions that provide remedial and/or adult basic education programs. • Youth outreach centres.
Aboriginal youth	<p>Lower rates of electoral participation were identified for youth living on reserve. Reasons are likely to include a combination of lower motivation to vote as well as access barriers, such as transport to the polling station. Continuing to engage with First Nations elders is important to develop strategies to increase electoral participation by First Nations youth.</p> <p>Aboriginal youth were more likely to attend community meetings and gatherings, and communication through these meetings is likely to be an effective way of reaching Aboriginal youth.</p>
Ethnocultural youth	<p>Ethnocultural non-voters face barriers arising from the lack of process knowledge, compounded by the fact that they were less likely to receive a VIC. Information targeted to these groups describing when to vote and the different ways of voting may be of benefit. Strategies for reaching ethnocultural youth include ensuring that material is culturally appropriate. Since transportation issues were also a significant barrier to ethnocultural youth, operating polling stations in convenient locations for ethnocultural groups may also enhance participation rates.</p>
Youth with disabilities	<p>Youth with disabilities can be reached through a number of groups and organizations for youth with disabilities. Information needs to be provided so that an individual's disability does not prevent him or her accessing the information.</p>
Rural youth	<p>Youth living in rural areas were similar to youth in general, and thus no targeted strategies are apparent from the results of the survey.</p>

³³ In the United States, celebrities and youth groups joined together to create the “Vote Again 2010” campaign, with the aim of increasing voter turnout for the mid-term elections. The campaign used social media and developed a competition to create the best YouTube video about getting involved in the political process.



SECTION 7: CONCLUSIONS AND RECOMMENDATIONS

The National Youth Survey provided insights into the main factors underlying the decision by Canadian youth to participate or not in the May 2011 general election and in elections in general.

When youth were asked about all elections since they had been eligible to vote, approximately 46% in the national random sample were habitual voters, 20% were frequent voters, 21% were occasional voters and 13% were habitual non-voters. Slightly fewer than three quarters (74%) reported that they had voted in the May 2011 general election. However, when considering these participation rates, it is important to note that surveys consistently overestimate participation, when compared to data on voter turnout.

Education was associated with voting in the general election, with higher participation by those with higher educational attainment. However, education was highly correlated with other factors associated with higher voting participation, such as older age, increased motivation, increased political knowledge and increased exposure to influencers. Thus, education likely underlies many of the variables that drive voting behaviour (such as knowing how to vote and discussing politics with family). Lower income was also associated with lower voting rates.

Barriers to participation in the 2011 general election were considered in terms of motivation (attitudes, interest and political knowledge) and access (knowledge of the electoral process, personal circumstances and administrative barriers). Both motivation factors and access barriers were significantly associated with voting behaviour in the recent general election.

The most commonly provided main reason for voting related to the importance of voting – as a civic duty or to express opinions and views. The main reason for not voting in the general election, provided by 64% of non-voters, related to access, including being at school or work, or looking after children.

Key motivation barriers to not voting included a belief that all political parties were the same, the lack of a party speaking to issues relevant to the youth, less agreement that it was a civic duty to vote and lack of political interest and knowledge.

Non-voters were more likely to have had difficulty getting to the polling station. Administrative barriers included difficulty in providing ID. Youth non-voters were more likely to think that voting in a federal election was not easy or convenient. Some voters also experienced barriers to casting a ballot. Not knowing about different ways to vote and not knowing where or when to vote were the electoral process barriers most strongly associated with non-voting. Receiving a VIC may have helped provide the needed information as those who received a VIC were more likely to have voted.

Youth who had voted reported being influenced by politicians (especially by direct contact with a party or candidate), the media and family. They were also more likely to have discussed politics with their family both while growing up and at that time.

7.1 Electoral Participation by Subgroups

Participation in the 2011 general election was explored for five subgroups of youth: Aboriginal, ethnocultural, unemployed, those with disabilities and those living in rural localities.

Participation by Aboriginal (First Nations or Inuit but not Métis) and unemployed youth was substantially less (each at 42%) than for the total voting rates in the national random sample (74%). Participation by youth with disabilities (55%), ethnocultural youth (61%) and those living in rural localities was also lower than for the national random sample.

Youth in the subgroups differed from youth in the national random sample. The groups studied appear to have motivation barriers arising from less political knowledge, less interest in Canadian politics, less belief that government plays a role in their lives, less belief that voting makes a difference and less belief that there is a political party that talks about issues important to them.

Access barriers were also more prevalent. Youth in subgroups were less aware of electoral processes, less likely to have received a VIC and less likely to think that they would feel welcome at the polling station.

Within each subgroup, when youth voters and non-voters were compared, both motivation factors and access barriers significantly influenced voting participation. Within all subgroups, non-voters' lack of interest in the election was a key predictor of their voting behaviour.

Aspects of knowing where, when or different ways to vote were associated with non-voting by youth in the subgroups (with the exception of youth with disabilities). Not receiving a VIC was significantly associated with not voting for ethnocultural, unemployed and youth with disabilities. Other common barriers among subgroups included difficulty in getting to the polling station (all but youth with disabilities – where perhaps both voters and non-voters are challenged by mobility issues).

Other characteristics influencing low participation were specific to particular groups, including:

- Being First Nations or Inuit or living on reserve (Aboriginal youth).
- Using television as a main source of information (ethnocultural youth)
- Being less knowledgeable about politics (youth with disabilities and rural youth).

In the bivariate analysis, youth from subgroups appeared to have fewer influencers. In the regression analysis, lack of family influence on decisions about whether or not to vote was a significant barrier to voting for all youth in all subgroups, with the exception of unemployed youth.

7.2 Interventions with the Potential to Increase Electoral Participation

A regression analysis performed with the national random sample clearly demonstrated that both motivation and access barriers influence youth voting. Interventions with potential to increase youth electoral participation in the short to medium term are those that address access barriers. Increasing process knowledge, mitigating challenges associated with personal circumstances and removing administrative barriers to voting are all important. Although increasing youth motivation to vote is more difficult than mitigating access barriers, there are still

actions that can be taken to reduce these barriers in the long term. Youth who had positive attitudes toward politics and democracy, or who were interested in and knowledgeable about politics, were more likely to vote than less motivated youth.

7.3 Recommendations

Some interventions apply to all youth, while others will be most effective if they target specific groups. Youth subgroups are clustered in some localities – for example, ethnocultural youth in large metropolitan centres. Similarly, there is a high concentration of Aboriginal youth in the North, although there are also many Aboriginals living in the South. It is recommended that Elections Canada use census data to demographically profile ridings and implement interventions specifically targeted to the demographic profiles of youth in those ridings. Priority could be given to ridings identified as having a relatively lower turnout of youth voters.

Interventions with the potential to have the most immediate impact are those that will target access barriers; they include:

- Increase the information provided to youth non-voters about how, when and where to vote. Provide this information in a format suitable for youth with lower educational attainment and in a culturally appropriate form for Aboriginal and ethnocultural youth.
- Increase awareness of methods of voting other than going to the polling station, especially for youth with disabilities and youth in rural localities.
- Review policy on the provision of ID and proof of address. Lack of ID or proof of address formed a significant barrier for many non-voters and suggests that use of the VIC as ID is an option that should be extended to all voters.³⁴
- Receipt of a VIC was associated with increased participation, but the effect is likely to be a result of the VIC reminding youth about the election or of the information contained in it. Consider:
 - Promotions or reminders about obtaining a VIC on social media sites, including Facebook and/or other internet sites.
 - Further exploring the option of electronically distributing voter cards through online media to allow individuals to receive voter cards electronically (text messages to cellphones, e-mails, etc.).
- In localities where there are high proportions of less well-educated youth (as identified by the demographic profiling of ridings), consider locating polling stations where youth are likely to be and consider how to make them more welcoming to youth.
- Develop strategies to ensure that polling stations are “child-friendly” to mitigate access barriers for parents. Localities where there are high proportions of parents, especially single parents, can be identified through census data.

³⁴ Elections Canada does not make up the core requirements involved in this policy, which is legislated and must be amended by the legislator.

Mitigating motivation barriers will require longer-term strategies:

- Develop communications strategies to increase youth knowledge about politics and democracy in Canada. Increased knowledge will be associated with increased engagement of youth non-voters with the democratic process. Facilitate this process by providing information about politics and democracy that targets issues relevant to youth, particularly youth in the subgroups.
- Educate youth about how to find out which views political parties or candidates might hold on issues that are important to them. Make this information available through appropriate channels.

7.3.1 Influencers

- Conduct a review of the evidence about effective ways to influence behavioural change in youth, and incorporate this information into strategies to increase youth voting.
- In general, youth non-voters reported fewer influencers on their decision to vote or not. If appropriate, consider promoting the importance of engaging with youth to all political parties and candidates.
- Family had an important role within subgroups in influencing youth to vote. Target parents with messages about the importance of talking to their children about voting and providing their children with information about when, where and how to vote.

7.3.2 Reaching Youth Non-voters

- Educational attainment should be considered in all forms of communication aiming to increase youth electoral participation. In this context, future marketing and communications efforts should be directed to sites where youth with lower educational levels may be found, including:
 - employment centres, such as Service Canada centres
 - programs and institutions that provide remedial and/or adult basic education programs
 - youth outreach centres
- Youth, both voters and non-voters, were high users of the internet and the Facebook social networking site. Material placed on Facebook and other internet sites, therefore, has the potential to attract the interest of youth.

7.3.3 Further Research

Qualitative research, such as focus groups with identified non-voters in subgroups, is recommended to explore more fully the context around the barriers identified to voting and potential solutions. Examples might include:

- What characteristics would make polling stations feel welcoming or otherwise?
- What would make polling stations child-friendly?
- What is the role of different influencers, and what makes them effective or otherwise?
- What would it take for non-voters to change their attitudes toward voting?



APPENDIX A: OVERVIEW OF METHODS



OVERVIEW OF METHODS

Survey Programming and Field Testing

The survey instrument was programmed into CallWeb, the consultant's CATI/CAWI (Computer Assisted Telephone Interviewing/Computer Assisted Web Interviewing) system by in-house programming staff. The CallWeb programming and the survey instrument were tested internally before field testing.

Field testing was conducted on May 3, 2011, with 51 respondents. The field test was used to assess how well the survey instrument performed, survey length, flow of questions and clarity of content/phrasing of questions. Following the field test, only minor modifications were required; thus, data from the field test interviews were included in the final data sets.

Survey Administration

Full survey administration took place between May 5, 2011, and June 13, 2011. The National Youth Survey was administered using multiple modes, including telephone, online and in-person intercept surveys. A prize of an iPad was offered as an incentive to those who completed the survey.

National Random Sample (Group A)

The sample frame for Group A consisted of 57,634 telephone numbers randomly selected from the ASDE³⁵ lists of telephone numbers. RDD (Random Digit Dialed) telephone numbers were drawn using *random B* techniques³⁶ to augment the sample frame of listed telephone numbers. RDD allowed the consultant to access non-listed phone numbers and cellphone-only households. The sample was stratified by the following regions:

- Atlantic Canada (New Brunswick, Prince Edward Island, Nova Scotia, and Newfoundland and Labrador)
- Quebec
- Ontario
- Prairies (Alberta, Saskatchewan and Manitoba)
- British Columbia
- Northern Canada (Yukon, Northwest Territories and Nunavut)

Group A respondents were contacted by telephone surveyors from survey houses in Victoria, Edmonton and Ottawa. Following initial contact and screening for eligibility, Group A respondents also had the option of completing the survey online. Respondents who opted for the online option of completion provided their e-mail address and were sent the survey information by e-mail, along with the survey URL with a unique ID attached. The table below summarizes the calls and responses for Group A.

³⁵ ASDE lists of numbers are updated regularly from telephone directories across Canada.

³⁶ The random B methodology references blocks of 100 telephone numbers searching for active and/or listed numbers. Random telephone numbers are generated based on the presence of one active telephone number within a block of 100. This is done by randomly selecting two digits between 00 and 99. Given these parameters, random numbers are generated directly proportionate to the valid telephone numbers within each block of 100, thus forming a sample that is directly proportionate to the density of the listed telephone numbers within that block.

In total, 57,634 numbers were accessed, to achieve a total of 1,373 completed surveys (1,372 valid completions), yielding an estimated response rate of 34%,³⁷ with an overall margin of error of $\pm 2.6\%$ at the 95% confidence interval (Table A-1).

Table A-1: Call Status for Group A Sample

Call Status	Total	Atlantic	Quebec	Ontario	Prairies	BC	Northern
Total Numbers Attempted	57,634	10,736	10,908	10,087	8,285	16,025	1,593
Invalid numbers – e.g., NIS, fax/modem, business	15,906	3,172	2,980	3,058	2,663	3,441	592
Unresolved (U) – Eligibility Not Determined							
Not able to contact (busy, no answer, message left)	16,951	2,422	3,069	2,372	2,032	6,713	343
Household refusal (qualification not determined)	6,351	1,129	2,010	1,089	795	1,185	143
Ineligible (I)							
Language disqualify	636	148	99	160	56	159	14
Quota filled	14	3	–	3	4	4	–
Non-qualifier	16,012	3,493	2,431	3,053	2,411	4,207	417
Eligible (E)							
Qualified respondent break-off	3	1	1	–	–	1	–
Other non-completions – e.g., missed appointments	331	81	53	51	62	66	18
Respondent wants to do online	29	3	11	5	3	6	1
Qualified refusal	28	2	14	5	3	3	1
Completed Interviews (C)	1,373	282	240	291	256	240	64
Eligibility rate: $ER = (C+E)/(C+E+I)$	0.10	0.09	0.11	0.10	0.12	0.07	0.16
Estimated response rate = $C/((ER*U)+C+E)$	34%	41%	27%	42%	39%	28%	39%

At the time of interview, six respondents said they resided in a province other than the province from which they were sampled.³⁸ For the purposes of analysis, respondents were included in the province that they self-identified as their location at the time of the interview. One respondent was excluded from the analysis as they did not provide an answer to the question that asked whether or not they had voted in the last election. Completions also included three cases that were investigated for their eligibility and were deemed admissible.³⁹

³⁷ An estimated response rate includes an estimation of the number of refusals who would have been eligible to participate in the survey as most refusals occur before eligibility can be determined.

³⁸ This occurs when a person relocates and takes their old telephone number to their new address.

³⁹ In one case, the respondent indicated that he or she was eligible to vote, yet had not voted in the previous election as a result of ineligibility because of age. This could be because the respondent turned 18 years of age after the 2011 general election and before being contacted for the survey. In the second case, the respondent indicated that he or she did not vote because of age, but was included in the sample as he or she also indicated being 19 years of age. It is possible that the respondent was unsure of the actual voting age. In the third case, the respondent did not indicate age, but did indicate that he or she had voted in previous elections and was thus assumed to be eligible.

The distribution of key demographic characteristics was compared between the national random sample (Group A) and the 2006 Canadian census (Table A-2).

