



Canada Revenue
Agency

Agence du revenu
du Canada

2018-2019 CRA BENEFITS AND CREDITS CAMPAIGN CONCEPT TESTING

Final Report

Prepared for the Canada Revenue Agency

Supplier name: EKOS Research Associates, Inc.

Contract number: # 46558-193758/001/CY

Contract value: \$83,631.30

Award date: August 20, 2018

Delivery date: December 11, 2018

Registration number: POR 033-18

For more information on this report, please contact the CRA at: media.relations@cra-arc.gc.ca

Ce rapport est aussi disponible en français.

Canada

2018-2019 CRA Benefits and Credits Campaign Concept Testing

Final Report

Prepared for the Canada Revenue Agency by EKOS Research Associates, Inc.

December 2018

The Canada Revenue Agency (CRA) commissioned EKOS Research Associates, Inc., to conduct focus groups among Canadians to discuss concepts for an advertising campaign on the availability of tax benefits and credits. The aim of this research was to learn how members of the general public and specific audiences within the general public responded to three different advertising concepts, each presented in television, print and radio formats. A total of 10 focus groups were conducted among 84 participants, aged 18 or older. The groups were segmented to include separate groups among key audiences, including: low income, Indigenous, New Canadians and youth (aged 18 to 24). The fieldwork was conducted between September 10 and 18, 2018. This publication reports on the findings of the research.

Permission to Reproduce

This publication may be reproduced for non-commercial purposes only. Prior written permission must be obtained from the Canada Revenue Agency. For more information on this report, please contact the Canada Revenue Agency at: media.relations@cra-arc.gc.ca

© Her Majesty the Queen in Right of Canada, as represented by the Minister of National Revenue, 2018

Catalogue Number: Rv4-123/2019E-PDF

International Standard Book Number (ISBN): 978-0-660-29579-4

Cette publication est aussi disponible en français sous le titre : Tests de concepts de campagne relative aux prestations et crédits de l'ARC 2018-2019 – Rapport définitif.

Table of Contents

1. Executive Summary – English	4
2. Résumé analytique - Français.....	Error! Bookmark not defined.
3. Detailed Findings.....	12
3.1. Context.....	12
3.2. Concept Evaluation.....	13
3.3. Concept 1: Common Bond.....	13
3.4. Concept 2: It Means A Lot	15
3.5. Concept 3: Testimonials – Remember when?.....	16
3.6. Concept Evaluation: Summary	19
Appendix A: Moderators Guides	21
Appendix B: Recruitment Screeners.....	29

Political Neutrality Certification

I hereby certify as Senior Officer of EKOS Research Associates, Inc., that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Policy on Communications and Federal Identity and the Directive on the Management of Communications.

Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

Signed:



Wil Daley
Vice President
EKOS Research Associates, Inc.

1. Executive Summary – English

1.1. Introduction

Many Canadians depend on benefit payments and tax credits for a significant part of their household income. For lower-income households, benefits can increase household incomes by as much as 50 per cent.¹

However, vulnerable populations such as low-income households, Indigenous peoples, newcomers to Canada, and young adults face a number of barriers when it comes to doing their taxes and getting their benefits and credits. Their situations are diverse, from living in remote locations, to language barriers, to having low financial literacy, or dealing with mental or health issues. Some need more support to help complete their income taxes, while others lack awareness. These challenges make it more difficult to reach these populations to ensure they are aware of all of the benefits and credits that are entitled to, but which they may not be receiving.

In view of these barriers, Canada Revenue Agency (CRA) identified the need to communicate with these audiences and provide them with the information and support about the benefits and credits to which they are entitled when they file their taxes. This includes the Canada child benefit (CCB), the Working income tax benefit (WITB) / Canada Workers Benefit (CWB), and the GST/HST credit. In addition, greater awareness is needed so these populations are aware that filing tax returns every year is necessary to be eligible for these benefits and credits contributing to the government priority of poverty reduction, health and wellbeing, found in the Gender Results Framework. Therefore, the CRA is developing an advertising campaign to inform the general public of the federal benefits and tax credits available to

In light of this, the CRA commissioned EKOS Research Associates to conduct qualitative focus group research designed to test the reactions of a range of general public audiences to three advertising concepts on the topic of tax benefits and credits. The intent is to determine the most effective type of messaging and proposed creative for this campaign. The campaign will run from December 2018 to April 2019.

¹ Canadian Income Survey, 2016. Statistics Canada. Found online at: <https://www150.statcan.gc.ca/n1/en/daily-quotidien/180313/dq180313a-eng.pdf?st=WUNH1aB1>

1.2.Methodology

EKOS conducted a series of 10 focus groups between September 10 and 18, 2018. Eight groups were conducted in-person and two were conducted by telephone with advertising concepts presented online. The eight in-person groups were conducted in Quebec City, Winnipeg, Brampton, and St. John's, while the telephone/online groups recruited participants from Eastern and Western Canada, respectively.

In total, 86 participants took part in the discussions, with the size of the groups ranging between eight and 10 participants. The number of participants per group is indicated in the table below.

City	Date	Group 1	Group 2
Quebec City, Qc.	Sept. 10	8	8
Winnipeg, Mn.	Sept. 11	8	8
Brampton, On.	Sept. 12	8	8
St. John's, Nfld.	Sept. 13	10	9
Telephone/Online	Sept. 18	9	10

The groups were segmented to include a variety of target audiences. Three groups were conducted among low-income participants (in households earning less than \$40,000 per year). One group was conducted among indigenous/First Nations participants. One group was conducted among newcomers to Canada (who have lived in Canada within the past five years). Two groups were conducted by telephone and online among younger participants (18-24 years of age). Finally, three groups were conducted among a broad mix of general public participants.

City	Date	Group 1	Group 2
Quebec City, Qc.	Sept. 10	Low income	General Population
Winnipeg, Mn.	Sept. 11	Indigenous / First Nations	General Population
Brampton, On.	Sept. 12	Newcomers to Canada	Low Income
St. John's, Nfld.	Sept. 13	General Population	Low income
Telephone/Online	Sept. 18	Youth 18-24 years (Eastern Canada)	Youth 18-24 years (Western Canada)

Note to reader: Please note that the findings of the qualitative research within this research are not designed or intended to be representative of the general population or any audience within the population. As qualitative research, the results are intended to provide directional guidance in the formation of a communications campaign based on the verbatim comments and feedback provided by participants.

1.3. Key findings

The following summarizes the key findings that emerged from the focus groups.

Preferred Concept

Of the three concepts tested, the concept *Testimonials – Remember when?* was the clear favorite among most participants in most groups. The concept *Common Bond* was a distant second choice, while *It Means a Lot* was the least preferred concept.

Reasons for Choosing *Testimonials – Remember when?*

Participants who preferred *Testimonials – Remember when?* gave two main reasons for doing so:

- Because it was the concept that most **clearly connected** the people in the ad with the Benefits and Credits being advertised.
- Because it was that concept that participants felt **best represented** them and that seemed to be the most relatable to the broadest cross-section of Canadians.

Note: Participants were not told that the people depicted in the concepts would be “real” people telling their personal stories (and not actors). The fact that participants liked the “relatable” nature of the vignettes suggests that “real” people would be well received.

