

Music education has many positive outcomes, including better academic achievement and cognitive development. Despite the benefits, less than 50% of secondary students participate in in-school music education in Canada. If in-school music education benefits an adult's development, unequal access might hamper their development. School demographics, funding, and resources are some of the factors affecting equal access to music education in Canadian adolescents. Our study aims to find the causal effects of social location variables such as Gender, Socio-Economic Status (SES), and Urban-Rural Status on arts participation in Canadian adolescents using the Health Behaviour in School-Aged Children (HBSC) survey. Our study found that female students had higher odds of arts participation than male students, students with higher SES had higher odds of arts participation than students with lower SES, and students in large population centers had higher odds of arts participation than students in rural areas. These results provide valuable insights into the factors contributing to Canada's unequal access to arts and music participation.