Table A-2: A Comparison between the National Random Sample and the 2006 Census

	Atlantic		Quebec		Ontario		Prairies		British Columbia		Northern Canada	
	C%	S%	C%	S%	C%	S%	C%	S%	C%	S%	C%	S%
Male												
18–19	17%	12%	11%	13%	27%	15%	12%	10%	13%	16%	30%	23%
20–24	29%	32%	30%	26%	25%	29%	31%	29%	31%	35%	24%	27%
25–29	26%	23%	30%	22%	23%	28%	29%	23%	28%	21%	23%	27%
30–34	28%	33%	29%	39%	24%	27%	28%	38%	28%	27%	22%	23%
Female												
18–19	12%	10%	11%	9%	25%	7%	16%	11%	12%	17%	28%	8%
20–24	30%	28%	29%	24%	25%	26%	30%	23%	30%	23%	23%	21%
25–29	28%	26%	31%	26%	24%	31%	28%	27%	28%	26%	25%	44%
30–34	30%	36%	29%	41%	26%	36%	27%	39%	30%	34%	24%	28%

Note: C refers to the 2006 census percentage; S refers to the sample percentage.

The slight differences in the distributions were corrected mathematically by post-stratification weighting by age and gender to reduce any potential bias caused by over- or under-sampling. To produce national estimates, data were weighted to account for the different populations in different provinces. Table A-3 shows the effect of weighting on age, gender and region.

Furthermore, response to the telephone survey was found to be biased toward youth with higher educational attainment. Sufficient census data were not available to adjust for these differences through the weighting strategy. Because of these concerns, and in recognition of the interaction between education and many variables in the survey, the regression analyses controlled for education to ensure that the measured relationships between voting intention and the other variables were not merely an expression of respondents' educational attainment.

Table A-3: Non-weighted and Weighted Proportions of Key Demographic Variables

		Sample n	% of Sample	Weighted n	Weighted % of Sample
Region					
	Atlantic	283	21%	87	6%
	Quebec	238	17%	252	18%
	Ontario	292	21%	624	45%
	Prairies	258	19%	256	18%
	British Columbia	240	17%	165	12%
	Northern Canada	61	4%	6	<1%
Gender					
	Male	558	41%	696	50%
	Female	813	59%	693	50%
Age					
	18–19	163	18%	246	18%
	20–24	369	28%	383	28%
	25–29	361	27%	384	28%
	30–34	478	27%	376	27%
National		1,372	100%	1,389	100%

Purposive Sample (Group B)

The consultant recruited Group B respondents through:

- Telephone dialing from a sample frame of 11,511 phone numbers randomly selected from ASDE lists from census divisions that included an Aboriginal reserve – resulting in 296 completed interviews.
- Telephone dialing to a list of 201 cellphone-only numbers purchased from ASDE – resulting in 14 completed interviews.
- Distribution of a URL link to an online version of the survey through the printing and distributing of information cards, an advertisement on Facebook, distribution of information to relevant groups on Facebook and contacting 454 youth organizations to act as outlets for providing youth with information about the study – resulting in 305 completed interviews.
- In-person intercept surveying in Victoria, Vancouver, Edmonton, Toronto, Ottawa and Montreal and surrounding districts, which commenced on May 24 – resulting in 714 completed interviews.

The numbers of completed surveys for each mode are presented in Table A-4 below. A total of 36 surveys were not included in the analysis because of an excessive number of questions that were not answered or failure to answer the question about whether the respondent had voted in the last election.

Table A-4: Number of Completed Surveys by Mode of Completion

Mode	Completed Surveys	Valid Completions
Telephone – rural sample	296	296
Telephone – cellphone	14	14
Online	305	299
In person	714	684
Total	1,329	1,293

The numbers of completed surveys by each of the subgroups is shown in Table A-5. The location for each respondent was determined by linking the first three digits of the postal code with the postal code forward sortation area (PSFSA) code. For those respondents who did not provide a postal code, respondents' self-identified locations were used (QA6).

Table A-5: Number of Valid Completed Surveys by Mode of Completion for Subgroups

Subgroup	Random (Group A)	Non-random (Group B)	Total
Aboriginal	87	196	283
Youth with disabilities	52	101	153
Ethnocultural	196	262	458
Rural	372	180	552
Unemployed	69	172	241
Total	776	911	1,687

Analysis

At the conclusion of the survey, data were entered and cleaned, open-ended responses were thematically coded by the consultant's professional research staff and weights were applied to the required survey responses.

The consultant then used the SPSS software to produce the final survey results. The results for each question were cross-tabulated by voting behaviour in the general election held on May 2, 2011.

Logistic Regression of Voting Behaviour

The consultant analyzed the data set to determine the factors related to voting behaviour through regression modelling.

The relationship among variables was tested against whether the respondent had voted in the 2011 general election, using a logistic regression model. Logistic regression is used to predict the presence or absence of a characteristic or outcome based on the values of a set of predictor variables. It is similar to a linear regression model but is suited to models in which the dependent variable takes a dichotomous form of 1 or 0. (Variables that are simplified into dichotomous 1 or 0 are referred to as *dummy variables*. In this case, the dummy variable for voting intention takes a value of 1 for "voted in the 2011 federal election" or 0 for "did not vote.")



By rendering the outcome into a dummy variable, a binary logistic regression can be employed to measure the relationship between voting behaviour and other measures in the survey.

The national random sample (Group A) was employed for the primary logistic binary regression model. Both Group A and Group B were combined to profile voting behaviour among the subgroups through similar regression models.

Explanatory Variables Used to Predict Voting History

Logistic regression models represent how binary outcome variables are related to a set of explanatory variables. Regression coefficients in a logistic regression measure what each explanatory variable contributes toward predicting the outcome variable. A large regression coefficient means (while keeping other variables constant) that the variable would very likely impact the probability of that outcome, while a near-zero regression coefficient means that the factor or variable would not have an impact on the probability of that outcome.

Furthermore, logistic regression models can produce other coefficients that indicate the direction of the relationship between the explanatory variable and the outcome variable. A positive regression coefficient means that the explanatory variable increases the probability that a youth would vote, while a negative regression coefficient means that the variable would decrease the probability that a youth would vote, while keeping other variables constant in the study. Further, these regression coefficients can be thought of as a measure of the probability that a change in the explanatory variable will cause a change in voting behaviour in the analysis.

One of the advantages of logistic regression is that the explanatory or independent variables can be discrete and/or continuous. As in the case of the outcome variable, explanatory variables can take the form of dummy variables. Dummy variables are used in this fashion in regression analysis to represent subgroups of the sample in a study, where a person is given a 1 if he or she belongs to a group and a value of 0 if he or she does not belong to that particular group (i.e., an individual could receive 1 if he or she lived in a rural area and 0 if not). Dummy variables are useful because they enable a single regression equation to represent multiple groups and categories. As such, dummy variables act like *switches* that turn various parameters on and off in an equation, and these 0 or 1 variables act like a nominal-level variable, which can be treated statistically like an interval-level variable.

Factors to Be Tested

Based on the literature and preliminary quantitative analyses, it was determined that the likelihood of voting was determined by a set of seven factors, representing both motivation and access barriers.

For each factor, logistic regression models were tested between the voting behaviour dummy variable and variables within the survey that measured some aspect of the seven factors.⁴⁰ For instance, all variables that appear to measure general attitudes toward politics and democracy were tested in a regression model against voting behaviour. Also because of the observed

⁴⁰ Because of overlap between the factors, some variables could be considered to measure more than one of the factors. In these cases, factor analysis was applied to determine to which factor the variable most closely corresponded.

interaction between many explanatory variables and education, these models were first tested with education included to examine whether they had an impact on voting behaviour beyond education. The variables present in the survey were able to produce statistically significant regression models against voting behaviour beyond the effect of education.

For each factor, the output from the national random sample revealed a series of variables that were particularly strong predictors of voting behaviour. The variables, 19 in all, were brought together into a final regression of voter intention among youth in Canada. The variables employed and the type of measure (quantitative or dummy) appear below in Table A-6. The table also presents the resulting R-squared values of the models (a measure of the model as a predictor of voting behaviour, where 0 would represent no relationship and 1.0 would represent a perfect relationship). Together, the factors provide a set of quantitative variables that explain the impact of different barriers on the rate of voting.⁴¹

This binary regression methodology was repeated for each subgroup (Aboriginal, ethnocultural, those with disabilities, rural and unemployed). These regressions used the national random sample and the purposive sample, but filtered for the group in question. These regressions were used to profile the difference between voters and non-voters within these segments.

Table A-6: Summary of Logistic Regression Model

Variables Included in the Models	Type	Associated with Lower Rates of Participation	Model R ²
Dependent Variable: Voted in the 2011 General Election	Dummy		
A. Motivation Factors			.353
A1. General Attitudes toward Politics and Democracy			.168
All federal political parties are the same (agreement with)	Quantitative	Negative attitudes	
It is a civic duty for citizens to vote in elections (agreement with)	Quantitative		
There is at least one political party that talks about issues that are important to me (agreement with)	Quantitative		
A2. Political Influencers			.155
Family (not including partner or spouse) (influence of)	Quantitative	Fewer influencers. TV main source	
Politicians in general (influence of)	Quantitative		
Do you currently ever discuss government or politics with family?	Dummy		
When you were growing up, how often did you talk about politics or government at home?	Quantitative		
TV as main source of information for 2011 election	Dummy		
A3. Interest in Politics			.182
Overall, how interested were you in this last federal election?	Quantitative	Low interest	

⁴¹ SPSS 19 was used to run the binary logistic regressions. The regression models were tested step-wise; this is the preferred method of exploratory analyses.

Variables Included in the Models	Type	Associated with Lower Rates of Participation	Model R ²
A4. Political Knowledge			.181
Number of correct answers to three questions:	Quantitative	Low knowledge	
• Which party won the most seats in the federal election?			
• Which level of government has primary responsibility for education?			
• What is the name of your provincial (territorial) premier?			
Knowing enough about the candidates to know who to vote for (influence of)	Quantitative		
B. Access Barriers			.315
B1. Process Knowledge			.227
Knowing when to vote (influence of)	Quantitative	Low knowledge	
Number of different methods of voting named (i.e., advance poll, mail and local Elections Canada office)	Quantitative		
Knowing where to vote (influence of)	Quantitative		
B2. Personal Circumstances			.155
Getting to the voting location (transportation) (influence of)	Quantitative	Transportation issues, less education	
Education	Quantitative		
B3. Administrative Barriers to Voting			.179
Voting in a federal election is easy and convenient (agreement with)	Quantitative	Voting is not perceived as easy and convenient. Did not receive a VIC	
Ability to provide proof of ID (influence of)	Quantitative		
Received a VIC	Quantitative		
Full Model			.444

Note: Where possible, Don't know/Don't remember answers were re-coded into appropriate valid answers. Refusal answers were eliminated from the analysis.

Table A-7 below details the barriers and influencers attempted within the factor models. The R-squared presented for each variable displays the additional R-squared that each variable contributed to the factor models (during a step-wise analysis). The β values are also presented for the variables. A β value can be viewed as being a measure of the probability that a change in the explanatory variable will cause a change in voting behaviour in the analysis. Thus, the β values represent the change in the dependent variable when the variable increases by 1.0 (i.e., the change in probability of voting as a fraction of 100%). A negative value is associated with a decrease of that amount. A dash appears for variables not included in the final models as they did not contribute to the predictability of the models.

Table A-7: Details of Characteristics Associated with Voting Behaviour

Variables Included in the Models	R ² Added to Model	β*
A. Motivation Factors		
A1. General Attitudes toward Politics and Democracy		
It is a civic duty for citizens to vote in elections (agreement on a 4-point scale)	.131	1.07
There is at least one political party that talks about issues that are important to me (agreement on a 4-point scale)	.027	.527
All general political parties are the same (agreement on a 4-point scale)	.010	-.314
Satisfied with Canadian democracy (agreement on a 4-point scale)	-	-
Government plays a major role in my life today (agreement on a 4-point scale)	-	-
By voting I can make a difference (agreement on a 4-point scale)	-	-
A2. Political Influencers		
Politicians in general (influence of, on a 4-point scale)	.090	.548
Currently ever discuss government or politics with family (Yes/No)	.032	.763
When you were growing up, how often did you talk about politics or government at home? (Never/Sometimes/Often)	.014	.472
TV as main source of information for 2011 general election (Yes/No)	.011	-.551
Family (not including partner or spouse) (influence of, on a 4-point scale)	.008	.215
Friends or peers (not including partner or spouse) (influence of, on 4-point scale)	-	-
Media (influence of, on a 4-point scale)	-	-
Endorsements by a famous person (influence of, on a 4-point scale)	-	-
Currently ever discuss government or politics with friends (Yes/No)	-	-
Currently ever discuss government or politics with colleagues (Yes/No)	-	-
Newspaper as main source of information for 2011 general election (Yes/No)	-	-
Internet as main source of information for 2011 general election (Yes/No)	-	-
Social network as main source of information for 2011 general election (Yes/No)	-	-
Government or political party websites as main source of information for 2011 general election (Yes/No)	-	-
Radio as main source of information for 2011 general election (Yes/No)	-	-
Friends and family as main source of information for 2011 general election (Yes/No)	-	-
A3. Interest in Politics		
Overall, how interested were you in this last general election? (interest, on a 4-point scale)	.182	1.287
To what extent would you say you are interested in Canadian politics? (interest, on a 4-point scale)	-	-
Number of political activities engaged in, in past 12 months	-	-
Volunteer work in past 12 months (Yes/No)	-	-
A4. Political Knowledge		
Number of correct answers to three questions	.157	.971
Knowing enough about the candidates to know who to vote for (interest, on a 4-point scale)	.24	.429
Took high school courses about government and politics (Yes/No)	-	-

Variables Included in the Models	R ² Added to Model	β*
B. Access Barriers		
B1. Process Knowledge		
Knowing when to vote (influence of, on a 4-point scale)	.139	.952
Number of different methods of voting named (i.e., advance poll, mail, Elections Canada office)	.073	1.328
Knowing where to go to vote (influence of, on a 4-point scale)	.015	.495
Knowing how to vote (influence of, on a 4-point scale)	–	–
B2. Personal Circumstances		
Getting to the voting location (transportation) (influence of, on a 4-point scale)	.123	1.05
University degree (Yes/No)	.032	1.138
Income level (six income categories)	–	–
Marital status (Yes/No)	–	–
Have children (Yes/No)	–	–
Moved twice or more in the past two years (Yes/No)	–	–
B3. Administrative Barriers to Voting		
Voting in a general election is easy and convenient (agreement, on a 4-point scale)	.141	1.186
Ability to provide proof of ID (influence of, on a 4-point scale)	.043	.550
Received a VIC (Yes/No)	.015	.733
Ability to provide proof of address (influence of, on a 4-point scale)	–	–
Feeling welcome at polling station (agreement, on a 4-point scale)	–	–

*β-values are provided to demonstrate the nature and direction of the relationship between the dependant variable and the independent variables. Caution should be applied in interpreting β-values as a means of predicting the impact of a change of an independent variable on the dependent variable, especially where the independent variable is measured on a 4-point attitudinal scale or as a simple Yes/No.

Table A-8 below presents the barriers and influencers associated with voting behaviour among subgroups. The R-squared presented for each subgroup displays the total R-squared for each full model (all 19 variables). The β values are also presented for the barriers and influencers that load into each model.