Areas of Caution

Participants repeatedly mentioned three elements (more or less applicable to all three concepts) that turned them off. These were:

- The sense that the ads **oversell the value of tax benefits** and credits and seem to suggest a windfall of material riches to the people who qualify for them.
- The sense that the ads seem to **promise that everyone could qualify** for tax benefits and credits, when many participants know from experience that this is not the case.
- The sense that the ads **portray the Government as being generous**, when filing taxes and receiving tax benefits and credits is a matter of getting one’s due and not largess.

To be clear, *Testimonials – Remember when?* was not seen to cross these lines and was preferred by many for this reason. Still, the potential for the creative execution to go in these directions warrants caution.

To avoid these pitfalls, we offer two basic recommendations:

- Avoid creative concepts showing how recipients use the extra money from tax benefits and credits and instead describe how people qualify for specific benefits and credits. Keeping the focus on the benefits or credits rather than how recipients spend money has three main advantages:
 - It clearly focuses on the benefits and credits themselves;
 - It avoids overselling their value;
 - It avoids seeming to sell the Government as being generous.

- *Example: instead of showing a woman buying a lamp for her apartment, show a worker in a hardhat with the words “workers benefits.”*
- Fine-tune the language to avoid suggesting that tax benefits and credits are broadly available. Example: “Remember to file your taxes to learn whether you qualify for benefits and credits.”
 - The conditional phrasing and word “qualify” were seen as more accurate than the sense of getting “what you’re entitled to” taken from the tested concepts.
 - The word, “entitled,” turned many participants off, as they felt it was a pejorative expression and that it falsely implied that anyone might receive the benefit in question.
 - The French groups took no particular notice of the comparable language, “...auxquels vous avez droit...” but were wary of what the ads seemed to promise, suggesting that more conditional language would also work better in French.

Taglines

In English, the ad concepts featured three taglines:

- “Just do your taxes.”
- “So make sure you do your taxes and get the benefits and credits – the extra help – you’re entitled to.”
- “Remember to file your taxes to receive the benefits and credits you’re entitled to.”

As mentioned above, participants in the English groups often worried that the ads seemed to suggest that everyone would qualify for benefits and credits. The second and third taglines above are examples of this. The easy fix is to include conditional language in the copy. Example: “So do your taxes and find out if you qualify for benefits and credits.”

Participants were not fond of the language “Just do your taxes,” saying that it seemed too much like they were being ordered to do something or that they were being nagged by the Government. They liked the phrasing “So make sure you do...” and “Remember to file...” as these sounded more like friendly suggestions than commandments or orders.

2. Résumé analytique - Français

2.1. Introduction

Pour plusieurs Canadiens, les prestations fiscales et les crédits d'impôt représentent une part importante du revenu du ménage. Pour les ménages à faible revenu, les incitatifs fiscaux peuvent accroître le revenu du ménage de près de 50 pour cent.²

Cependant, les populations vulnérables, comme les ménages à faible revenu, les Autochtones, les nouveaux arrivants au Canada et les jeunes adultes font face à de nombreux obstacles quand il s'agit de payer leurs taxes et d'obtenir des prestations et des crédits. Leurs situations sont diverses, du fait de vivre dans les régions éloignées, des obstacles linguistiques, du peu de connaissances financières ou de problèmes de santé ou de santé mentale. Certains ont besoin de plus de soutien pour produire leur déclaration de revenus, tandis que d'autres n'en comprennent pas l'importance. Ces enjeux font qu'il est plus difficile d'atteindre ces populations afin de les mettre au courant de toutes les prestations et de tous les crédits auxquels elles ont droit, mais qu'elles pourraient ne pas recevoir.

Au vu de ces obstacles, l'Agence du revenu du Canada (ARC) a déterminé la nécessité de communiquer avec ces publics et de leur fournir les renseignements et l'appui relatifs aux prestations et aux crédits auxquels ils ont droit quand ils produisent leur déclaration de revenus. Ceci comprend : l'Allocation canadienne pour enfants (ACE), la Prestation fiscale pour le revenu de travail (PFRT)/Allocation canadienne pour les travailleurs (ACT) ainsi que les crédits pour la TPS/TVH. De plus, on doit sensibiliser davantage ces populations afin qu'elles soient au fait que produire leur déclaration de revenus chaque année est nécessaire pour avoir droit à ces prestations et crédits, ce qui contribue à la priorité du gouvernement qui vise à réduire la pauvreté et à soutenir la santé et le bien-être, énoncés dans le Cadre des résultats sexospécifiques. Par conséquent, l'ARC élabore une campagne de sensibilisation qui vise à informer la population générale sur les prestations fiscales et des crédits d'impôt offerts à ceux qui y ont droit, et à encourager les membres des populations vulnérables à chercher l'information sur les avantages dont ils pourraient bénéficier.

Compte tenu de ce qui précède, l'ARC a demandé aux Associés de recherche EKOS inc. d'effectuer une recherche qualitative chez des groupes de discussion destinée à tester les réactions d'une gamme de publics généraux envers trois concepts promotionnels portant sur les prestations fiscales et les crédits d'impôt. Le but est de déterminer le genre de message le plus efficace et de proposer des solutions créatives pour cette campagne. La campagne se déroulera de décembre 2018 à avril 2019.

² Enquête canadienne sur le revenu, 2016. Statistique Canada. En ligne à : <https://www150.statcan.gc.ca/n1/en/daily-quotidien/180313/dq180313a-eng.pdf?st=WUNH1aB1>

2.2.Méthodologie

EKOS a mené 10 groupes de discussion entre les 10 et 18 septembre 2018. Huit groupes ont été des rencontres menées en personne et deux ont eu lieu par téléphone, dans lesquels cas les concepts promotionnels ont été présentés en ligne. Les huit groupes en personne ont été menés à Québec, Winnipeg, Brampton et St. John's, tandis que les groupes par téléphone/en ligne étaient composés de participants de l'est et de l'ouest du Canada, respectivement.

Au total, 86 participants ont pris part à ces discussions, chaque groupe comprenant de 8 à 10 participants. Le nombre de participants par groupe est indiqué dans le tableau ci-dessous.

Ville	Date	Groupe 1	Groupe 2
Québec, QC	10 sept.	8	8
Winnipeg, MN	11 sept.	8	8
Brampton, ON	12 sept.	8	8
St. John's, TNL	13 sept.	10	9
Téléphone/en ligne	18 sept.	9	10

Les groupes ont été segmentés afin d'inclure un éventail de publics cibles. Trois groupes ont été recrutés parmi les participants à faible revenu (dans les ménages gagnant moins de 40 000 \$ par année). Un groupe a été recruté parmi les participants autochtones/Premières nations. Un groupe a été recruté parmi les nouveaux arrivants au Canada (qui vivent au Canada depuis cinq ans). Deux groupes ont été recrutés par téléphone et en ligne parmi les participants les plus jeunes (18-24 ans). Enfin, trois groupes ont été recrutés parmi un éventail de participants mixtes de la population générale.

Cité	Date	Groupe 1	Groupe 2
Québec, QC	10 sept.	Faible revenu	Population générale
Winnipeg, MN	11 sept.	Autochtones/Premières nations	Population générale
Brampton, ON	12 sept.	Arrivants au Canada	Faible revenu
St. John's, TNL	13 sept.	Population générale	Faible revenu
Téléphone/en ligne	18 sept.	Jeunes 18-24 ans (est du Canada)	Jeunes 18-24 ans (ouest du Canada)

Avis aux lecteurs : veuillez prendre note que les conclusions de la recherche qualitative de la présente recherche ne sont pas conçues ni déterminées dans le dessein de représenter la population générale ou tout public au sein de la population. En tant que recherche qualitative, les résultats sont destinés à fournir une orientation directionnelle dans la création d'une campagne de communication axée sur les commentaires et les rétroactions verbales fournis par les participants.

2.3. Principales conclusions

Les articles suivants résument les principales conclusions qui ressortent des groupes de discussion.

Concept préféré

L'un des trois concepts testés, le concept *Témoignages — tu te souviens ?* s'est révélé le grand favori de la plupart des participants dans la plupart des groupes. Le concept *Lien commun* s'est classé de loin au deuxième rang tandis que *C'est beaucoup dire* a été le concept le moins populaire.

Motifs de choisir *Témoignages — tu te souviens ?*

Les participants qui ont préféré *Témoignages — tu te souviens ?* ont évoqué deux raisons principales :

- c'est le concept qui **relie le plus nettement** les personnages de la publicité aux prestations et crédits annoncés ;
- c'est le concept qui les **représente le mieux** aux yeux des participants et qui semble le plus réaliste au plus vaste échantillon de Canadiens.

Remarque : les participants ne savaient pas que les personnages dépeints dans les concepts étaient de « vraies » personnes qui racontaient leur propre histoire (et non des acteurs). Le fait que les participants aiment la nature « réaliste » des vignettes laisse entendre qu'une « vraie » personne est bien perçue.

Mise en garde

- Les participants ont souvent mentionné trois éléments (plus ou moins applicables aux trois concepts) qui les ont rebutés : les publicités surestiment **la valeur des prestations fiscales** et des crédits d'impôt et font espérer une manne de richesses matérielles aux personnes qui se qualifient pour les obtenir.
- Les publicités **promettent que tous seront admissibles** aux prestations fiscales et aux crédits d'impôt, quand plusieurs participants savent par expérience que ce n'est pas le cas.
- Les publicités **dépeignent le gouvernement comme généreux**, alors que payer des impôts et recevoir des prestations fiscales et des crédits d'impôt est un dû et non de la générosité.

Précisons-le, *Témoignages — tu te souviens ?* n'est pas perçu comme dépassant les bornes et reste préféré par plusieurs pour ce motif. Malgré tout, le potentiel créatif de cette orientation inspire la prudence.

Afin d'éviter ces pièges, nous présentons deux recommandations de base :

- éviter les concepts créatifs qui montrent comment les bénéficiaires utilisent les montants supplémentaires des prestations fiscales et des crédits d'impôt mais décrire plutôt dans quelle mesure les personnes ont droit aux prestations fiscales et aux crédits d'impôt particuliers. Se concentrer sur les prestations ou les crédits plutôt que sur la manière dont les bénéficiaires dépensent leur argent présente trois avantages principaux :
 - se concentrer nettement sur les prestations et les crédits eux-mêmes ;
 - éviter de surestimer leur valeur ;
 - éviter de dépendre du gouvernement comme généreux.

- *Exemple : au lieu de montrer une femme qui achète une lampe pour son appartement, montrer un travailleur casqué avec les mots « prestations pour les travailleurs ».*
- Raffiner le langage pour éviter de suggérer que les prestations fiscales et les crédits d'impôt sont largement offerts. Exemple : « N'oubliez pas de produire votre déclaration de revenus pour savoir si vous êtes admissible aux prestations et aux crédits. »
 - la formulation conditionnelle et le mot « admissible » sont considérés comme plus exacts que l'idée d'obtenir « ce à quoi vous avez droit » tirée des tests de concepts.
 - l'expression « avez droit » est rejetée par plusieurs participants, car ils la jugent péjorative et estiment qu'elle implique faussement que quiconque peut recevoir les avantages en question.
 - les groupes francophones ne prennent pas garde à l'expression comparable « ... auxquels vous avez droit... », mais demeurent prudents quant à ce que les publicités semblent promettre, ce qui indique qu'un langage plus conditionnel conviendrait mieux en français.

Les slogans

En anglais, les concepts promotionnels figurent ces trois slogans :

- « Vous n'avez qu'à payer vos impôts. »
- « Veillez à payer vos impôts et obtenez les prestations et les crédits (l'aide en plus) auxquels vous avez droit. »
- « N'oubliez pas de produire vos déclarations d'impôt pour obtenir les prestations et les crédits auxquels vous avez droit. »

Comme mentionné ci-dessus, les participants des groupes anglophones s'inquiètent souvent de ce que les publicités semblent suggérer que tous sont admissibles aux prestations et aux crédits. Les deuxième et troisième slogans ci-dessus en sont des exemples. La solution simple est d'inclure un langage conditionnel dans le texte. Exemple : « Alors, payez vos impôts et découvrez si vous avez droit aux prestations et aux crédits. »

Les participants n'étaient pas satisfaits de l'expression « Vous n'avez qu'à payer vos impôts », disant qu'elle ressemblait trop à un ordre de faire quelque chose ou à un harcèlement de la part du gouvernement. Ils aimaient les formulations « Veillez à payer vos impôts... » et « N'oubliez pas de produire... », car elles sonnent plus comme une suggestion amicale qu'un commandement ou un ordre.

3. Detailed Findings

3.1. Context

The groups included a mix of participants who do their taxes themselves and those who have a third party do them on their behalf. CRA is generally seen as accessible by those who have contacted the Agency, although it does not always provide helpful information. In each group, at least a few participants mentioned delaying or putting off filing their taxes in the past, while others mentioned having friends or relatives who did not file taxes for several years.

When asked why people might not file their taxes, a variety of barriers were mentioned:

- **Incapacity:** Some participants said people had not filed their taxes due to a mental illness or intellectual impairment.
- **Irresponsibility:** Some said people they knew who did not file their taxes were simply disorganized or irresponsible.
- **Avoidance:** Some mentioned people who avoided filing taxes because they knew (or feared) they would owe a significant amount of money if they did.
- **Indifference:** Some mentioned people who didn't file taxes because their payroll deductions would cover what they owed, and not result in a return large enough to bother with.
- **Lack of necessity:** Some mentioned people who didn't file their taxes because they weren't employed and did not see any need to do so.

When asked what the benefits of filing taxes were to them, participants were less clear. Most said that filing taxes was simply a matter of civic duty and being a responsible person. Some participants mentioned that proof of tax filing was required to obtain a mortgage or as part of applications related to their immigrant status.

After some consideration, a few participants mentioned that filing taxes was needed to qualify for certain government benefits and credits, such as the First-time Homebuyers Program, the GST/HST Credit, and the Child Benefit.

The association between filing taxes and qualifying for benefits and credits was not a strong or immediate one for most participants.

Awareness of what "benefits and credits" from the CRA actually means seemed particularly unclear among participants in the indigenous group, a few of whom mentioned things that were not actually benefits or credits issued by the government.

3.2. Concept Evaluation

During the focus groups, the majority of the time was spent asking participants to consider and evaluate three focus group concepts:

- *Common Bond*
- *It Means a Lot*
- *Testimonials – Remember when?*

The three concepts were randomized, so the three concepts were not presented in the same order for each group. Within each concept, the radio treatment was presented first, followed by the television treatment and, finally, the print treatment.