Table A-8: Details of Characteristics Associated with Subgroup Voting Behaviour

Subgroups and Factors	R²	β
Aboriginal	.485	
Family (not including partner or spouse) (influence of, on a 4-point scale)		.782
Overall, how interested were you in this last general election? (interest, on a 4-point scale)		.847
Number of different methods of voting named (i.e., advance poll, mail, Elections Canada office)		.926
Getting to the voting location (transportation) (influence of, on a 4-point scale)		.830
University degree (Yes/No)		2.029
Voting in a general election is easy and convenient (agreement, on a 4-point scale)		.716
Ethnocultural	.425	
It is a civic duty for citizens to vote in elections (agreement, on a 4-point scale)		.381
Family (not including partner or spouse) (influence of, on a 4-point scale)		.484
TV as main source of information for 2011 general election (Yes/No)		-.805
Overall, how interested were you in this last general election? (interest, on a 4-point scale)		.954
Knowing when to vote (influence of, on a 4-point scale)		.825
Getting to the voting location (transportation) (influence of, on a 4-point scale)		.503
Received a VIC (Yes/No)		1.466
Unemployed	.469	
Family (not including partner or spouse) (influence of, on a 4-point scale)		.638
Overall, how interested were you in this last general election? (interest, on a 4-point scale)		.911
Number of different methods of voting named (i.e., advance poll, mail, Elections Canada office)		.810
Getting to the voting location (transportation) (influence of, on a 4-point scale)		.944
Received a VIC (Yes/No)		1.450
Youth with Disabilities	.490	
Overall, how interested were you in this last general election? (interest, on a 4-point scale)		.795
Number of correct answers to three questions		1.014
Received a VIC (Yes/No)		1.639
Rural	.457	
It is a civic duty for citizens to vote in elections (agreement, on a 4-point scale)		.477
Family (not including partner or spouse) (influence of, on a 4-point scale)		.428
Politicians in general (influence of, on a 4-point scale)		.422
Overall, how interested were you in this last general election? (interest, on a 4-point scale)		.675
Number of correct answers to three questions		.636
Number of different methods of voting named (i.e., advance poll, mail, Elections Canada office)		.770
Knowing where to go to vote (influence of, on a 4-point scale)		.444
Getting to the voting location (transportation) (influence of, on a 4-point scale)		.914
Voting in a general election is easy and convenient (agreement, on a 4-point scale)		.455

*β-values are provided to demonstrate the nature and direction of the relationship between the dependant variable and the independent variables. Caution should be applied in interpreting β-values as a means of predicting the impact of a change of an independent variable on the dependent variable, especially where the independent variable is measured on a 4-point attitudinal scale or as a simple Yes/No.

Multinomial Logistic Regression of Voting Typology

An analysis was performed to understand the characteristics of habitual voters, frequent voters, occasional voters and habitual non-voters. To do this analysis, respondents' voting typologies were represented in a variable with the following values: voted in no past elections (1), voted in some past elections (2), voted in most past elections (3) and voted in all past elections (4). This voting typology was then entered into a multinomial regression against the variables determined through the logistic regression above as being significantly related to voting behaviour in the 2011 general election. Further dummy variables representing the subgroups (Aboriginal, those with disabilities, ethnocultural, rural and unemployed) were entered into the model. The results of this analysis are presented in Table 5-2.

An Index Measuring Motivation to Vote

The logistic regression model discussed in Appendix A identified variables that were associated with respondents' voting behaviour. When variables that measured motivation to vote were loaded together, five variables accounted for most of the variance with voting behaviour. These variables measured:

- Belief that it is a civic duty for citizens to vote in elections (agreement on four-point scale)
- Influence of politicians in general (measured on four-point scale)
- Overall interest in the May 2011 General Election (interest on a four-point scale)
- Number of correct answers to three questions assessing political knowledge
- Knowing enough about the candidates to know who to vote for (agreement on a four-point scale)

These five variables were merged to form a single measure of motivation to vote. Since all five variables were on a four-point scale, were associated in the same way to voting behaviour (i.e., all had positive β -values), and all had similar standard deviations, the five values were averaged together.⁴² Using the national random sample, the resulting index ranged from 1.0 to 4.0, has a mean of 3.0, and forms a reasonably normal (i.e., bell-shaped) distribution.

When the voting behaviour of respondents was compared to their motivation index scores the results showed that voting was relatively uncommon among those who scored below 2.6 and relatively common among those who scored above 2.6 (Chart A-1). Consequently, a motivation score of 2.6 was used to differentiate between the motivation quadrants in Figure 6-1 (in Section 6 above): 26% of the national random sample was considered to have low motivation to vote, while the remainder was considered to have a high motivation to vote.

⁴² The variable that measures the number of correct answers to three questions was a 4 point scale ranging from 0 to 3. However, to create a motivation index that would range between 1 and 4, this variable was given an additional point before the Index was calculated (i.e. number of correct answers to three questions+1). Index values for respondents who had valid data for three or fewer of these variables were not computed.

Chart A-1: Motivation Index and Voting Behaviour



An Index Measuring Access Barriers

The variables measuring the access barriers that accounted for most of the variance in the logistic regression model against voting behaviour included:

- Getting to the voting location (transportation) (influence of on four-point scale)
- Knowing when to vote (influence of on four-point scale)
- Number of different methods of voting named (i.e. advance poll, mail, and Election's Canada office)
- Education
- Perception that voting in a general election is easy and convenient (agreement on four-point scale)

Education was omitted from the index measuring access barriers⁴³ and the remaining four variables were merged to form a single measure of access barriers to voting. As with the motivation index, since the variables were four-point scales, had positive β -values, and had similar standard deviations, the values were averaged together.⁴⁴ Using the national random sample, the resulting index ranged from 1.0 (most barriers) to 4.0 (least barriers), has a mean of 3.1 and excludes respondents who had three or fewer valid answers for the questions. Although the distribution is not as normal as the distribution of the motivation index, it was considered acceptable for the purposes of this research.⁴⁵

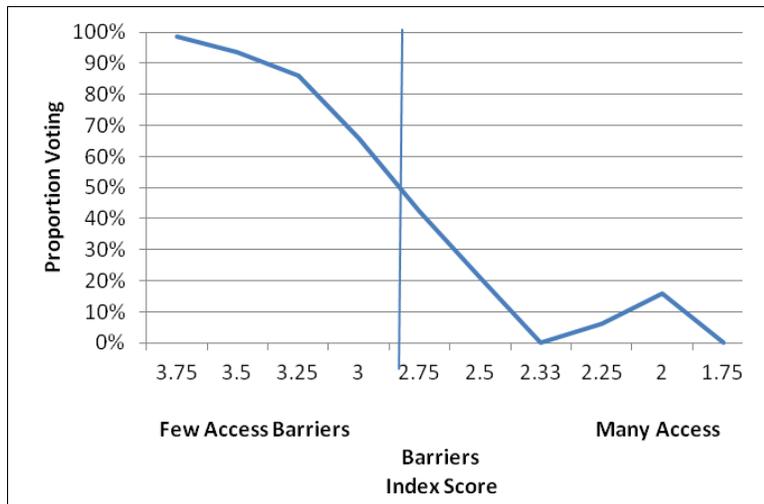
⁴³ The inclusion of education into the access barriers index was debated. The objective of this analysis is to determine the characteristics of youth that score high and low on these dimensions, including personal circumstances. However, if personal circumstances were entered into the access barriers index, it would not be appropriate to describe access barriers in terms of the personal circumstances entered into the index. Thus it was determined to leave education out of the access barriers index.

⁴⁴ As with the case of the number of correct answers to three questions, the known number of different methods to vote was augmented by one in order for the index to range from 1 to 4.

⁴⁵ Including education as a four point scale does help create a more normally distributed index. Since including education in the index would not allow for it to be included in subsequent analyses, it was decided that a less normally distributed index was better than not being able to compare the resulting analyses by education.

When comparing the voting behaviour of respondents to their access barrier index scores, the point at which voting behaviour seemed to change from uncommon to common was at a score of 2.8. Those who scored 2.8 and below (20% of the national random sample) were considered to have many access barriers, while the remainder were considered to have few access barriers (Chart A-2).

Chart A-2: Access Barriers Index and Voting Behaviour



Analytical Considerations

Strengths of the Approach

The key strength of the study was the combination of random and purposive sampling. The use of multiple modes of survey administration resulted in 2,665 completed surveys, with 1,293 surveys completed with a random group of respondents. The random sample was weighted to represent the national profile of youth in the 2006 census. The purposive sampling resulted in the inclusion in the study of youth from subgroups who would not have been contacted by telephone sampling alone.

Limitations

Notwithstanding the strengths of the data obtained from the National Youth Survey, some limitations need to be considered when reading the results.

The challenges of engaging with subgroups.

The survey included subgroups of youth who were contacted through non-random methods because of the difficulty of contacting sufficient numbers through general population surveying techniques. While this sample provides insight into the factors that influence voting behaviour, the findings may not be representative of the subgroup populations as a whole. For example, although over 150 youth with disabilities completed the National Youth Survey, it is possible that



these youth have disabilities that represent less of a barrier to participation in the electoral process than others whose views were not captured.

Non-response bias can occur.

Although data from the random sample were weighted to represent the national profile of youth, census data are from 2006 and may not reflect the current distribution of youth. Census data were not available to adjust for lower rates of response to the survey from those with low levels of education. In addition, it was not possible to determine whether there were any differences in the views and opinions of non-respondents when compared to respondents. In particular, those who have an interest in politics and have voted in the past may have been more likely to respond to the survey, and thus a self-selection bias may be present in the sample with regard to voting behaviour and attitudes.

Self-reported data

The information provided about electoral participation and influencers and barriers to voting behaviour were self-reported. It is possible that youth who felt that they should have voted but did not vote may have indicated that they had participated.

Because of the possible self-selection bias and the social pressures affecting self-reported data, the data reported in this report may overestimate the actual percentage of youth voting. This is typical of research of this kind into voting behaviour. The reported voting rates among youth on voting behaviour may therefore be considered an upper limit. The aim of this report has not been to estimate voting participation but to examine the barriers and influencers on youths' decision to vote or not.



APPENDIX B: RANDOM SAMPLE SUMMARY TABLES

SECTION A: SURVEY ELIGIBILITY

Notes:

- Respondents were not required to answer all questions, so totals may differ slightly from non-response and percentages from rounding.
- Data were weighted by age and gender, within region.
- Totals in all tables in this report may not add up to 100 and may vary by about a percentage point as a result of weighting and rounding procedures.

A2. In what year were you born?

	Total		Voted	
	N	COL%	N	%
18–19	246	18%	183	74%
20–24	383	28%	256	67%
25–29	384	28%	289	75%
30–34	376	27%	295	79%
Total	1,389		1,023	

A4. What is your gender?

	Total		Voted	
	N	COL%	N	%
Male	696	50%	524	75%
Female	693	50%	499	72%
Total	1,389		1,023	

A5. Which region do you live in?

	Total		Voted	
	N	COL%	N	%
Atlantic	87	6%	63	72%
British Columbia	165	12%	115	70%
Northern Canada	6	0%	4	72%
Ontario	624	45%	464	74%
Prairies	256	18%	190	74%
Quebec	252	18%	186	74%
Total	1,390		1,022	

A6. Are you currently living in a rural or small town community (population less than 10,000)?

	Total		Voted	
	N	COL%	N	%
Rural	319	23%	247	77%
Urban	1,063	77%	770	72%
Refusal	7		6	
Total	1,389		1,023	

Note: The location for each respondent was determined by linking the first three digits of the postal code with the PSFSA code. For those respondents who did not provide a postal code, their self-identified location was used.

A7. Do you identify yourself as an Aboriginal person?

	Total		Voted	
	N	COL%	N	%
Yes	57	4%	30	53%
No	1,332	96%	993	75%
Total	1,389		1,023	

A8. Are you First Nation, Métis or Inuit?

	Total		Voted	
	N	COL%	N	%
First Nation	31	54%	12	39%
Métis	19	34%	15	79%
Inuit	2	3%	1	50%
Other	5	9%	3	60%
Total	57		31	

A9. Do you currently live on a reserve?

	Total		Voted	
	N	COL%	N	%
Yes	5	15%	0	0%
No	26	85%	12	46%
Total	31		12	



A10. Ethnocultural youth?

	Total		Voted	
	N	COL%	N	%
Yes	244	18%	157	64%
No	1,145	82%	866	76%
Total	1,389		1,023	

Note: The definition of visible minority ("ethnocultural") was obtained by combining the answers from Question A10 with those respondents that were born outside Canada (Question J2), did not consider themselves a minority and for whom English and French were not their first language (Question J1).

A11. Are you a person with a disability?

	Total		Voted	
	N	COL%	N	%
Yes	55	4%	40	73%
No	1,333	96%	983	74%
Total	1,388		1,023	

A12. Over the past six months, which of the following best describes you?

	Total		Voted	
	N	COL%	N	%
Employed or self-employed	634	46%	477	75%
In school or training	306	22%	242	79%
Employed or self-employed and in school or training	270	19%	211	78%
Full-time stay-at-home parent	74	5%	44	59%
Unemployed	75	5%	29	39%
Other (e.g., maternity leave, not working because of health reasons)	29	2%	19	66%
Don't know/Don't remember/Refusal	1		1	
Total	1,389		1,023	

SECTION B: ELECTORAL PARTICIPATION

B1. In each election, we find that a lot of people are not able to vote. Thinking about all elections since you have been eligible to vote, would you say that you have voted in none of them, most of them, some of them or all of them?

	Total		Voted	
	N	COL%	N	%
None of them*	181	13%	3	2%
Some of them	285	21%	151	53%
Most of them	281	20%	228	81%
All of them	641	46%	641	100%
Total	1,389		1,023	

*Two (three post-weighting) said they had voted in no elections despite stating they had voted in the 2011 election.

B2. And did you vote in the last federal election held on May 2nd?

	Total	
	N	COL%
Yes	1023	74%
No	366	26%
Total	1,389	100%

B3. What was the main reason you voted in this federal election?

Reasons for Voting	Total	
	N	%
General Attitudes toward Politics and Democracy	707	70%
<i>It is a civic duty to vote</i>	268	26%
<i>Because I think it is important to vote</i>	184	18%
<i>It allows me to express my opinions/views</i>	165	16%
<i>I can/It's my right</i>	45	4%
<i>Out of habit (I always vote)</i>	31	3%
<i>It's important that youth vote</i>	8	1%
<i>My vote counts</i>	5	1%
Political Influencers	34	3%
<i>Because a friend, family member or other person encouraged me to vote</i>	34	3%
Interest in Politics	266	26%
<i>To support or oppose a political party</i>	160	16%
<i>I want to/I want change</i>	56	5%
<i>To support or oppose a specific candidate</i>	44	4%
<i>I care about different issues</i>	7	1%
Other	7	1%

B4. What was the main reason you did not vote in this federal election?

Reasons for Not Voting	Total	
	N	%
Motivation Factors	119	33%
Attitudes	34	9%
<i>My vote wouldn't make any difference (vote is meaningless)</i>	14	4%
<i>I didn't like any of the parties/candidates (no choice)</i>	10	3%
<i>I don't trust government/politicians</i>	7	2%
<i>The party/candidate I liked didn't have a chance of winning</i>	2	<1%
Interest in Politics	44	12%
<i>I don't care (lack of interest)</i>	44	12%
Political Knowledge	41	11%
<i>I don't know enough about the parties/candidates/issues</i>	41	11%
Access Barriers	232	64%
Process Knowledge	16	4%
<i>I was unsure of how, when or where to vote</i>	16	4%
Personal Circumstances	182	50%
<i>I was at school/work all day/Taking care of family/children (or too busy)</i>	110	30%
<i>I was travelling/away from my riding</i>	51	14%
<i>Unable to get to polling station (location not convenient/transportation issues)</i>	13	4%
<i>I forgot</i>	7	2%
<i>I was sick</i>	2	<1%
Administrative Barriers	34	9%
<i>I didn't have ID or proof of address or VIC</i>	17	5%
<i>I wasn't registered/didn't know how to register</i>	10	3%
<i>Voting is not convenient</i>	7	2%
Other	13	4%

B5. Did you get a voter information card in the mail for this federal election?