The discussion below reviews the major comments with respect to each concept tested. This includes a review of what participants liked or disliked about the concepts, followed by their understanding of the message of the ads and the tone of the ads. It also reports on the response participants had with respect to different treatments (television, radio or print).

3.3. Concept 1: Common Bond



Likes:

Many participants said they could easily relate to the situations of the characters featured in the concept. A few liked the transition from the stresses of making ends meet towards a happy family gathered at home.

Dislikes:

Some participants found the transition of dialogue between characters to be difficult to follow. In particular, the dialogue of the radio concept did not seem to flow as clearly as in the television concept. Others weren't clear how the vignettes were connected to the issue of tax benefits and credits.

Some participants didn't feel that the characters were grounded in their reality, saying that something like guitar lessons would not fit within their view of a necessity or something they would see as important.

Tone:

Participants saw the tone of the ad as upbeat. In particular, a few noted a progression in the ad from the stresses of making ends meet to a happy scene of a family at home.

Radio Treatment:

Woman: I work hard to provide for my kids. It's worth it, but it isn't always easy...

Young man: ... counting on myself more, without having to worry my parents. It's really important to me...

Woman 2: ...that our daughter is able to learn guitar.

VO: Canadians work hard, but it's not always easy to get ahead. You could be receiving federal government benefits and credits such as the Canada Child Benefit, Caregivers Tax Credit, and Workers Benefit. Visit Canada.ca/mybenefitsandcredits. A message from the government of Canada.

AUDIO: O CANADA STING

Participants often had difficulty with the transition between voices. Even those familiar with the device in which a chain of dialogue carries from one speaker to the next felt that the transition in the radio dialogue was disjointed. *(It is important to note that the concept was narrated by the moderator, and not by male and female voice actors speaking in distinct voices.)*

Television Treatment:

The transition of the dialogue from one speaker to the next seemed more fluid in the television treatment than in the radio treatment. Some said the visual differentiation between speakers helped.

Some liked that a male character was depicted unloading the groceries while a female character was balancing the budget, breaking from traditional gender roles.

Some questioned the depiction of the man with the groceries, noting that the bags seemed to be too full, perhaps unrealistically healthy given the prominence of fruits and vegetables.

Print Treatment:



Many felt that the lead, “Need Help Making Ends Meet?” overpromised what tax benefits and credits could deliver. Those who need help making ends meet are looking for assistance that is readily available to them and substantial, which many participants felt that tax benefits and credits wouldn’t be able to deliver. It was also unclear what message was sent with the picture of a man unpacking a big load of groceries (i.e., a man who does not need help making ends meet).

3.4. Concept 2: It Means A Lot



Likes:

Some participants found the different scenes depicted in the ad to be relatable and found the description of making ends meet to be realistic.

Dislikes:

While making ends meet is an effort many participants could relate to, they often found the transition from the ordinary to the extraordinary confusing and out-of-sync with what they felt tax benefits and credits could deliver. For example, the notion that benefits and credits could transform an ordinary dinner into an elaborate feast in the mind of a tax payer seemed implausible, at best, and bordered on seeming offensive to a few. Even after explaining the concept, some participants still expressed confusion, thinking that the money they might receive would help them buy the things depicted in the ad (which they considered unrealistic).

As with *Common Bond*, some participants saw the girl on skates as not well suited to the topic, since they felt that benefits and credits would be spent on essentials while skating lessons represent a luxury for many.

A few mentioned that the ad seemed unrealistic in view of the fact that the fitness credit was no longer available, which would apply to the little girl in skates.

Tone:

The tone seemed upbeat and optimistic – although, as mentioned, many felt it was overly optimistic or unrealistic in their view of what tax benefits and credits could provide.

Radio:

VO: It's funny how getting a little extra help with the bills...can feel so much bigger. How buying one little new thing for your home...can transform it. Or how seeing your child learn a new skill...makes them seem a champion from the first step. Do your taxes and get the benefits and credits you're entitled to, like the Canada Child Benefit, the GST/HST Credit and Workers Benefit. Visit Canada.ca/mybenefitsandcredits. A message from the government of Canada.

AUDIO: O CANADA STING

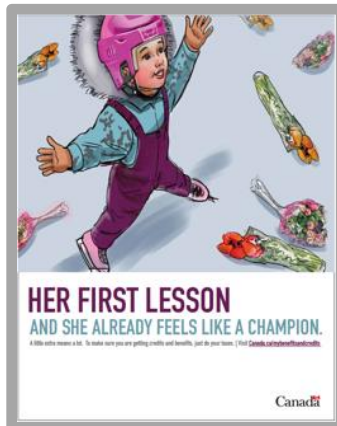
Compared to the radio concepts for *Common Bond* and *Testimonials – Remember when?*, participants found having a single narrator easier to follow and understand. However, some weren't clear on the

connection between a child learning a new skill and the discussion of tax benefits and credits that follows.

Television treatment:

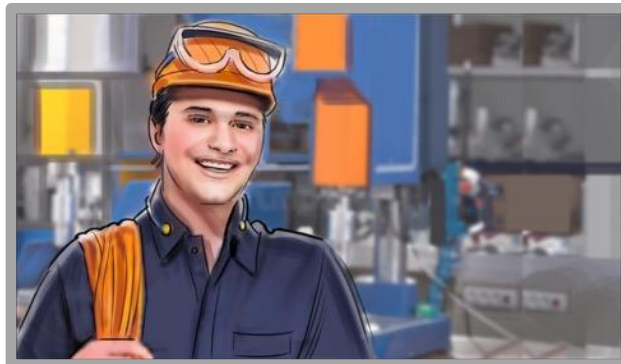
The transition from ordinary to extraordinary was hard for many participants to follow and seemed to be unrealistic in light of what tax benefits and credits could offer.

Print treatment:



Participants were divided on this treatment. Some felt that the indirect lead (“Her first lesson... and she already feels like a champion”) would create interest and compel many to keep reading. Others felt that the ad would only draw in parents of younger children and that it wasn’t a clear way to present information about tax benefits and credits.

3.5. Concept 3: Testimonials – Remember when?



Likes:

Many participants found this concept to be the most “diverse” among the three concepts in the sense of being relatable to people in similar situations. Many liked the clear connection between the tax benefit on the screen and the scene itself.

Dislikes:

The narrative of the worker was confusing for several participants who were unclear on what “workers benefits” referred to and who found the line, “I remember going back to work,” unclear.

A few, particularly in the Aboriginal group, felt that the notion of “working your way up” in the worker’s scene could be seen as a put down to those who are just getting by, not necessarily working their way up.

Some found the worker’s scene unrealistic in that it seemed to portray someone who would earn much more than the minimum wage (and thereby not qualify for benefits and credits).

Tone:

While most found the tone upbeat, a few felt it seemed off, either because it suggested that the people depicted weren’t really doing very well or because their dialogue seemed too obvious or cliched.

Radio:

Man: I remember going back to work. It takes time to work your way up. It’s tough to keep ahead of the bills. A little extra help sure goes a long way.

Woman: I loved playing hockey when I was a kid. Now, my daughter a chance to play too. She has a better shot than I did.

VO: We all work hard to make ends meet. Federal government credits and benefits like the Canada Child Benefit, Caregivers Tax Credit, and Workers Benefit can help. Just do your taxes. Visit Canada.ca/mybenefitsandcredits. A message from the government of Canada.