	Total		Voted	
	N	COL%	N	%
Yes	1,021	73%	807	79%
No	320	23%	199	62%
Don't know/Don't remember/Refusal	48	3%	16	33%
Total	1,389		1,022	

B6. Was the information on the card correct? (Only answered by those who say yes to the previous question)

	Total		Voted	
	N	COL%	N	%
Yes	918	90%	748	81%
No	58	6%	52	90%
Don't know/Don't remember/Refusal	45	4%	8	18%
Total	1,021		808	

B7. During the election, there were three options to vote other than voting on election day at the polling station. Do you remember what any of those options were?

	Total		Voted	
	N	COL%	N	%
By mail	134	10%	119	89%
Advance polling station	699	50%	621	89%
Local Elections Canada office	33	2%	29	88%
Don't know/Don't remember	644	46%	363	57%
Refusal	3		2	
Total	1,389		1,134	

Note: Respondents could answer up to three questions.

	Total		Voted	
	N	COL%	N	%
Did not know any alternative option of voting	648	47%	369	57%
Knew 1 alternative option	627	45%	548	87%
Knew 2 alternative options	105	8%	97	92%
Knew 3 alternative options	9	1%	9	100%
Total	1,389		1,023	

B8. Overall, how interested were you in this last federal election?

	Total		Voted	
	N	COL%	Count	Row N %
Not at all interested	85	6%	15	18%
Not very interested	139	10%	52	37%
Somewhat interested	638	46%	464	73%
Very interested	525	38%	492	94%
Don't know/Don't remember	2		0	
Total	1,389		1,023	

B9. Thinking about this last election, how difficult or easy did each of the following make it for you to vote.
(Only answered by voters)

	Very Easy		Somewhat Easy		Somewhat Difficult		Very Difficult		D/D/R*
Ability to provide proof of ID	925	90%	75	7%	16	2%	2	<1%	6
Knowing when to vote	925	90%	82	8%	15	2%	1	<1%	0
Getting to the voting location (transportation)	922	90%	83	8%	15	1%	3	<1%	1
Ability to provide proof of address	886	87%	98	10%	26	3%	4	<1%	8
Knowing how to vote	882	86%	123	12%	13	1%	1	<1%	5
Knowing where to go to vote	834	81%	151	15%	25	2%	13	1%	0
Knowing enough about the candidates to know who to vote for	355	35%	445	44%	180	18%	35	3%	7
The physical accessibility of the polling station**	33	82%	6	15%	1	2%	0	1%	0

*Don't know/Don't remember/Refusal.

**Voters with a disability only.

B10. Thinking about this last election, please tell me whether any of the following influenced your decision to not vote. (Only answered by non-voters)

	Strong Influence		Some Influence		A Little Influence		No Influence		D/D/R*
Ability to provide proof of ID	36	10%	17	5%	25	7%	286	79%	2
Knowing when to vote	45	13%	47	13%	48	13%	220	61%	6
Getting to the voting location (transportation)	51	14%	38	10%	39	11%	238	65%	0
Ability to provide proof of address	28	8%	28	8%	32	9%	274	76%	3
Knowing how to vote	28	8%	39	11%	52	14%	246	67%	0
Knowing where to go to vote	52	14%	39	11%	51	14%	221	61%	2
Knowing enough about the candidates to know who to vote for	100	28%	65	18%	50	14%	142	40%	8
The physical accessibility of the polling station**	4	29%	1	10%	2	13%	7	48%	1

*Don't know/Don't remember/Refusal.

**Voters with a disability only.

Number Who Identified a Potential Barrier as Having Some or a Strong Influence	Did Not Vote	
	N	Col %
0 Some influence/strong influence	107	30%
1 Some influence/strong influence	94	26%
2 Some influence/strong influence	160	44%
Don't know/Don't remember/Refusal	5	
Total	366	

B11. Please tell me if you “Strongly Disagree”, “Disagree”, “Somewhat Agree” or “Strongly Agree” with the statement: “Overall, I felt welcome at the polling station.” **(Only answered by voters)**

	Total	
	N	Col %
Strongly disagree	12	1%
Disagree	20	2%
Somewhat agree	208	20%
Strongly agree	782	76%
Don't know/Don't remember/Refusal	1	
Total	1,023	

B12. Please tell me if you “Strongly Disagree”, “Disagree”, “Somewhat Agree” or “Strongly Agree” with the statement: “Even if I didn't vote this time, I think I would feel welcome going to a polling station to vote.” **(Only answered by non-voters)**

	Total	
	N	Col %
Strongly disagree	14	4%
Disagree	26	7%
Somewhat agree	109	30%
Strongly agree	212	59%
Don't know/Don't remember/Refusal	6	
Total	367	

B13. In this last election, were you directly contacted by a political party or candidate?

	Total		Voted	
	N	COL%	N	%
Yes	550	40%	455	83%
No	816	59%	553	68%
Don't know/Don't remember/Refusal	24		16	
Total	1,390		1,024	

B14. In this last election, how much did the following people or groups influence your decision whether or not to vote?

Voters	No Influence		A Little Influence		Some Influence		Strong Influence		D/D/R	NA
	N	%	N	%	N	%	N	%		
Endorsement by a famous person	903	89%	79	8%	22	2%	8	1%	0	11
Vote mob(s)	767	84%	81	9%	48	5%	16	2%	35	34
Teacher or professor	720	77%	96	10%	69	7%	47	5%	7	84
Partner or spouse	545	61%	130	15%	144	16%	78	9%	4	122
Friends or peers	437	43%	194	19%	279	27%	114	11%	0	0
Family (not including partner or spouse)	362	35%	164	16%	279	27%	217	21%	0	1
Media	285	28%	215	21%	369	36%	153	15%	1	0
Politicians in general	170	17%	184	18%	387	38%	277	27%	2	3
Non-voters	No Influence		A Little Influence		Some Influence		Strong Influence		D/D/R	NA
	N	%	N	%	N	%	N	%		
Endorsement by a famous person	326	89%	23	6%	13	4%	2	1%	0	2
Vote mob(s)	285	89%	18	6%	11	3%	6	2%	22	11
Partner or spouse	236	78%	18	6%	33	11%	16	5%	1	61
Teacher or professor	264	77%	23	7%	45	13%	13	4%	3	18
Friends or peers	189	52%	45	12%	96	26%	36	10%	0	0
Family (not including partner or spouse)	200	55%	55	15%	72	20%	37	10%	2	0
Media	171	47%	67	18%	89	24%	40	11%	0	0
Politicians in general	179	49%	52	14%	95	26%	40	11%	0	0

Respondents Who Voted

Voters	Total	No Influence/ A Little influence		Strong Influence/ Some Influence	
	N	N	%	N	%
Friends or peers	1,024	631	62%	393	38%
Family (not including partner or spouse)	1,022	526	51%	496	49%
Media	1,022	500	49%	522	51%
Politicians in general	1,018	353	35%	665	65%
Endorsement by a famous person	1,012	982	97%	30	3%
Teacher or professor	932	816	88%	116	12%
Vote mob(s)	912	848	93%	64	7%
Partner or spouse	898	675	75%	222	25%

Respondents Who Did Not Vote

Non-voters	Total	No Influence/ A Little influence		Strong Influence/ Some Influence	
	N	N	%	N	%
Friends or peers	366	234	64%	132	36%
Media	366	238	65%	129	35%
Politicians in general	366	231	63%	135	37%
Endorsement by a famous person	365	349	96%	15	4%
Family (not including partner or spouse)	364	255	70%	109	30%
Teacher or professor	345	287	83%	58	17%
Vote mob(s)	319	303	95%	17	5%
Partner or spouse	304	254	84%	49	16%

SECTION C: POLITICAL PARTICIPATION

C1. In the past 12 months, have you done any of the following?

Respondents Who Have ...	Total		Voted	
	N	COL%	N	%
Signed a petition?	436	31%	348	80%
Expressed your views on an issue by contacting a newspaper or commenting on a blog or online discussion board?	147	11%	124	84%
Attended a community meeting about a local issue?	186	13%	152	82%
Expressed your views on an issue by contacting a politician?	285	21%	216	76%
Participated in a demonstration or protest march?	104	7%	86	83%
Respondents Who Have Not ...	Total		Voted	
	N	COL%	N	%
Signed a petition?	946	68%	668	71%
Expressed your views on an issue by contacting a newspaper or commenting on a blog or online discussion board?	1,241	89%	899	72%
Attended a community meeting about a local issue?	1,202	87%	871	72%
Expressed your views on an issue by contacting a politician?	1,100	79%	805	73%
Participated in a demonstration or protest march?	1,285	93%	937	73%

Note: Respondents could choose more than one answer.

Number of Activities Participated In	Total	Voted	
	N	N	%
0 activity	721 52%	505	70%
1 activity	365 26%	269	74%
2 and more activities	303 22%	249	82%
Total	1,389	1,023	

C3. To what extent would you say you are interested in Canadian politics?

	Total		Voted	
	N	COL%	N	%
Not at all interested	65	5%	18	28%
A little interested	287	21%	171	60%
Somewhat interested	673	48%	516	77%
Very interested	362	26%	319	88%
Don't know/Don't remember	2		0	
Total	1,389		1,023	

SECTION D: CIVIC PARTICIPATION

D1. In the past 12 months, did you do volunteer work for any organization?

	Total		Voted	
	N	COL%	N	%
Yes	636	46%	503	79%
No	750	54%	519	69%
Don't know/Don't remember	3		1	
Total	1,389		1,023	

D2. Was the volunteer work for a political party or group? (Only answered by those who say yes to the previous question)

	Total		Voted	
	N	COL%	N	%
Yes	42	7%	41	98%
No	592	93%	462	78%
Don't know/Don't remember	1		0	
Total	635		503	

SECTION E: MEDIA CONSUMPTION

E1. On an average day, about how much time do you spend on the Internet for your personal use?

	Total		Voted	
	N	COL%	N	%
Less than 1 hour a day	415	30%	289	70%
1–4 hours a day	815	59%	617	76%
More than 4 hours a day	152	11%	115	76%
Don't know/Don't remember/Refusal	7		2	
Total	1,389		1,023	

E2. Do you have a profile or account on any of the following sites?

	Yes				No			
	Total		Voted		Total		Voted	
	N	COL%	N	%	N	COL%	N	%
Facebook	1,215	87%	902	74%	168	12%	116	69%
Twitter	261	19%	214	82%	1,125	81%	808	72%
MySpace	98	7%	65	66%	1,282	92%	951	74%

Note: Respondents could choose up to three answers.

E3. For the federal election held on May 2, what was your main source of information about the election?

Information Sources	Total		Voted	
	N	COL%	N	%
Newspaper/magazine	154	11%	136	88%
Television	581	42%	397	68%
Media website, blog or other web source	273	20%	240	88%
Social networking sites: Facebook, Twitter, MySpace, etc.	38	3%	28	74%
Government and/or political party websites	61	4%	57	93%
Radio	50	4%	36	72%
Family or friends	130	9%	76	58%
Other	76	5%	43	57%
Don't know/Don't remember/Refusal	26		11	
Total	1,389		1,023	

SECTION F: GENERAL ATTITUDES TOWARD POLITICS, DEMOCRACY AND CITIZENSHIP

F1. On the whole, how satisfied are you with the way democracy works in Canada?

	Total		Voted	
	N	COL%	N	%
Very dissatisfied	92	7%	66	72%
Somewhat dissatisfied	313	23%	232	74%
Somewhat satisfied	729	53%	543	74%
Very satisfied	230	17%	177	77%
Don't know/Don't remember	23		4	
Refusal	1		1	
Total	1,388		1,023	100%

F2. Please tell me whether you “Strongly Disagree”, “Somewhat Disagree”, “Somewhat Agree” or “Strongly Agree” with the following statements.

Respondents Who Voted	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		D/D/R
	N	%	N	%	N	%	N	%	
It is a civic duty for citizens to vote in elections	8	1%	24	2%	205	20%	785	77%	0
Voting in a federal election is easy and convenient	4	<1%	17	2%	260	25%	742	73%	0
There is at least one political party that talks about issues that are important to me	12	1%	35	3%	307	30%	666	65%	3
I feel that by voting I can make a difference	34	3%	83	8%	420	41%	486	47%	0
The government plays a major role in my life today	57	6%	140	14%	530	52%	294	29%	3
All federal political parties are the same	571	56%	296	29%	127	12%	28	3%	1
Respondents Who Did Not Vote	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		D/D/R
N	%	N	%	N	%	N	%		
It is a civic duty for citizens to vote in elections	19	5%	67	19%	145	41%	127	35%	8
Voting in a federal election is easy and convenient	18	5%	46	13%	152	44%	132	38%	17
There is at least one political party that talks about issues that are important to me	22	6%	33	9%	173	50%	122	35%	17
I feel that by voting I can make a difference	46	13%	56	15%	146	40%	114	32%	5
The government plays a major role in my life today	51	14%	84	23%	143	39%	85	23%	4
All federal political parties are the same	140	40%	128	36%	66	19%	19	5%	13

SECTION G: POLITICAL SOCIALIZATION

G1. When you were growing up, how often did you talk about politics or government at home?

	Total		Voted	
	N	%	N	%
Never	298	21%	171	57%
Sometimes	780	56%	580	74%
Often	299	22%	269	90%
Not applicable	4		2	
Don't know/Don't remember	6		1	
Total	1,387		1,023	

G2. Do you currently ever discuss government or politics with any of the following people or groups?

		Total		Voted	
		N	COL%	N	%
Partner/Spouse	Yes	715	61%	570	80%
	No	451	39%	293	65%
	Not applicable	220		157	
	D/D/R	3		2	
Friends	Yes	1,151	83%	896	78%
	No	237	17%	126	53%
	D/D/R	1		1	
Family	Yes	1,176	85%	923	78%
	No	212	15%	100	47%
	D/D/R	1		1	
Colleagues	Yes	858	64%	658	77%
	No	492	36%	338	69%
	Not applicable	38		27	
	D/D/R	1		0	

Note: Each section adds up to 1,389.

SECTION H: CIVIC EDUCATION

H1. When you were in high school did you take any courses where you learned about government and politics?

	Total		Voted	
	N	COL%	N	%
Yes	964	69%	751	78%
No	401	29%	255	64%
Don't know/Don't remember/Refusal	25	2%	17	67%
Total	1,389		1,023	

H3. Did your high school participate in a mock election program – for example, Student Vote?

	Total		Voted	
	N	COL%	N	%
Yes	703	51%	525	75%
No	587	42%	439	75%
Don't know/Don't remember/Refusal	99	7%	59	59%
Total	1,389		1,023	

H4. Did you participate in the Student Vote? (Answered by respondents that answered the previous question)

	Total		Voted	
	N	COL%	N	%
Yes	568	81%	438	77%
No	119	17%	73	61%
Don't know/Don't remember/Refusal	15	2%	14	93%
Total	702		525	

SECTION I: POLITICAL KNOWLEDGE

I1. Which party won the most seats in the federal election held on May 2?

	Total		Voted	
	N	COL%	N	%
Correct	1,125	81%	937	83%
Incorrect	90	6%	49	54%
No answer	174	13%	37	21%
Total	1,389		1,023	

I3. Which level of government has primary responsibility for education (federal, provincial or municipal)?

	Total		Voted	
	N	COL%	N	%
Federal	211	15%	144	68%
Provincial	838	60%	692	83%
Municipal	100	7%	53	53%
Don't know/Don't remember	239	17%	134	56%
Refusal	1		1	
Total	1,389		1,024	

I4. What is the name of your provincial (territorial) premier?

	Total		Voted	
	N	COL%	N	%
Correct	736	53%	620	84%
Incorrect	124	9%	92	74%
No answer	529	38%	312	59%
Total	1,389		1,024	

Number of Correct Answers	Total		Voted	
	N	COL%	N	%
0 correct answer	152	11%	36	24%
1 correct answer	312	22%	205	66%
2 correct answers	390	28%	302	77%
3 correct answers	535	39%	480	90%
Total	1,389		1,024	

SECTION J: SOCIO-DEMOGRAPHICS

J1. What is the first language that you learned and that you still understand?

	Total		Voted	
	N	COL%	N	%
English	998	72%	732	73%
French	248	18%	188	76%
Other	143	10%	102	71%
Total	1,389		1,022	

J2. Were you born in Canada?

	Total		Voted	
	N	COL%	N	%
Yes	1,245	90%	923	74%
No	144	10%	100	69%
Total	1,389		1,023	

J3. What is the highest level of education that you have completed?

	Total		Voted	
	N	COL%	N	%
Less than Grade 12	98	7%	41	42%
High school	381	27%	262	69%
Some college or trades school	105	8%	73	70%
College or trades school	264	19%	184	70%
Some university	148	11%	124	84%
Completed university degree BA, MA, doctorate	393	28%	339	86%
Total	1,389		1,023	

J9. What is your marital status?

	Total		Voted	
	N	COL%	N	%
Single, never married	871	63%	629	72%
Married	313	23%	240	77%
Living common law	172	12%	132	77%
Separated	17	1%	12	71%
Divorced	11	1%	8	73%
Widowed	3	0%	2	67%
Refusal	2		2	
Total	1,389		1,023	

J4a. Do you rent or own your home?

	Total		Voted	
	N	COL%	N	%
Own	132	27%	95	72%
Rent	351	73%	277	79%
Refusal	2		0	
Total	485		372	

J4b. Which of the following best describes your current living arrangement?

	Total		Voted	
	N	COL%	N	%
I live at home with my parents/family	591	65%	438	74%
Renting alone	88	10%	61	69%
Living in my own house (includes condominium or townhouse)	87	10%	56	64%
Renting with roommates/partner	99	11%	64	65%
I live on campus in a college or university residence	21	2%	18	86%
Other	10	1%	8	80%
Refusal	5		3	
Total	901		650	

J5. Which of the following best describes your personal income for 2010 (before taxes)?

	Total		Voted	
	N	col%	N	%
Under \$20,000	139	44%	84	60%
\$20,000 to just under \$40,000	75	24%	52	69%
\$40,000 to just under \$60,000	45	14%	35	78%
\$60,000 to just under \$80,000	26	8%	16	62%
\$80,000 to just under \$100,000	7	2%	7	100%
\$100,000 and over	10	3%	10	100%
Don't know/Don't remember/Refusal	12	4%	7	58%
Total	314		211	

J6. Which of the following best describes your total household income for 2010 (before taxes)?
(Answered by respondents that did not answer the previous question)

	Total		Voted	
	N	col%	N	%
Under \$20,000	135	13%	94	70%
\$20,000 to just under \$40,000	124	12%	89	72%
\$40,000 to just under \$60,000	157	15%	113	72%
\$60,000 to just under \$80,000	136	13%	104	76%
\$80,000 to just under \$100,000	128	12%	103	80%
\$100,000 and over	231	22%	193	84%
Don't know/Don't remember/Refusal	154	14%	112	73%
Total	1,065		808	

Note: The total from J5 and J6 is 1,379.

J7. How many times have you moved in the last two years? A move is considered moving to any new dwelling (including a move for college/university).

	Total		Voted	
	N	col%	N	%
Moved	612	44%	450	74%
Did not move	772	56%	569	74%
Total	1,384		1,019	

Number of Times Moved	Total		Voted	
	N	COL%	N	%
Moved once	321	52%	245	76%
Moved twice	144	24%	112	78%
Moved more than 2 times	147	24%	94	64%
Total	612		451	

J8. Where did you move? Was it:

	Total	Voted	
		N	%
Within the same town or city	318	220	69%
To another town of the same province	268	211	79%
To another province	62	46	74%
Another country	24	15	63%

J10. Do you have children (either of your own or stepchildren)?

	Total		Voted	
	N	COL%	N	%
Yes	391	28%	277	71%
No	995	72%	744	75%
Refusal	3		2	
Total	1,389		1,023	

Family Composition	Total		Voted	
	N	COL%	N	%
Single family with child	84	6%	51	61%
Single family without child	818	59%	598	73%
Couple family with child	307	22%	226	74%
Couple family without child	176	13%	144	82%
Don't know/Don't remember/Refusal	4		2	
Total	1,389		1,021	



APPENDIX C: SUBGROUP SUMMARY TABLES

SECTION A: SURVEY ELIGIBILITY

A2. In what year were you born?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
18–19	33 _{12%}	15 _{45%}	11 _{7%}	5 _{45%}	60 _{13%}	34 _{57%}	78 _{14%}	57 _{73%}	20 _{8%}	9 _{45%}
20–24	97 _{34%}	41 _{42%}	49 _{32%}	26 _{53%}	167 _{36%}	94 _{56%}	157 _{28%}	97 _{62%}	90 _{37%}	32 _{36%}
25–29	88 _{31%}	40 _{45%}	50 _{33%}	31 _{62%}	123 _{27%}	81 _{66%}	136 _{25%}	92 _{68%}	71 _{29%}	34 _{48%}
30–34	65 _{23%}	24 _{37%}	43 _{28%}	22 _{51%}	108 _{24%}	70 _{65%}	181 _{33%}	125 _{69%}	60 _{25%}	27 _{45%}
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

A4. What is your gender?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Male	125 _{45%}	49 _{39%}	85 _{56%}	45 _{53%}	214 _{48%}	127 _{59%}	227 _{41%}	162 _{71%}	139 _{58%}	57 _{41%}
Female	153 _{55%}	68 _{44%}	67 _{44%}	39 _{58%}	236 _{52%}	145 _{61%}	323 _{59%}	208 _{64%}	99 _{42%}	42 _{42%}
Refusal	5	3	1	0	8	7	2	1	3	3
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

A5. Which region do you live in?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Atlantic	12 _{4%}	6 _{50%}	10 _{7%}	8 _{80%}	34 _{7%}	18 _{53%}	131 _{24%}	87 _{66%}	23 _{10%}	15 _{65%}
Quebec	8 _{3%}	3 _{38%}	5 _{3%}	2 _{40%}	39 _{9%}	24 _{62%}	68 _{12%}	50 _{74%}	16 _{7%}	5 _{31%}
Ontario	38 _{13%}	14 _{37%}	41 _{27%}	22 _{54%}	141 _{31%}	93 _{66%}	97 _{18%}	71 _{73%}	72 _{30%}	31 _{43%}
Prairies	146 _{52%}	64 _{44%}	45 _{30%}	26 _{58%}	126 _{28%}	67 _{53%}	178 _{32%}	112 _{63%}	79 _{33%}	28 _{35%}
British Columbia	48 _{17%}	15 _{31%}	48 _{32%}	22 _{46%}	111 _{24%}	73 _{66%}	48 _{9%}	33 _{69%}	46 _{19%}	18 _{39%}
Northern Canada	30 _{11%}	17 _{57%}	3 _{2%}	3 _{100%}	3 _{1%}	2 _{67%}	30 _{5%}	18 _{60%}	4 _{2%}	4 _{100%}
Total	282 _{100%}	119 _{42%}	152 _{100%}	83 _{55%}	454 _{100%}	277 _{61%}	553 _{100%}	371 _{67%}	240 _{100%}	101 _{42%}

A6. Are you currently living in a rural or small town community (population less than 10,000)?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Rural	94 ^{34%}	40 ^{43%}	20 ^{13%}	15 ^{75%}	53 ^{12%}	32 ^{60%}	-	-	30 ^{13%}	17 ^{56%}
Urban	182 ^{66%}	77 ^{42%}	130 ^{87%}	67 ^{52%}	404 ^{88%}	246 ^{61%}	-	-	207 ^{87%}	84 ^{41%}
Refusal	7	3	3	2	1	1	-	-	4	1
Total	283 ^{100%}	120 ^{42%}	153 ^{100%}	84 ^{55%}	458 ^{100%}	279 ^{61%}			241 ^{100%}	102 ^{42%}

A7. Do you identify yourself as an Aboriginal person?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	-	-	28 ^{19%}	10 ^{36%}	0	0	94 ^{17%}	40 ^{43%}	65 ^{27%}	19 ^{29%}
No	-	-	122 ^{81%}	73 ^{60%}	447 ^{100%}	274 ^{61%}	457 ^{83%}	330 ^{72%}	173 ^{73%}	82 ^{47%}
Refusal	-	-	3	1	11	5	1	1	3	1
Total	-	-	153 ^{100%}	84 ^{55%}	458 ^{100%}	279 ^{61%}	552 ^{100%}	371 ^{67%}	241 ^{100%}	102 ^{42%}

A8. Are you First Nation, Métis or Inuit?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
First Nation	167 ^{61%}	56 ^{34%}	19 ^{68%}	4 ^{21%}	-	-	54 ^{59%}	17 ^{31%}	40 ^{63%}	9 ^{23%}
Métis	70 ^{26%}	42 ^{60%}	5 ^{18%}	3 ^{60%}	-	-	20 ^{22%}	13 ^{65%}	13 ^{20%}	4 ^{31%}
Inuit	19 ^{7%}	8 ^{42%}	2 ^{7%}	2 ^{100%}	-	-	13 ^{14%}	7 ^{54%}	5 ^{8%}	2 ^{40%}
Other	18 ^{7%}	8 ^{44%}	2 ^{7%}	1 ^{50%}	-	-	5 ^{5%}	2 ^{40%}	6 ^{9%}	3 ^{50%}
Refusal	9	6	-	-	-	-	2 ^{2%}	0	1	1
Total	283 ^{100%}	120 ^{42%}	28 ¹⁰	10 ³	-	-	94 ^{100%}	39 ^{42%}	6 ^{100%}	19 ^{29%}

A9. Do you currently live on a reserve?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed		
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	
Yes	42 ^{25%}	11 ^{26%}	1 ^{5%}	0	-	-	38 ^{70%}	8 ^{21%}	6 ^{15%}	1 ^{17%}	17%
No	123 ^{75%}	43 ^{35%}	18 ^{95%}	4 ^{22%}	-	-	16 ^{30%}	9 ^{56%}	34 ^{85%}	8 ^{24%}	24%
Refusal	2 ^{1%}	0	-	-	-	-	-	-	-	-	
Total	167 ¹⁰⁰	54 ^{33%}	19 ^{100%}	4 ^{19%}	-	-	54 ^{100%}	17 ^{31%}	40 ^{100%}	9 ^{22%}	22%

A10. Do you identify yourself as a visible minority or an ethnocultural youth?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	–	–	21 14%	14 67%	–	–	53 10%	32 60%	32 13%	17 53%
No	283 100%	120 42%	132 86%	70 53%	–	–	499 90%	339 68%	209 87%	85 41%
Total	283 100%	120 42%	153 100%	84 55%	–	–	552 100%	371 67%	241 100%	102 42%

A11. Are you a person with a disability?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	28 10%	10 36%	–	–	21 5%	14 67%	20 4%	15 75%	38 16%	12 32%
No	251 90%	109 43%	–	–	436 95%	264 61%	530 96%	355 67%	201 84%	89 44%
Don't know/Don't remember/Refusal	4	1	–	–	1	1	2	1	2	1
Total	283 100%	120 42%	–	–	458 100%	279 61%	552 22%	371 67%	241 101%	102 42%

A12. Over the past six months, which of the following best describes you?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Employed or self-employed	92 33%	40 43%	41 27%	31 76%	200 44%	126 63%	264 48%	173 66%	–	–
In school or training	45 16%	26 58%	21 14%	13 62%	109 24%	68 62%	80 14%	60 75%	–	–
Employed or self-employed and in school or training	33 12%	17 52%	15 10%	9 60%	85 19%	53 62%	93 17%	73 78%	–	–
Full-time stay-at-home parent	30 11%	11 37%	11 7%	4 36%	18 4%	10 56%	70 13%	38 54%	–	–
Unemployed	65 23%	19 29%	38 25%	12 32%	32 7%	17 53%	30 5%	17 57%	–	–
Other (e.g., maternity leave, not working due to health reasons)	16 6%	6 38%	27 18%	15 56%	11 2%	4 36%	15 3%	10 67%	–	–
Don't know/Don't remember/Refusal	2	1	–	–	3	1	–	–	–	–
Total	283 100%	120 42%	153 100%	84 55%	458 100%	279 61%	552 100%	371 67%	–	–

SECTION B: ELECTORAL PARTICIPATION

B1. In each election, we find that a lot of people are not able to vote. Thinking about all elections since you have been eligible to vote, would you say that you have voted in none of them, most of them, some of them or all of them?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
None of them	103 _{37%}	2 _{2%}	44 _{29%}	3 _{7%}	100 _{22%}	1 _{1%}	78 _{14%}	1 _{1%}	93 _{39%}	1 _{1%}
Some of them	83 _{30%}	41 _{49%}	48 _{32%}	24 _{50%}	119 _{26%}	69 _{58%}	123 _{22%}	54 _{44%}	59 _{25%}	21 _{36%}
Most of them	46 _{16%}	30 _{65%}	30 _{20%}	28 _{93%}	98 _{22%}	71 _{72%}	122 _{22%}	89 _{73%}	32 _{14%}	27 _{84%}
All of them	49 _{17%}	47 _{96%}	30 _{20%}	29 _{97%}	138 _{30%}	136 _{99%}	229 _{41%}	227 _{99%}	53 _{22%}	53 _{100%}
DK/DR	2	0	1	0	3	2	0	0	4	0
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

B2. And did you vote in the last federal election held on May 2nd?