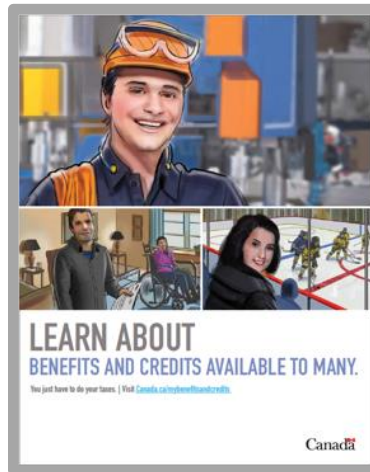
AUDIO: O CANADA STING

Participants often found the transition between voices hard to follow. Some didn’t see a clear connection between what the man and woman said and the message about tax benefits and credits in the voice over.

Television treatment:

Many participants liked the clear connection between the characters (a worker, a young mother, a man caring for his elderly mother) and the benefits (workers benefits, Canada child benefit, Canada caregiver credit).

Print treatment:



Participants often felt that the images needed more context in the print treatment; perhaps by labelling each character with the benefit or credit they would receive.

The language “Benefits and Credits Available to Many” seemed off to many participants who felt it should be “Benefits and Credits Available to You.” Others, however, thought that would go too far in promising something many will not qualify to receive.

Participants often said that making the language more conditional (i.e., “Learn about... benefits and credits you may qualify for...”) could help clarify without overpromising.

3.6. Concept Evaluation: Summary

Overall Preference:

Most participants in most groups selected Concept 3, *Testimonials – Remember when?*, as the concept they preferred most. Compared to the other concepts, participants said that *Testimonials – Remember when?* most clearly communicated the need to file taxes in order to qualify for tax benefits and credits. It was also commonly described as the one that best reflects diverse circumstances and people, making it seem more relevant to them, and, they said, others. In some cases, it was described as the best option of the three, but not necessarily a good ad. Those saying this often questioned the premise of and need for the government to advertise on the topic.

Representation

However, there were questions among Indigenous participants about whether they would be represented in the ads – including the one they preferred. They mentioned that the treatments did not appear to reflect the reality they experience on reserves or in non-urban settings.

A few participants mentioned that they liked the fact that a male figure was unpacking groceries in Concept 2, *It Means a Lot*.

Relevance:

Views on the relevance of the ad concepts varied widely based on the personal circumstances of the participant. Higher income participants, who do not expect to qualify for benefits or credits owing to their personal circumstances, did not typically see the ads as relevant for them. This was also true of many lower income participants who said that while they may not be higher income earners, they nevertheless did not usually qualify to receive tax benefits and credits.

Visible minority participants and indigenous participants, meanwhile, seemed more likely to find the subject of tax benefits and credits to be relevant to them.

Message and Call to Action:

The main message across the concepts, that one needs to file taxes to qualify for tax benefits and credits, was understood by most participants. For many participants this message seemed worth delivering, if not to them personally, then to people who might qualify for tax benefits and credits.

Several, however, wondered what the objective of the ads were. Are the ads intended to get those who do not file taxes to do so? Or is it designed to generate interest in tax benefits and credits?

Few felt that the ads would inspire people who do not file their taxes to do so, although they said that it could be useful for people to be reminded that tax benefits and credits might be available to them when they prepare their taxes. While some said they would be interested in following the link provided and learning whether or not there was a benefit or credit they might qualify for, others, who felt they would not be likely to qualify, said they were unlikely to act.

Participants often took issue with the message, saying that there is more involved in receiving benefits and credits than simply filing taxes. These participants said it was about asking the right questions or having help from a very experienced third-party.

Some participants felt it was hard to find out about benefits and credits by design, saying that the government intentionally made it difficult to find and apply for a benefit or credit to keep down the numbers who qualified.

Participants often said that the ads seemed to overpromise. Some of the depictions (particularly in concepts 1 and 2) seemed to suggest that tax benefits and credits provided much more assistance than they actually did. Many felt that the concepts seemed to suggest that most people would qualify for tax benefits and credits, when, in their experience, only the lowest income people actually did.

Taglines

The English ad concepts featured a few different taglines across the different concepts and treatments. These included the following:

- “You just have to do your taxes”
- “Just do your taxes”
- “Remember to file your taxes to receive the benefits and credits you’re entitled to”
- “So make sure you do your taxes and get the benefits and credits – the extra help – you’re entitled to”
- “Do your taxes and get the benefits and credits you’re entitled to”

Participants often chafed at versions of the tagline that seemed to be ordering people to do something. “Just do your taxes” and “You just have to do your taxes” were often interpreted as officious in tone. Participants tended to prefer the taglines that sounded more like friendly suggestions, as in “Remember to file your taxes...” and “So make sure you do your taxes...” However, both of these “softer” taglines – which seem to be friendly suggestions – also seemed to many participants to overpromise by suggesting that everyone would qualify or be “entitled” to tax benefits or credits.

Tone

The upbeat tone of the ads was seen by participants as appropriate and as a good thing. However, the approach seemed to some like it might be overly optimistic or even condescending to people who might not be living upwardly mobile lives like the people depicted in the ads. Several also pointed to the risk that the government could be seen as trying to seem generous when, to their view, the tax benefits and credits are due to those who qualify for them and not a matter of largess or generosity.

There was also a similar concern that the ads not depict those who receive them as “charity cases” who are receiving a hand out rather than honest tax payers receiving what is owed to them under the law.

Appendix A: Moderators Guides

English Moderators Guide

Introduction (10 mins.)

- Thank you all for joining us for this important conversation.
- The conversation should last approximately 2 hours.
- I have a number of questions to ask about issues you may, or may not be, familiar with.
- No one is expected to be an expert on the things we'll discuss. We're looking for your honest opinions.
- As mentioned when we were arranging the discussion groups, we are taking an audio and video recording of the conversation and there are a few clients observing. The point of recording is only for research notes and report writing – it will not be shared with our client.
- Please note that your participation is confidential and voluntary, so you can leave the discussion at any point. We have not shared with our client any information that would identify you personally.
- I'd like to have everyone introduce themselves and say a bit about who you are. I'll start...
[MODERATOR INTRODUCES HIMSELF AND CALLS ON EACH PARTICIPANT TO DO LIKEWISE]

Warm-Up: Top of Mind on Tax Filing (10 mins.)

- What comes to mind when you think about doing your taxes?
 - Probe for major anxieties, sources of concern, etc.
 - Do you do your own taxes? Do you have someone else prepare them for you?
 - If not mentioned: How do you know when you do your taxes that you're getting all of the benefits and tax credits that you may be eligible for?

Communications from CRA (10 mins.)

- In general, is it easy or hard to get information from the CRA doing your taxes?
 - Why easy? Why hard?
 - Do you think that CRA is helpful when it comes to helping people maximize their return and get all the benefits they're entitled to receive?

Concept Evaluation (75 mins.)

Introduction to the TV concepts:

We're going to take a look at a few advertising concepts from the Canada Revenue Agency. These concepts are "mock-ups" depicting possible television commercials. It is important to note that these are just "rough drafts" that are designed to provide you with the basic ideas for each concept. The final ad would be a fully-produced commercial like any other you would see on TV. For now, I'm mostly interested in your views on the ideas underlying each concept. Let's start by watching the first concept...