	Aboriginal	Youth with Disabilities	Ethnocultural	Rural	Unemployed
	Total [col%]	Total [col%]	Total [col%]	Total [col%]	Total [col%]
Yes	120 _{42%}	84 _{55%}	279 _{61%}	371 _{67%}	102 _{42%}
No	163 _{58%}	69 _{45%}	179 _{39%}	181 _{33%}	139 _{58%}
Total	283 _{100%}	153 _{100%}	458 _{100%}	552 _{100%}	241 _{100%}

B3. What was the main reason you voted in this federal election? (Only answered by those who voted)

Reasons for Voting	National Average	Aboriginal	Ethno-cultural	Unem-ployed	Youth with Disabilities	Rural
Number (%) of voters	1,389 (74%)	120 (42%)	279 (61%)	102 (42%)	84 (55%)	371 (67%)
General Attitudes toward Politics and Democracy	70%	53%	56%	66%	52%	65%
<i>It is a civic duty to vote</i>	26%	12%	22%	27%	13%	21%
<i>Because I think it is important to vote</i>	18%	22%	15%	16%	20%	17%
<i>It allows me to express my opinions/views</i>	16%	8%	13%	14%	10%	17%
<i>I can/It is my right</i>	4%	6%	3%	5%	6%	5%
<i>Out of habit (I always vote)</i>	3%	6%	1%	3%	2%	4%
<i>It's important that youth vote</i>	1%	0	<1%	<1%	1%	<1%
<i>My vote counts</i>	1%	0	1%	1%	0%	<1%
Political Influencers	3%	7%	4%	2%	2%	5%
<i>Because a friend, family member or other person encouraged me to vote</i>	3%	7%	4%	2%	2%	5%
Interest in Politics	26%	35%	37%	30%	34%	29%
<i>To support or oppose a political party</i>	16%	21%	22%	18%	20%	18%
<i>I want to/I want change</i>	5%	8%	8%	5%	7%	4%
<i>To support or oppose a specific candidate</i>	4%	6%	5%	6%	7%	6%
<i>I care about different issues</i>	1%	1%	1%	1%	0	1%
Other	1%	1%	<1%	1%	1%	>1%

B4. What was the main reason you did not vote in this federal election? (Only answered by those who did not vote)

Reasons for Not Voting	National Average	Aboriginal	Ethno-cultural	Unem-ployed	Youth with Disabilities	Rural
Motivation Factors	33%	31%	30%	34%	35%	27%
Attitudes	9%	7%	12%	13%	12%	8%
<i>My vote wouldn't make any difference (vote is meaningless)</i>	4%	3%	2%	3%	4%	2%
<i>I didn't like any of the parties/candidates (no choice)</i>	3%	1%	6%	5%	1%	3%
<i>I don't trust government/politicians</i>	2%	4%	3%	3%	6%	2%
<i>The party/candidate I liked didn't have a chance of winning</i>	1%	0%	1%	1%	0%	1%
Interest in Politics	12%	14%	9%	12%	13%	10%
<i>I don't care (lack of interest)</i>	12%	14%	9%	12%	13%	10%
Political Knowledge	11%	10%	10%	10%	10%	9%
<i>I don't know enough about parties/candidates/issues</i>	11%	10%	10%	10%	10%	9%
Access Barriers	64%	61%	58%	60%	55%	66%
Process Knowledge	4%	8%	6%	5%	10%	8%
<i>I was unsure of how, when or where to vote</i>	4%	8%	6%	5%	10%	8%
Personal Circumstances	50%	40%	44%	46%	32%	49%
<i>I was at school/work all day/Taking care of family/children (or too busy)</i>	30%	19%	25%	28%	12%	24%
<i>I was travelling/away from my riding</i>	14%	8%	11%	10%	9%	10%
<i>Unable to get to polling station (location not convenient/ transportation issues)</i>	4%	7%	5%	4%	9%	9%
<i>I forgot</i>	2%	3%	3%	3%	0%	4%
<i>I was sick</i>	<1%	2%	0%	1%	1%	2%
<i>Incarceration/homelessness</i>	0%	1%	0%	<1%	1%	0%
Administrative Barriers	9%	13%	9%	9%	13%	9%
<i>I didn't have ID or proof of address or VIC</i>	5%	9%	5%	4%	9%	4%
<i>I wasn't registered/didn't know how to register</i>	3%	3%	2%	2%	3%	2%
<i>Voting is not convenient</i>	2%	2%	2%	2%	1%	3%
Other	4%	4%	6%	3%	4%	4%

B5. Did you get a voter information card in the mail for this federal election?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	150 ^{56%}	84 ^{56%}	94 ^{62%}	67 ^{71%}	298 ^{70%}	211 ^{71%}	410 ^{78%}	305 ^{74%}	114 ^{52%}	72 ^{63%}
No	118 ^{44%}	32 ^{27%}	57 ^{38%}	16 ^{28%}	125 ^{30%}	54 ^{43%}	117 ^{22%}	56 ^{48%}	105 ^{48%}	24 ^{23%}
Don't know/Don't remember	15	4	2	1	35	14	25	10	22	6
Total	283 ^{100%}	120 ^{42%}	153 ^{100%}	84 ^{55%}	458 ^{100%}	279 ^{61%}	552 ^{100%}	371 ^{67%}	241 ^{100%}	102 ^{42%}

B6. Was the information on the card correct? (Only answered by those who say yes to the previous question)

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	130 ^{97%}	79 ^{61%}	78 ^{90%}	58 ^{74%}	269 ^{94%}	195 ^{72%}	363 ^{95%}	280 ^{77%}	102 ^{96%}	67 ^{66%}
No	4 ^{3%}	1 ^{25%}	9 ^{10%}	7 ^{78%}	17 ^{6%}	14 ^{82%}	21 ^{5%}	20 ^{95%}	4 ^{4%}	2 ^{50%}
Don't know/Don't remember	16	4	7	2	12	2	26	5	8	3
Total	150 ^{100%}	84 ^{56%}	94 ^{100%}	67 ^{71%}	298 ^{100%}	211 ^{71%}	410 ^{100%}	305 ^{74%}	114 ^{100%}	72 ^{63%}

B7. During the election, there were three options to vote other than voting on election day at the polling station. Do you remember what any of those options were?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
By mail	21 ^{7%}	11 ^{52%}	21 ^{14%}	17 ^{81%}	49 ^{11%}	38 ^{78%}	48 ^{9%}	40 ^{83%}	23 ^{10%}	17 ^{74%}
Advance polling station	68 ^{24%}	52 ^{76%}	47 ^{31%}	37 ^{79%}	153 ^{33%}	116 ^{76%}	238 ^{43%}	206 ^{87%}	71 ^{30%}	55 ^{78%}
Local Elections Canada office	7 ^{2%}	5 ^{71%}	6 ^{4%}	4 ^{67%}	22 ^{5%}	15 ^{68%}	17 ^{3%}	14 ^{82%}	12 ^{5%}	7 ^{58%}
Don't know/Don't remember	199 ^{70%}	62 ^{31%}	96 ^{63%}	43 ^{44%}	255 ^{56%}	134 ^{52%}	285 ^{52%}	150 ^{53%}	152 ^{63%}	41 ^{27%}
Refusal	9	3	3	1	18	9	8	2	9	2
Total	283	133 ^{47%}	153	102 ^{67%}	458	312 ^{68%}	552	412 ^{75%}	241	122 ^{51%}

Number of Options Provided	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Did not know any alternative option of voting	208 _{73%}	65 _{31%}	99 _{64%}	44 _{43%}	273 _{59%}	143 _{52%}	293 _{53%}	152 _{52%}	161 _{67%}	43 _{27%}
Knew 1 alternative option	58 _{21%}	43 _{74%}	36 _{24%}	24 _{67%}	150 _{33%}	107 _{71%}	219 _{40%}	182 _{83%}	58 _{24%}	41 _{71%}
Knew 2 alternative options	16 _{6%}	11 _{69%}	16 _{11%}	14 _{88%}	28 _{6%}	22 _{79%}	36 _{7%}	33 _{92%}	17 _{7%}	15 _{88%}
Knew 3 alternative options	2 _{1%}	1 _{50%}	2 _{1%}	2 _{100%}	7 _{2%}	7 _{100%}	4 _{1%}	4 _{100%}	5 _{2%}	3 _{60%}
Total	284_{100%}	120_{42%}	153_{100%}	84_{55%}	458_{100%}	279_{61%}	552_{100%}	371_{67%}	241_{100%}	102_{42%}

B8. Overall, how interested were you in this last federal election?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Not at all Interested	57 _{21%}	3 _{5%}	27 _{18%}	3 _{11%}	41 _{9%}	5 _{12%}	53 _{10%}	9 _{17%}	56 _{24%}	5 _{9%}
Not very interested	37 _{13%}	7 _{19%}	17 _{11%}	5 _{29%}	53 _{12%}	20 _{38%}	70 _{13%}	31 _{44%}	29 _{12%}	6 _{21%}
Somewhat interested	114 _{41%}	57 _{50%}	54 _{36%}	37 _{69%}	189 _{42%}	113 _{60%}	254 _{46%}	175 _{69%}	87 _{37%}	45 _{52%}
Very interested	69 _{25%}	52 _{75%}	51 _{34%}	38 _{75%}	171 _{38%}	140 _{82%}	172 _{31%}	155 _{90%}	63 _{27%}	45 _{71%}
D/D/R	6	1	4	1	4	1	3	1	6	1
Total	283_{100%}	120_{42%}	153_{100%}	84_{55%}	458_{100%}	279_{61%}	552_{100%}	371_{67%}	241_{100%}	102_{42%}

B9. Thinking about this last election, how difficult or easy did each of the following make it for you to vote?

Difficult or Very Difficult (Only Answered by Voters)	Aboriginal	Youth with Disabilities	Ethnocultural	Rural	Unemployed
	Total [col%]	Total [col%]	Total [col%]	Total [col%]	Total [col%]
Knowing where to go to vote	6 _{5%}	8 _{10%}	30 _{11%}	12 _{3%}	7 _{7%}
Getting to the voting location (transportation)	4 _{3%}	8 _{10%}	16 _{6%}	7 _{2%}	2 _{2%}
Knowing when to vote	4 _{3%}	4 _{5%}	9 _{3%}	3 _{1%}	4 _{4%}
Knowing how to vote	5 _{4%}	8 _{10%}	9 _{3%}	10 _{3%}	1 _{1%}
Knowing enough about the candidates to know who to vote for	26 _{22%}	24 _{29%}	85 _{30%}	75 _{20%}	23 _{23%}
Ability to provide proof of ID	6 _{5%}	5 _{6%}	19 _{7%}	7 _{2%}	9 _{9%}
Ability to provide proof of address	6 _{5%}	8 _{10%}	24 _{9%}	12 _{3%}	9 _{9%}
Total	120	84	279	371	102

B10. Thinking about this last election, please tell me whether any of the following influenced your decision to not vote.

Comment [V1]: Table gridlines reformatted

Some or a Strong Influence (Only Answered by Non-voters)	Aboriginal	Youth with Disabilities	Ethno- cultural	Rural	Unemployed
	Total [col%]	Total [col%]	Total [col%]	Total [col%]	Total [col%]
Knowing where to go to vote	45 _{28%}	23 _{33%}	57 _{32%}	41 _{23%}	29 _{21%}
Getting to the voting location (transportation)	39 _{24%}	26 _{38%}	52 _{29%}	47 _{26%}	33 _{24%}
Knowing when to vote	40 _{25%}	23 _{33%}	55 _{31%}	40 _{22%}	28 _{20%}
Knowing how to vote	37 _{23%}	23 _{33%}	48 _{27%}	30 _{17%}	24 _{17%}
Knowing enough about the candidates to know who to vote for	55 _{34%}	30 _{43%}	84 _{47%}	74 _{41%}	50 _{36%}
Ability to provide proof of ID	33 _{20%}	19 _{28%}	34 _{19%}	23 _{13%}	29 _{21%}
Ability to provide proof of address	37 _{23%}	23 _{33%}	34 _{19%}	22 _{12%}	30 _{22%}
Total	162	69	179	181	139

B11. Please tell me if you “Strongly Disagree”, “Disagree”, “Somewhat Agree” or “Strongly Agree” with the statement: “Overall, I felt welcome at the polling station.” (Only answered by voters)

	Aboriginal	Youth with Disabilities	Ethnocultural	Rural	Unemployed
	Total [col%]	Total [col%]	Total [col%]	Total [col%]	Total [col%]
Strongly disagree	2 _{2%}	4 _{5%}	7 _{3%}	2 _{1%}	3 _{3%}
Disagree	1 _{1%}	0 _{0%}	9 _{3%}	6 _{2%}	1 _{1%}
Somewhat agree	26 _{22%}	28 _{34%}	82 _{30%}	61 _{17%}	28 _{29%}
Strongly agree	87 _{75%}	51 _{61%}	180 _{65%}	299 _{81%}	65 _{67%}
Don't know/Don't remember/Refusal	4	1	1	3	5
Total	120_{100%}	84_{100%}	279_{100%}	371_{100%}	102_{100%}

B12. Please tell me if you “Strongly Disagree”, “Disagree”, “Somewhat Agree” or “Strongly Agree” with the statement: “Even if I didn't vote this time, I think I would feel welcome going to a polling station to vote.” (Only answered by non-voters)

	Aboriginal	Youth with Disabilities	Ethnocultural	Rural	Unemployed
	Total [col%]	Total [col%]	Total [col%]	Total [col%]	Total [col%]
Strongly disagree	19 _{13%}	3 _{5%}	4 _{2%}	7 _{4%}	10 _{8%}
Disagree	14 _{10%}	11 _{18%}	14 _{8%}	6 _{3%}	15 _{13%}
Somewhat agree	53 _{36%}	14 _{23%}	54 _{32%}	60 _{35%}	46 _{39%}
Strongly agree	61 _{41%}	32 _{53%}	97 _{57%}	99 _{58%}	47 _{40%}
Don't know/Don't remember/Refusal	16	9	10	9	21

Total	163 _{100%}	69 _{100%}	179 _{100%}	181 _{100%}	139 _{100%}
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B13. In this last election, were you directly contacted by a political party or candidate?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	71 _{27%}	41 _{58%}	51 _{35%}	38 _{75%}	131 _{30%}	98 _{75%}	199 _{37%}	150 _{75%}	63 _{28%}	46 _{73%}
No	195 _{73%}	72 _{37%}	96 _{65%}	43 _{45%}	312 _{70%}	169 _{54%}	339 _{63%}	217 _{64%}	164 _{72%}	48 _{29%}
Don't know/Don't remember/Refusal	17	7	6	3	15	12	14	4	14	8
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

B14. In this last election, how much did the following people or groups influence your decision whether or not to vote?

Some or a Strong Influence	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Family (not including partner or spouse)	88 _{31%}	55 _{63%}	59 _{39%}	40 _{68%}	156 _{34%}	111 _{71%}	218 _{39%}	170 _{78%}	62 _{26%}	39 _{63%}
Friends or peers	86 _{30%}	49 _{57%}	55 _{36%}	33 _{60%}	168 _{37%}	108 _{64%}	194 _{35%}	143 _{74%}	75 _{31%}	37 _{49%}
Partner or spouse	47 _{17%}	29 _{62%}	24 _{16%}	14 _{58%}	84 _{18%}	58 _{69%}	132 _{24%}	103 _{78%}	33 _{14%}	18 _{55%}
Teacher or professor	42 _{15%}	26 _{62%}	18 _{12%}	11 _{61%}	59 _{13%}	36 _{61%}	56 _{10%}	37 _{66%}	21 _{9%}	9 _{43%}
Media	91 _{32%}	54 _{59%}	58 _{38%}	38 _{66%}	198 _{43%}	138 _{70%}	234 _{42%}	186 _{79%}	82 _{34%}	41 _{50%}
Politicians in general	114 _{40%}	70 _{61%}	70 _{46%}	48 _{69%}	219 _{48%}	151 _{69%}	270 _{49%}	222 _{82%}	88 _{37%}	54 _{61%}
Endorsement by a famous person	23 _{8%}	10 _{43%}	9 _{6%}	6 _{67%}	31 _{7%}	16 _{52%}	24 _{4%}	16 _{67%}	13 _{5%}	8 _{62%}
Vote mob(s)	29 _{10%}	15 _{52%}	12 _{8%}	7 _{58%}	54 _{12%}	33 _{61%}	46 _{8%}	34 _{74%}	27 _{11%}	16 _{59%}
Total	283	120	153	84	458	279	552	371	241	102

SECTION C: POLITICAL PARTICIPATION

C1. In the past 12 months, have you done any of the following? **(Respondents who have)**

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Signed a petition?	77 _{27%}	48 _{62%}	56 _{37%}	30 _{54%}	158 _{34%}	102 _{65%}	174 _{32%}	136 _{78%}	72 _{30%}	38 _{53%}
Expressed your views on an issue by contacting a newspaper or commenting on a blog or online discussion board?	38 _{13%}	22 _{58%}	43 _{28%}	29 _{67%}	108 _{24%}	72 _{67%}	80 _{14%}	60 _{75%}	48 _{20%}	28 _{58%}
Attended a community meeting about a local issue?	51 _{18%}	30 _{59%}	35 _{23%}	19 _{54%}	62 _{14%}	47 _{76%}	109 _{20%}	85 _{78%}	35 _{15%}	17 _{49%}
Expressed your views on an issue by contacting a politician?	29 _{10%}	21 _{72%}	22 _{14%}	20 _{91%}	48 _{10%}	38 _{79%}	63 _{11%}	50 _{79%}	23 _{10%}	13 _{57%}
Participated in a demonstration or protest march?	31 _{11%}	16 _{52%}	27 _{18%}	13 _{48%}	50 _{11%}	35 _{70%}	34 _{6%}	25 _{74%}	34 _{14%}	17 _{50%}
Total	283	120	153	84	458	279	552	371	241	102

Number of Activities Participated In	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
0 activity	150 _{53%}	43 _{29%}	69 _{45%}	36 _{53%}	237 _{52%}	134 _{57%}	286 _{52%}	171 _{60%}	130 _{54%}	48 _{37%}
1 activity	71 _{25%}	37 _{52%}	35 _{23%}	19 _{54%}	110 _{24%}	67 _{61%}	146 _{26%}	105 _{72%}	56 _{23%}	23 _{41%}
2 and more activities	61 _{22%}	40 _{66%}	49 _{32%}	29 _{59%}	111 _{24%}	78 _{70%}	120 _{22%}	95 _{79%}	55 _{23%}	31 _{56%}
Total	282 _{100%}	120 _{43%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

C3. To what extent would you say you are interested in Canadian politics?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Not at all interested	43 _{15%}	3 _{7%}	21 _{14%}	5 _{24%}	31 _{7%}	6 _{19%}	46 _{8%}	10 _{22%}	38 _{16%}	4 _{11%}
A little interested	54 _{19%}	18 _{33%}	28 _{19%}	15 _{54%}	94 _{21%}	48 _{51%}	125 _{23%}	70 _{56%}	40 _{17%}	13 _{33%}
Somewhat interested	123 _{44%}	58 _{47%}	60 _{40%}	35 _{58%}	204 _{45%}	130 _{64%}	266 _{49%}	193 _{73%}	98 _{41%}	41 _{42%}
Very interested	58 _{21%}	38 _{66%}	42 _{28%}	28 _{67%}	123 _{27%}	91 _{74%}	111 _{20%}	97 _{87%}	63 _{26%}	43 _{68%}
Don't know/Don't remember/Refusal	5	3	2	1	6	4	4	1	2	1
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

SECTION D: CIVIC PARTICIPATION

D1. In the past 12 months, did you do volunteer work for any organization?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	107 _{38%}	56 _{52%}	70 _{47%}	45 _{64%}	213 _{47%}	132 _{62%}	257 _{47%}	195 _{76%}	72 _{30%}	32 _{44%}
No	171 _{62%}	61 _{36%}	79 _{53%}	37 _{47%}	238 _{53%}	142 _{60%}	295 _{53%}	176 _{60%}	167 _{70%}	68 _{41%}
Don't know/Don't remember/Refusal	5	3	4	2	7	5	0	0	2	2
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

D2. Was the volunteer work for a political party or group? (Only answered by those who say yes to the previous question)

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	8 _{8%}	5 _{63%}	7 _{10%}	5 _{71%}	14 _{7%}	12 _{86%}	16 _{6%}	13 _{81%}	8 _{11%}	5 _{63%}
No	96 _{92%}	49 _{51%}	61 _{90%}	39 _{64%}	194 _{93%}	119 _{61%}	237 _{94%}	179 _{76%}	63 _{89%}	27 _{43%}
Don't know/Don't remember/Refusal	3	2	2	1	5	1	4	3	1	0
Total	107 _{100%}	56 _{52%}	70 _{100%}	45 _{64%}	213 _{100%}	132 _{62%}	257 _{100%}	195 _{76%}	72 _{100%}	32 _{44%}

SECTION E: MEDIA CONSUMPTION

E1. On an average day, about how much time do you spend on the Internet for your personal use?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Less than 1 hour a day	117 _{43%}	40 _{34%}	35 _{24%}	15 _{43%}	106 _{23%}	54 _{51%}	213 _{39%}	127 _{60%}	80 _{35%}	24 _{30%}
1–4 hours a day	118 _{43%}	59 _{50%}	80 _{56%}	48 _{60%}	260 _{57%}	163 _{63%}	277 _{51%}	205 _{74%}	98 _{42%}	50 _{51%}
More than 4 hours a day	37 _{14%}	17 _{46%}	29 _{20%}	18 _{62%}	89 _{20%}	61 _{69%}	56 _{10%}	36 _{64%}	53 _{23%}	25 _{47%}
Don't know/Don't remember/Refusal	11	4	9	3	3	1	6	3	10	3
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

E2. Do you have a profile or account on any of the following sites?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Facebook	233 _{82%}	104 _{45%}	120 _{78%}	73 _{61%}	395 _{86%}	243 _{62%}	473 _{86%}	320 _{68%}	192 _{80%}	89 _{46%}
Twitter	48 _{17%}	22 _{46%}	25 _{16%}	18 _{72%}	116 _{25%}	83 _{72%}	83 _{15%}	56 _{68%}	52 _{22%}	28 _{54%}
MySpace	25 _{9%}	9 _{36%}	21 _{14%}	12 _{57%}	48 _{10%}	28 _{58%}	40 _{7%}	21 _{53%}	28 _{12%}	10 _{36%}
Total	283	120	153	84	458	279	552	371	241	102

E3. For the federal election held on May 2, what was your main source of information about the election?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Newspaper/magazine	36 _{13%}	16 _{44%}	20 _{13%}	12 _{60%}	64 _{14%}	44 _{69%}	54 _{10%}	45 _{83%}	38 _{16%}	14 _{37%}
Television	105 _{37%}	44 _{42%}	55 _{36%}	30 _{55%}	178 _{39%}	100 _{56%}	243 _{44%}	164 _{68%}	96 _{40%}	46 _{48%}
Media website, blog or other web source	29 _{10%}	20 _{69%}	21 _{14%}	14 _{67%}	85 _{19%}	66 _{78%}	68 _{12%}	56 _{82%}	31 _{13%}	20 _{65%}
Social networking sites (Facebook, Twitter, MySpace, etc.)	5 _{2%}	3 _{60%}	5 _{3%}	3 _{60%}	17 _{4%}	9 _{53%}	14 _{3%}	10 _{71%}	7 _{3%}	6 _{86%}
Government and/or political party website	5 _{2%}	4 _{80%}	5 _{3%}	3 _{60%}	14 _{3%}	11 _{79%}	13 _{2%}	13 _{100%}	3 _{1%}	2 _{67%}
Radio	12 _{4%}	6 _{50%}	3 _{2%}	3 _{100%}	20 _{4%}	11 _{55%}	30 _{5%}	18 _{60%}	4 _{2%}	0 _{0%}
Family or friends	21 _{7%}	13 _{62%}	19 _{12%}	11 _{58%}	38 _{8%}	19 _{50%}	60 _{11%}	38 _{63%}	17 _{7%}	7 _{41%}
Other	30 _{11%}	13 _{43%}	13 _{8%}	7 _{54%}	18 _{4%}	9 _{50%}	42 _{8%}	22 _{52%}	9 _{4%}	4 _{44%}
Refusal	40	1	12	1	24	10	28	5	36	3
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

SECTION F: GENERAL ATTITUDES TOWARD POLITICS, DEMOCRACY AND CITIZENSHIP

F1. On the whole, how satisfied are you with the way democracy works in Canada?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Very dissatisfied	46 _{18%}	15 _{33%}	24 _{17%}	11 _{46%}	51 _{12%}	30 _{59%}	35 _{7%}	24 _{69%}	41 _{19%}	15 _{37%}
Somewhat dissatisfied	59 _{23%}	28 _{47%}	40 _{29%}	24 _{60%}	98 _{22%}	65 _{66%}	108 _{20%}	71 _{66%}	58 _{26%}	25 _{43%}
Somewhat satisfied	120 _{46%}	53 _{44%}	58 _{41%}	33 _{57%}	231 _{52%}	144 _{62%}	310 _{59%}	213 _{69%}	100 _{46%}	45 _{45%}
Very satisfied	34 _{13%}	22 _{65%}	18 _{13%}	12 _{67%}	61 _{14%}	33 _{54%}	74 _{14%}	58 _{78%}	20 _{9%}	14 _{70%}
Don't know/Don't remember/Refusal	24	2	13	4	17	7	25	5	22	3
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

F2. Please tell me whether you "Strongly Disagree", "Somewhat Disagree", "Somewhat Agree" or "Strongly Agree" with the following statements.

Somewhat or Strongly Agree	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Voter [col%]	Non-voter [col%]	Voter [col%]	Non-voter [col%]	Voter [col%]	Non-voter [col%]	Voter [col%]	Non-voter [col%]	Voter [col%]	Non-voter [col%]
The government plays a major role in my life today	91 _{76%}	91 _{56%}	66 _{79%}	38 _{55%}	213 _{76%}	118 _{66%}	284 _{77%}	108 _{60%}	73 _{72%}	77 _{55%}
All federal political parties are the same	35 _{29%}	56 _{34%}	23 _{27%}	27 _{39%}	78 _{28%}	61 _{34%}	63 _{17%}	65 _{36%}	22 _{22%}	51 _{37%}
I feel that by voting I can make a difference	98 _{82%}	93 _{57%}	64 _{76%}	37 _{54%}	221 _{79%}	121 _{68%}	315 _{85%}	119 _{66%}	79 _{77%}	74 _{53%}
Voting in a federal election is easy and convenient	104 _{87%}	84 _{52%}	67 _{80%}	27 _{39%}	243 _{87%}	136 _{76%}	350 _{94%}	128 _{71%}	89 _{87%}	77 _{55%}
It is a civic duty for citizens to vote in elections	104 _{87%}	107 _{66%}	67 _{80%}	40 _{58%}	251 _{90%}	128 _{72%}	351 _{95%}	131 _{72%}	92 _{90%}	73 _{53%}
There is at least one political party that talks about issues that are important to me	105 _{88%}	110 _{67%}	70 _{83%}	45 _{65%}	247 _{89%}	133 _{74%}	347 _{94%}	139 _{77%}	84 _{82%}	94 _{68%}

SECTION G: POLITICAL SOCIALIZATION

G1. When you were growing up, how often did you talk about politics or government at home?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Never	101 _{37%}	33 _{33%}	53 _{36%}	21 _{40%}	115 _{26%}	58 _{50%}	154 _{28%}	88 _{57%}	91 _{40%}	24 _{26%}
Sometimes	123 _{45%}	57 _{46%}	59 _{40%}	39 _{66%}	219 _{49%}	130 _{59%}	313 _{57%}	216 _{69%}	91 _{40%}	43 _{47%}
Often	51 _{19%}	28 _{55%}	36 _{24%}	22 _{61%}	110 _{25%}	83 _{76%}	80 _{15%}	66 _{83%}	45 _{20%}	30 _{67%}
Not applicable	6	2	2	1	2	1	1	1	5	1
Don't know/Don't remember	2	0	2	0	2	0	3	0	6	1
Refusal	0	0	1	1	10	7	1	0	3	3
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

G2. Do you currently ever discuss government or politics with any of the following people or groups?

Yes	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Partner/spouse	117 _{41%}	53 _{45%}	56 _{37%}	33 _{59%}	187 _{41%}	130 _{70%}	293 _{53%}	219 _{75%}	76 _{32%}	36 _{47%}
Friends	155 _{55%}	82 _{53%}	94 _{61%}	55 _{59%}	324 _{71%}	216 _{67%}	397 _{72%}	300 _{76%}	150 _{62%}	73 _{49%}
Family	182 _{64%}	97 _{53%}	89 _{58%}	60 _{67%}	322 _{70%}	220 _{68%}	435 _{79%}	323 _{74%}	142 _{59%}	79 _{56%}
Colleagues	121 _{43%}	66 _{55%}	55 _{36%}	37 _{67%}	234 _{51%}	149 _{64%}	301 _{55%}	224 _{74%}	80 _{33%}	41 _{51%}
Total	283	120	153	84	458	279	552	371	241	102

SECTION H: CIVIC EDUCATION

H1. When you were in high school, did you take any courses where you learned about government and politics?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	183 _{67%}	94 _{51%}	94 _{62%}	60 _{64%}	318 _{72%}	208 _{65%}	359 _{67%}	253 _{71%}	140 _{60%}	70 _{50%}
No	92 _{33%}	23 _{25%}	57 _{38%}	24 _{42%}	122 _{28%}	63 _{52%}	175 _{33%}	105 _{60%}	93 _{40%}	26 _{28%}
Don't know/Don't remember/Refusal	8	3	2	0	18	8	18	13	8	6
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

H3. Did your high school participate in a mock election program – for example, Student Vote?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	122 _{47%}	57 _{47%}	57 _{42%}	33 _{58%}	191 _{46%}	121 _{63%}	263 _{52%}	189 _{72%}	87 _{41%}	46 _{53%}
No	136 _{53%}	53 _{39%}	80 _{58%}	43 _{54%}	220 _{54%}	135 _{61%}	241 _{48%}	156 _{65%}	127 _{59%}	45 _{35%}
Don't know/Don't remember/Refusal	25	10	16	8	47	23	48	26	27	11
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

H4. Did you participate in the Student Vote? (Answered by respondents that answered the previous question)

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	96 _{82%}	45 _{47%}	38 _{69%}	23 _{61%}	135 _{73%}	88 _{65%}	214 _{84%}	160 _{75%}	62 _{74%}	32 _{52%}
No	21 _{18%}	9 _{43%}	17 _{31%}	10 _{59%}	49 _{27%}	26 _{53%}	41 _{16%}	21 _{51%}	22 _{26%}	12 _{55%}
Don't know/Don't remember/Refusal	5	3	2	0	7	7	8	8	3	2
Total	122 _{100%}	57 _{47%}	57 _{100%}	33 _{58%}	191 _{100%}	121 _{63%}	263 _{100%}	189 _{72%}	87 _{100%}	46 _{53%}