Introduction to the Radio concepts:

We're going to listen to a few advertising concepts from the Canada Revenue Agency. These concepts are rough versions of ads that you might hear on the radio. I would like to get your thoughts on the ideas underlying each concept. Let's start by listening to the first concept...

Introduction to the Print concepts:

We're going to look at a few advertising concepts from the Canada Revenue Agency. These concepts are rough versions of ads that you might see in on a bus shelter or in the subway. I would like to get your thoughts on the ideas underlying each concept. Let's look at the first concept...

FOR EACH AD PRESENTED:

- What are your first impressions?
 - What do you like?
 - What don't you like?
- What message is the ad trying to convey?
 - Is the message clear to you?
 - Do you think the ad accurately depicts the amount of money you would expect to receive?
- Is the ad relevant to you, personally?
 - Does it provide you with useful information?
- How does the ad make you feel?
 - Is there any particular emotion or feeling you get from seeing the ad?

- Does the ad make you curious to know whether you are getting all of the benefits and tax credits you may be eligible for?
- What do you think of the images used here? Appropriate? Not appropriate?
- If you saw this ad in the real world, would you take any action as a result?
 - IF SO: What would you do?
 - [FOR PRINT ONLY] Would you be more inclined to seek out information if specific benefits and credits were listed in the ad?

DURING THE DISCUSSION ABOVE, THE MODERATOR WILL CALL ATTENTION TO THE TAGLINES, CALLS TO ACTION AND KEY VISUAL ELEMENTS WITHIN EACH CONCEPT.

AFTER PRESENTING ALL CONCEPTS:

- So, let's review the concepts we've seen... [MODERATOR BRIEFLY REVIEWS THE CONCEPTS PRESENTED, REPLAYING THEM OR SHOWING THEM TO THE GROUP]
- I'd like to ask you to take a few minutes to write down your thoughts on the concepts you've seen. Specifically, which concept...
 - Did you like best, and why?
 - Did you like least, and why?

[AFTER ALLOWING A FEW MINUTES TO RESPOND, GO AROUND THE ROOM]

Conclusions (15 mins.)

- Within the concepts, we saw a few different taglines...
 - READ TAGLINES AND CONFIRM WHICH IS SEEN AS CLEAREST/MOST EFFECTIVE.
- Do the advertising concepts clearly convey that one needs to file their taxes in order to qualify for a variety of benefits offered by the Government?
 - IF YES: What makes this point clearly to you?
 - IF NOT: What could they do to make the point more clearly?
- Do you think seeing these advertising concepts would encourage people to do their taxes in order to receive benefits they might be entitled to? Would it encourage you to tell friends or family to do their taxes to see what benefits they might be entitled to?
 - IF YES: What did you find particularly compelling or motivating about the concept(s)?
 - IF NOT: Is there some way the concept(s) could change that would make it more compelling to you?

- Of all the ad concepts you say today, which one was most convincing in showing the benefits of doing your taxes?
- Do you have any final comments or questions about the issues we have been talking about tonight?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

French Moderators Guide

Introduction (5 minutes)

- Merci à tous et toutes de vous joindre à nous pour cet important entretien.
- La discussion devrait durer environ deux heures.
- J'ai une série de questions à vous poser sur des enjeux que vous connaissez peut-être.
- On ne s'attend pas à ce que vous soyez des spécialistes des questions abordées. Nous cherchons à obtenir vos opinions sincères.
- Comme nous l'avons mentionné lors de l'organisation des groupes de discussion, nous enregistrons la conversation sur un support audio et vidéo, et des clients en observeront le déroulement. L'enregistrement ne sert qu'à la prise de notes pour le rapport écrit et ne sera pas envoyé à notre client.
- Veuillez noter que votre participation est confidentielle et volontaire. Vous pouvez donc quitter le groupe à tout moment. Nous n'avons pas partagé avec le client des renseignements permettant de votre identification.
- J'aimerais que vous vous présentiez à tour de rôle et que vous me parliez un peu de vous. Je vais commencer... [LE MODÉRATEUR SE PRÉSENTE ET INVITE CHACUN DES PARTICIPANTS À EN FAIRE DE MÊME].

Mise en contexte : Priorités en matière de production de déclaration

- Qu'est-ce qui vous vient à l'esprit lorsque vous pensez à la production de votre déclaration d'impôts?
 - Cherchez à connaître les principales sources d'angoisse, de préoccupation, etc.
 - Faites-vous votre propre déclaration? Est-ce que quelqu'un la prépare pour vous?
 - S'il n'y a aucune mention : Lorsque vous produisez votre déclaration d'impôts, comment savez-vous que vous obtenez toutes les prestations et tous les crédits d'impôt auxquels vous avez droit?

Communications de l'ARC (10 minutes)

- En règle générale, est-il facile ou difficile d'obtenir des renseignements de l'ARC sur la production de votre déclaration d'impôts?
 - Pourquoi est-ce facile? Pourquoi est-ce difficile?

Croyez-vous que l'ARC est utile lorsque vient le temps d'aider les gens à maximiser leur remboursement d'impôts et à obtenir toutes les prestations auxquelles ils ont droit?

Évaluation des concepts (75 minutes)

Présentation des concepts pour la télévision :

Nous allons jeter un coup d'œil à quelques concepts publicitaires de l'Agence du revenu du Canada. Ces concepts sont des « maquettes » montrant de possibles publicités télévisées. Il est important de noter qu'il ne s'agit que de versions préliminaires conçues pour vous donner une idée de base de chaque concept. La publicité définitive sera une production intégrale s'apparentant à toute autre annonce que vous voyez à la télévision. Pour l'instant, je m'intéresse principalement à vos points de vue sur les idées fondamentales de chaque concept. Commençons par regarder le premier concept...

Présentation des concepts pour la radio :

Nous allons écouter quelques concepts publicitaires de l'Agence du revenu du Canada. Ces concepts sont des ébauches de publicités que vous pourriez entendre à la radio. J'aimerais savoir ce que vous pensez des idées fondamentales de chaque concept. Commençons par écouter le premier concept...

Présentation des concepts pour les médias imprimés :

Nous allons jeter un coup d'œil à quelques concepts publicitaires de l'Agence du revenu du Canada. Ces concepts sont des ébauches de publicités que vous pourriez voir dans un abribus ou dans le métro. J'aimerais savoir ce que vous pensez des idées fondamentales de chaque concept. Jetons un coup d'œil au premier concept...

POUR CHAQUE PUBLICITÉ PRÉSENTÉE :

- Quelle est votre première impression?
 - Qu'est-ce que vous aimez?
 - Qu'est-ce que vous n'aimez pas?
- Quel message la publicité tente-t-elle de transmettre?
 - Est-ce que le message vous semble clair?
 - Êtes-vous sceptique par rapport à la somme d'argent que vous pourriez recevoir?
- La publicité est-elle personnellement pertinente pour vous?
 - Est-ce qu'elle vous fournit des renseignements utiles?
- Comment la publicité vous fait-elle vous sentir?
 - La publicité vous fait-elle ressentir une émotion ou un sentiment en particulier?
 - Est-ce que la publicité suscite votre curiosité en ce qui a trait aux prestations et aux crédits d'impôt auxquels vous pourriez avoir droit?
- Que pensez-vous des images utilisées ici? Sont-elles appropriées? Sont-elles inappropriées?
- Si vous voyiez cette publicité dans le monde réel, est-ce qu'elle vous pousserait à prendre de quelconques mesures?
 - SI C'EST LE CAS : Que feriez-vous?