SECTION I: POLITICAL KNOWLEDGE

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
0 correct answer	89 _{31%}	20 _{22%}	41 _{27%}	9 _{22%}	79 _{17%}	27 _{34%}	101 _{18%}	26 _{26%}	65 _{27%}	8 _{12%}
1 correct answer	80 _{28%}	35 _{44%}	41 _{27%}	21 _{51%}	121 _{26%}	63 _{52%}	148 _{27%}	99 _{67%}	68 _{28%}	31 _{46%}
2 correct answers	67 _{24%}	27 _{40%}	31 _{20%}	22 _{71%}	123 _{27%}	82 _{67%}	157 _{28%}	114 _{73%}	62 _{26%}	30 _{48%}
3 correct answers	47 _{17%}	38 _{81%}	40 _{26%}	32 _{80%}	135 _{29%}	107 _{79%}	146 _{26%}	132 _{90%}	46 _{19%}	33 _{72%}
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

SECTION J: SOCIO-DEMOGRAPHICS

J1. What is the first language that you learned and that you still understand?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
English	220 _{78%}	94 _{43%}	128 _{84%}	73 _{57%}	263 _{59%}	159 _{61%}	430 _{78%}	289 _{67%}	200 _{83%}	87 _{44%}
French	10 _{4%}	5 _{50%}	14 _{9%}	5 _{36%}	37 _{8%}	19 _{51%}	78 _{14%}	59 _{76%}	22 _{9%}	7 _{32%}
Other	52 _{18%}	21 _{40%}	11 _{7%}	6 _{55%}	149 _{33%}	96 _{64%}	42 _{8%}	23 _{55%}	18 _{8%}	8 _{44%}
Refusal	1	0	0	0	9	5	2	0	1	0
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

J2. Were you born in Canada?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	278 _{99%}	119 _{43%}	144 _{95%}	82 _{57%}	277 _{61%}	157 _{57%}	531 _{96%}	355 _{67%}	227 _{95%}	96 _{42%}
No	4 _{1%}	1 _{25%}	7 _{5%}	2 _{29%}	176 _{39%}	118 _{67%}	20 _{4%}	16 _{80%}	11 _{5%}	6 _{55%}
Refusal	1	0	2	0	5	4	1	0	3	0
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

J3. What is the highest level of education that you have completed?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Less than Grade 12	94 _{33%}	20 _{21%}	45 _{29%}	14 _{31%}	43 _{9%}	17 _{40%}	59 _{11%}	25 _{42%}	76 _{32%}	10 _{13%}
High school	80 _{28%}	33 _{41%}	48 _{31%}	22 _{46%}	98 _{22%}	45 _{46%}	166 _{30%}	105 _{63%}	85 _{36%}	36 _{42%}
Some college or trades school	34 _{12%}	14 _{41%}	13 _{8%}	8 _{62%}	42 _{9%}	20 _{48%}	48 _{9%}	30 _{63%}	18 _{8%}	11 _{61%}
College or trades school	31 _{11%}	16 _{52%}	16 _{10%}	11 _{69%}	64 _{14%}	43 _{67%}	125 _{23%}	86 _{69%}	23 _{10%}	15 _{65%}
Some university	19 _{7%}	15 _{79%}	12 _{8%}	11 _{92%}	82 _{18%}	59 _{72%}	39 _{7%}	32 _{82%}	10 _{4%}	6 _{60%}
Completed university degree (BA, MA, doctorate)	24 _{9%}	21 _{88%}	19 _{12%}	18 _{95%}	124 _{27%}	92 _{74%}	112 _{20%}	93 _{83%}	27 _{11%}	23 _{85%}
Refusal	1	1	0	0	5	3	3	0	2	1
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

J4a. Do you rent or own your home?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Rent	67 _{74%}	24 _{36%}	22 _{69%}	12 _{55%}	48 _{39%}	27 _{56%}	72 _{29%}	38 _{53%}	35 _{78%}	9 _{26%}
Own	24 _{26%}	10 _{42%}	10 _{31%}	6 _{60%}	74 _{61%}	52 _{70%}	174 _{71%}	130 _{75%}	10 _{22%}	7 _{70%}
Refusal	6	1	2	1	3	1	5	2	3	1
Total	97 _{100%}	35 _{36%}	34 _{100%}	19 _{56%}	125 _{100%}	80 _{64%}	251 _{100%}	170 _{68%}	48 _{100%}	17 _{35%}

J4b. Which of the following best describes your current living arrangement?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
I live at home with my parents/family member	71 _{40%}	38 _{54%}	42 _{39%}	29 _{69%}	171 _{54%}	109 _{64%}	179 _{60%}	124 _{69%}	62 _{36%}	36 _{58%}
Renting alone	43 _{24%}	17 _{40%}	27 _{25%}	14 _{52%}	57 _{18%}	30 _{53%}	27 _{9%}	14 _{52%}	31 _{18%}	13 _{42%}
Living in my own house (if asked, includes condominium or townhouse)	10 _{6%}	5 _{50%}	6 _{6%}	3 _{50%}	26 _{8%}	13 _{50%}	37 _{13%}	24 _{65%}	11 _{6%}	8 _{73%}
Renting with roommates/partner	38 _{21%}	20 _{53%}	21 _{19%}	10 _{48%}	55 _{17%}	31 _{56%}	40 _{14%}	25 _{63%}	44 _{25%}	20 _{46%}
I live on campus in a college or university residence	0 _{0%}	0 _{0%}	1 _{1%}	1 _{100%}	4 _{1%}	3 _{75%}	8 _{3%}	7 _{88%}	0 _{0%}	0 _{0%}
Other	5 _{3%}	2 _{40%}	4 _{4%}	3 _{75%}	3 _{1%}	3 _{100%}	3 _{1%}	2 _{67%}	11 _{6%}	4 _{36%}
Homeless/Live in shelter	11 _{6%}	1 _{9%}	8 _{7%}	2 _{25%}	2 _{1%}	1 _{50%}	2 _{1%}	2 _{100%}	14 _{8%}	1 _{7%}
Refusal	7	2	11	3	15	9	5	3	20	3
Total	185 _{100%}	85 _{46%}	120 _{100%}	65 _{54%}	333 _{100%}	199 _{60%}	301 _{100%}	201 _{67%}	193 _{100%}	85 _{44%}

J5. Which of the following best describes your personal income for 2010 (before taxes)?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Under \$20,000	45 _{30%}	17 _{38%}	22 _{34%}	15 _{68%}	38 _{14%}	21 _{55%}	58 _{14%}	30 _{52%}	31 _{34%}	10 _{32%}
\$20,000 to just under \$40,000	22 _{15%}	13 _{59%}	9 _{14%}	5 _{56%}	49 _{18%}	31 _{63%}	59 _{14%}	41 _{70%}	16 _{17%}	7 _{44%}
\$40,000 to just under \$60,000	19 _{13%}	6 _{32%}	4 _{6%}	2 _{50%}	45 _{16%}	28 _{62%}	67 _{16%}	43 _{64%}	8 _{9%}	3 _{38%}
\$60,000 to just under \$80,000	15 _{10%}	8 _{53%}	7 _{11%}	5 _{71%}	31 _{11%}	20 _{65%}	63 _{15%}	45 _{71%}	4 _{4%}	3 _{75%}
\$80,000 to just under \$100,000	9 _{6%}	6 _{67%}	7 _{11%}	6 _{86%}	34 _{12%}	22 _{65%}	42 _{10%}	31 _{74%}	5 _{5%}	5 _{100%}
\$100,000 and over	18 _{12%}	12 _{18%}	8 _{13%}	5 _{63%}	41 _{15%}	33 _{81%}	77 _{19%}	67 _{87%}	7 _{8%}	7 _{100%}
Don't know/Don't remember	21 _{14%}	5 _{7%}	7 _{11%}	6 _{86%}	37 _{13%}	25 _{68%}	45 _{11%}	29 _{64%}	21 _{23%}	11 _{52%}
Refusal	13	5	7	2	17	8	11	5	13	5
Total	162 _{100%}	72 _{44%}	71 _{100%}	46 _{65%}	292 _{100%}	188 _{64%}	422 _{100%}	291 _{69%}	105 _{100%}	51 _{49%}

J6. Which of the following best describes your total household income for 2010 (before taxes)? Please let me know when I've reached your level. **(Answered by respondents that did not answer the previous question)**

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Under \$20,000	65 _{63%}	20 _{31%}	51 _{77%}	24 _{47%}	60 _{44%}	28 _{47%}	58 _{50%}	34 _{59%}	78 _{74%}	28 _{36%}
\$20,000 to just under \$40,000	24 _{23%}	12 _{50%}	9 _{14%}	5 _{56%}	38 _{28%}	17 _{45%}	29 _{25%}	18 _{62%}	19 _{18%}	12 _{63%}
\$40,000 to just under \$60,000	10 _{10%}	9 _{90%}	5 _{8%}	4 _{80%}	20 _{15%}	17 _{85%}	17 _{15%}	12 _{71%}	8 _{8%}	5 _{63%}
\$60,000 to just under \$80,000	3 _{3%}	2 _{67%}	0 _{0%}	0 _{0%}	11 _{8%}	7 _{64%}	6 _{5%}	3 _{50%}	0 _{0%}	0 _{0%}
\$80,000 to just under \$100,000	1 _{1%}	1 _{100%}	0 _{0%}	0 _{0%}	2 _{1%}	1 _{50%}	4 _{3%}	3 _{75%}	0 _{0%}	0 _{0%}
\$100,000 and over	0 _{0%}	0 _{0%}	1 _{2%}	1 _{100%}	4 _{3%}	4 _{100%}	3 _{3%}	3 _{100%}	0 _{0%}	0 _{0%}
Don't know/Don't remember/Refusal	5	2	4	0	13	7	4	3	8	2
Total	108 _{100%}	46 _{43%}	70 _{100%}	34 _{49%}	148 _{100%}	81 _{55%}	121 _{100%}	76 _{63%}	113 _{100%}	47 _{42%}

J7. How many times have you moved in the last two years? A move is considered moving to any new dwelling (including a move for college/university).

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Moved	172 _{62%}	75 _{44%}	91 _{60%}	43 _{47%}	210 _{47%}	123 _{59%}	248 _{45%}	163 _{66%}	158 _{69%}	52 _{33%}
Did not move	104 _{38%}	45 _{43%}	60 _{40%}	40 _{67%}	241 _{53%}	152 _{63%}	299 _{55%}	206 _{69%}	71 _{31%}	48 _{68%}
Don't know/Don't remember/Refusal	7	0	2	1	7	4	5	2	12	2
Total	283_{100%}	120_{43%}	153_{100%}	84_{55%}	458_{100%}	279_{61%}	552_{100%}	371_{67%}	241_{100%}	102_{44%}
	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Moved once	57 _{33%}	30 _{53%}	29 _{32%}	18 _{62%}	95 _{45%}	60 _{63%}	128 _{52%}	88 _{69%}	48 _{30%}	25 _{52%}
Moved twice	40 _{23%}	15 _{38%}	21 _{23%}	12 _{57%}	50 _{24%}	30 _{60%}	51 _{21%}	37 _{73%}	32 _{20%}	5 _{16%}
Moved more than 2 times	75 _{44%}	30 _{40%}	41 _{45%}	13 _{32%}	65 _{31%}	33 _{51%}	69 _{28%}	38 _{55%}	78 _{49%}	22 _{28%}
Total	172_{100%}	75_{44%}	91_{100%}	43_{47%}	210_{100%}	123_{59%}	248_{100%}	163_{66%}	158_{100%}	52_{33%}

J8. Where did you move? Was it:

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Within the same town or city	111 _{65%}	53 _{48%}	59 _{65%}	31 _{53%}	120 _{57%}	69 _{58%}	104 _{42%}	68 _{65%}	104 _{66%}	38 _{37%}
To another town of the same province	45 _{26%}	17 _{38%}	25 _{28%}	12 _{48%}	67 _{32%}	43 _{64%}	121 _{49%}	83 _{69%}	41 _{26%}	10 _{24%}
To another province	21 _{12%}	9 _{43%}	7 _{7%}	4 _{57%}	38 _{18%}	20 _{53%}	41 _{17%}	27 _{66%}	20 _{13%}	7 _{35%}
Another country	3 _{2%}	1 _{33%}	4 _{4%}	1 _{25%}	11 _{5%}	7 _{64%}	10 _{4%}	5 _{50%}	6 _{4%}	3 _{50%}
Total	172_{100%}	75_{44%}	91_{100%}	43_{51%}	210_{100%}	123_{59%}	248_{100%}	163_{66%}	158_{100%}	52_{34%}

J9. What is your marital status?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Single, never married	179 _{63%}	81 _{45%}	110 _{73%}	60 _{55%}	313 _{70%}	185 _{59%}	286 _{52%}	190 _{66%}	181 _{76%}	81 _{45%}
Married	36 _{13%}	15 _{42%}	13 _{9%}	7 _{54%}	85 _{19%}	57 _{67%}	152 _{28%}	106 _{70%}	20 _{8%}	9 _{45%}
Living common law	61 _{22%}	20 _{33%}	21 _{14%}	12 _{57%}	40 _{9%}	23 _{58%}	99 _{18%}	64 _{65%}	28 _{12%}	8 _{29%}
Separated	4 _{1%}	2 _{50%}	3 _{2%}	1 _{33%}	5 _{1%}	2 _{40%}	7 _{1%}	4 _{57%}	5 _{2%}	2 _{40%}
Divorced	1 _{0%}	0 _{0%}	0 _{0%}	0 _{0%}	5 _{1%}	4 _{80%}	5 _{1%}	5 _{100%}	4 _{2%}	1 _{25%}
Widowed	2 _{1%}	2 _{100%}	4 _{3%}	3 _{75%}	1 _{0%}	1 _{100%}	2 _{0%}	2 _{100%}	0 _{0%}	0 _{0%}
Refusal	0	0	2	1	9	7	1	0	3	1
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

J10. Do you have children (either of your own or stepchildren)?

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Yes	128 _{46%}	44 _{34%}	41 _{27%}	22 _{54%}	110 _{24%}	65 _{59%}	244 _{44%}	148 _{61%}	51 _{22%}	19 _{37%}
No	153 _{54%}	75 _{49%}	110 _{73%}	61 _{55%}	342 _{76%}	210 _{61%}	305 _{56%}	221 _{73%}	186 _{78%}	82 _{44%}
Refusal	2	1	2	1	6	4	3	2	4	1
Total	283 _{100%}	120 _{42%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}

	Aboriginal		Youth with Disabilities		Ethnocultural		Rural		Unemployed	
	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted	Total [col%]	% Voted
Single family with child	56 _{20%}	19 _{34%}	22 _{15%}	11 _{50%}	30 _{7%}	14 _{47%}	57 _{10%}	27 _{47%}	28 _{12%}	10 _{36%}
Single family without child	128 _{46%}	65 _{51%}	93 _{62%}	52 _{56%}	291 _{65%}	176 _{61%}	242 _{44%}	173 _{72%}	159 _{68%}	74 _{47%}
Couple family with child	72 _{26%}	25 _{35%}	19 _{13%}	11 _{58%}	79 _{18%}	50 _{63%}	187 _{34%}	121 _{65%}	23 _{10%}	9 _{39%}
Couple family without child	25 _{9%}	10 _{40%}	15 _{10%}	8 _{53%}	46 _{10%}	30 _{65%}	63 _{11%}	48 _{76%}	25 _{11%}	8 _{32%}
Refusal	2	1	4	2	12	9	3	2	6	1
Total	283 _{100%}	120 _{43%}	153 _{100%}	84 _{55%}	458 _{100%}	279 _{61%}	552 _{100%}	371 _{67%}	241 _{100%}	102 _{42%}