DURANT LA DISCUSSION CI-DESSUS, LE MODÉRATEUR DOIT ATTIRER L'ATTENTION SUR LES SLOGANS, LES APPELS À L'ACTION ET LES PRINCIPAUX ÉLÉMENTS VISUELS DE CHAQUE CONCEPT.

APRÈS LA PRÉSENTATION DE TOUS LES CONCEPTS :

- Passons maintenant en revue les concepts que nous avons vus... [LE MODÉRATEUR PASSE BRIÈVEMENT EN REVUE LES CONCEPTS PRÉSENTÉS, LES FAIT REJOUER OU LES MONTRE AU GROUPE]
- J'aimerais vous demander de prendre quelques minutes pour écrire vos impressions sur les concepts que vous avez vus. Plus précisément, quel concept...
 - Quel concept avez-vous préféré, et pourquoi?
 - Quel concept avez-vous le moins aimé, et pourquoi?

[APRÈS AVOIR LAISSÉ QUELQUES MINUTES POUR RÉPONDRE, FAITES UN TOUR DE TABLE]

Conclusion (15 minutes)

- Dans les concepts, nous avons vu différents slogans...
 - LISEZ LES SLOGANS ET CONFIRMEZ CEUX QUI SONT CONSIDÉRÉS COMME LES PLUS CLAIRS OU EFFICACES.
- Est-ce que les concepts publicitaires communiquent clairement le fait que les gens doivent produire leur déclaration d'impôts pour être admissibles à l'éventail de prestations qu'offre le gouvernement?
 - LE CAS ÉCHÉANT : Qu'est-ce qui fait que cela est clair pour vous?
 - SI CE N'EST PAS LE CAS : Qu'est-ce qui pourrait être fait pour rendre cet aspect plus clair?
- Croyez-vous que le fait de voir ou d'écouter ces concepts publicitaires encouragerait les gens à produire leur déclaration d'impôts pour recevoir les prestations auxquelles ils ont droit? Est-ce que ces publicités vous encourageraient à dire à vos amis et votre famille de produire leur déclaration d'impôts pour connaître les prestations auxquelles ils ont peut-être droit?
 - LE CAS ÉCHÉANT : Quels aspects du ou des concepts vous ont paru particulièrement captivants ou motivants?
 - SI CE N'EST PAS LE CAS : Y aurait-il une manière de changer un ou des concepts pour les rendre plus captivants à vos yeux?
 - Parmi tous les concepts publicitaires que vous avez vus aujourd'hui, lequel était le plus convaincant pour montrer les avantages de produire sa déclaration d'impôts?
- Avez-vous des commentaires à formuler ou des questions à poser sur les questions que nous avons abordées ce soir?

MERCI BEAUCOUP DE VOTRE PARTICIPATION!

Appendix B: Recruitment Screeners

English Screener

Hello, my name is _____ from EKOS Research. We are conducting a series of focus group discussions with people living in Canada who are 18 years of age or older on behalf of the Government of Canada on issues related to Canada and Canadians.

SUITABILITY AND AVAILABILITY

Are you 18 years of age or older?

Yes

No [ASK TO SPEAK WITH AN ADULT IN THE HOUSEHOLD]

Would you be available to participate in a focus group during the evening of [DATE AS PER LOCATIONS BELOW]?

Yes

No [THANK AND TERMINATE]

Cities	Dates
Quebec City, Quebec	September 10
Winnipeg, Manitoba	September 11
Brampton, Ontario	September 12
St. John's, Newfoundland	September 13
Online	September 18

Participating in a focus group will require you to express your thoughts and opinions in a group with about 8 to 10 other people. In addition, we may ask participants to read information and provide written responses. Does this sound like something you would be comfortable participating in?

Yes

No [THANK AND TERMINATE]

CONFIDENTIAL/VOLUNTARY PARTICIPATION/INCENTIVE

Please note...

- Your participation in the focus group is completely voluntary and will not affect any dealings you may have with the Government of Canada.
- The purpose of the research is to understand the opinions and experiences of people living in Canada- not to sell any service or product.
- The sessions will be audio and video recorded for research purposes.
- Representatives of the Government of Canada will also be observing the discussions.

- The information is being collected under the authority of the Privacy Act and other applicable privacy laws.
- The full names of participants will not be provided to the government or any other third party.
- The report may include quotations of your comments during the group, but you will not be identified by name and no information that could potentially identify you will be reported.
- The session will last between 1.5 and 2 hours. In recognition of your time, we are offering an incentive for your participation.

With all this in mind, I have a few more questions to determine whether you fit the study criteria. May I continue?

Yes

No [THANK AND TERMINATE]

EXCLUSIONS

A1. Do you, or does anyone in your household, work in any of the following areas? (Read list)

An organization that provides services to immigrants or refugees

A marketing research firm

A magazine or newspaper

An advertising agency or graphic design firm

A political party

A radio or television station

A public relations company

Federal or provincial government Crown Corporations count as NO

[IF YES TO ANY, THANK AND TERMINATE]

A2. Sometimes participants are asked to watch videos, read a document and/or write out their answers to a questionnaire during the discussion. Is there any reason why you could not participate?

Yes **[THANK AND TERMINATE]**

No

TERMINATE IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY OR IF YOU HAVE ANY OTHER CONCERN AS TO THEIR ABILITY TO PARTICIPATE.

A3. Have you ever taken part in a focus group?

Yes (ASK A4-A6)

No

A4. And when was the last time you attended a discussion group?

6 months ago or less **[THANK AND TERMINATE]**

OR more than 6 months ago

A5. How many times did you attend a discussion group or an in-depth interview in the last five years?

[DO NOT READ LIST]

Less than 6 times

6 times or more **[THANK AND TERMINATE]**

A6. What topics were discussed during the group(s) you attended?

[IF ANY RELATED TO TAXES OR PERSONAL FINANCES, THANK AND TERMINATE]

QUALIFIERS AND QUOTAS

Cities	Groups		Dates
	5:30-7:30 pm	7:30-9:30 pm	
Quebec City, Quebec	Low income	General Population	September 10
Winnipeg, Manitoba	Indigenous / First Nations	General Population	September 11
Brampton, Ontario	Newcomers to Canada	Low Income	September 12
St. John's, Newfoundland	General Population	Low income	September 13
Online	Youth 18-24 years (Eastern Canada)	Youth 18-24 years (Western Canada)	September 18

[ALL RESPONDENTS]

SECTION B: Newcomers to Canada [Brampton only]

Defined as respondents who immigrated to Canada within the past five years.

B1. Were you born outside of Canada?

Yes

No >>> SKIP TO SECTION C

B3. During what year did you immigrate to Canada?

[RECORD YEAR]

IF YEAR IS 2013 OR LATER >>> HOLD FOR RECRUIT TO NEW CANADIANS GROUP

SECTION C: Low Income [Quebec, Brampton, St John's]

Defined as respondents with a total household income of \$40,000 or less annually.

C1. Which of the following ranges reflects your total household income in 2017?

Under \$40,000 >>> HOLD FOR RECRUIT TO LOW INCOME GROUP

\$40,000 to \$80,000

\$80,000 to \$120,000

\$120,000 and over

REFUSE/DK/NA [PROMPT: We only ask this question to ensure a mix of participants based on their income level. Your response and identity remain confidential. IF STILL DK/REF, RECORD AND CONTINUE.]

SECTION D: Indigenous/First Nations [Winnipeg only]

Defined as respondents who self-identify as indigenous or First Nations people.

D1. Do you identify yourself as an indigenous, or First Nations person?

Yes >>> HOLD FOR POSSIBLE RECRUIT TO INDIGENOUS GROUP

No >>> SKIP TO SECTION E

SECTION E: General Population/Youth Screeners

Ask all respondents, including those held as recruits for the low income, New Canadian and indigenous groups.

E1. Record gender of respondent (DO NOT ASK)

Male

Female

E2. What is the highest level of education you have attained?

Grade 8 or less

Some high school

High school diploma or equivalent

Registered Apprenticeship or other trades certificate or diploma

College, CEGEP or other non-university certificate or diploma

University certificate or diploma below bachelors level

Bachelor's degree

Post graduate degree above bachelor's level

Don't know / No answer [PROMPT: We only ask this question to ensure a mix of participants based on their education level. Your response and identity remain confidential. IF STILL DK/REF, RECORD AND CONTINUE.]

E3. Can you tell me your year of birth, please?

[RECORD YEAR]

IF BIRTH YEAR IS BETWEEN 1994 AND 2000 >>> HOLD FOR POSSIBLE RECRUIT TO YOUTH GROUP

[IF E3=REFUSE, ASK E4]

E4. We would like to include a mix of people in different age groups. Can I place you into one of the following groups?

18 to 24 years >>> HOLD FOR POSSIBLE RECRUIT TO YOUTH GROUP

25 to 34 years

35 to 54 years

55 to 64 years

65 years or older

DK/REF [RECORD AND CONTINUE]

RECRUIT

READ STATEMENT: *Great! You qualify to participate in the focus group! We would like to invite you to participate in the focus group happening on... [PROGRAM DATE/TIME/FACILITY/ADDRESS PER SEGMENTATION]. The discussion group will last between 1.5 and 2 hours. Refreshments will be provided at the meeting, and you will be paid <SEE INCENTIVE TABLE BELOW> for your participation.*

Audience	Incentive
<ul style="list-style-type: none">Indigenous/ First NationsLow income (less than \$40k/year)Newcomers to Canada	\$125
<ul style="list-style-type: none">General PopulationYouth	\$100

If you use reading glasses, please bring them as we will ask you to read some materials.

We will call you 24 hours before the group as a reminder. What is the best number to reach you? [RECORD TELEPHONE NUMBER]

Cities	Groups		Dates
	5:30-7:30 pm	7:30-9:30 pm	
Quebec City, Quebec	Low income	General Population	September 10
Winnipeg, Manitoba	Indigenous / First Nations	General Population	September 11
Brampton, Ontario	Newcomers to Canada	Low Income	September 12
St. John's, Newfoundland	General Population	Low income	September 13
Online	Youth 18-24 years (Eastern Canada)	Youth 18-24 years (Western Canada)	September 18

French Screener

Bonjour, je m'appelle _____ et je travaille pour les Associés de recherche EKOS. Nous menons une série de groupes de discussion avec des gens vivant au Canada âgés de 18 ans ou plus. Dans le cadre de ces rencontres, nous leur poserons des questions liées au Canada et aux Canadiens pour le compte du gouvernement du Canada.

ADMISSIBILITÉ ET DISPONIBILITÉ

Êtes-vous âgé(e) d'au moins 18 ans?

Oui

Non [DEMANDER À PARLER À UN ADULTE DU MÉNAGE]

Est-ce que vous seriez disponible pour participer à un groupe de discussion la soir du [DATE SELON LES ENDROITS CI-DESSOUS]?

Oui

Non [REMERCIER ET METTRE FIN]

Villes	Dates
Ville de Québec	Le 10 septembre
Winnipeg, Manitoba	Le 11 septembre
Brampton, Ontario	Le 12 septembre
St. John's, Terre-Neuve-et-Labrador	Le 13 septembre
En ligne	Le 18 septembre

Pour participer à un groupe de discussion, vous devez exprimer vos pensées et vos opinions dans un groupe comptant de 8 à 10 autres personnes. Aussi, il est possible que nous demandions aux participants de lire de l'information et de fournir des réponses écrites. Est-ce qu'il s'agit d'une activité à laquelle vous seriez à l'aise de participer?

Oui

Non [REMERCIER ET METTRE FIN] **CONFIDENTIEL/PARTICIPATION VOLONTAIRE/INCITATIF**

Veillez noter :

- Vous êtes tout à fait libre de participer au groupe de discussion et votre décision d'y prendre part ou non n'aura aucune incidence sur les démarches que vous pourriez entreprendre auprès du gouvernement du Canada.
- Le but de la recherche est de comprendre les opinions et expériences de gens vivant au Canada. Nous ne cherchons pas à vendre un produit ni un service.
- Les séances seront enregistrées sur bande vidéo et audio à des fins de recherche.
- Des représentants du gouvernement du Canada observeront également les discussions.
- Les renseignements sont recueillis sous le régime de la *Loi sur la protection des renseignements personnels* et d'autres lois en vigueur sur la confidentialité.
- Les noms complets des participants ne seront pas fournis au gouvernement ou à tout autre tiers.
- Le rapport pourrait comprendre des citations de commentaires que vous avez formulés pendant la discussion, mais vous ne serez pas identifié(e) à l'aide de votre nom et aucune information susceptible de permettre votre identification n'apparaîtra dans le rapport.
- La discussion durera entre 1,5 et 2 heures. En guise de reconnaissance pour le temps que vous nous consacrez, nous offrons un incitatif en contrepartie de votre participation.

Cela étant dit, j'aurais quelques questions supplémentaires à vous poser pour déterminer si vous répondez aux critères fixés pour cette recherche. Puis-je continuer?

Oui

Non [REMERCIER ET METTRE FIN]

EXCLUSIONS

A1. Est-ce que vous ou une personne de votre ménage travaillez dans l'un ou l'autre des domaines suivants? (Lire la liste)

Un organisme qui fournit des services à des immigrants ou à des réfugiés

Une entreprise spécialisée en recherche mercatique

Une magasin ou un quotidien

Une agence publicitaire ou une entreprise de design graphique

Un parti politique

Une station de télévision ou de radio

Une société de relations publiques

Une société d'État du gouvernement fédéral ou provincial compte pour un NON.

[SI LA RÉPONSE EST OUI À L'UNE DE CES QUESTIONS, REMERCIER ET METTRE FIN]

A2. Les participants doivent parfois visionner des vidéos, lire un document ou écrire les réponses dans un questionnaire pendant la discussion. Y a-t-il une raison pour laquelle vous ne pourriez pas participer?

Oui [REMERCIER ET METTRE FIN]

Non

METTRE FIN À L'APPEL SI LE RÉPONDANT DONNE UNE RAISON COMME UN PROBLÈME VISUEL OU AUDITIF, UN PROBLÈME DE LANGAGE ÉCRIT OU ORAL, UNE PRÉOCCUPATION PAR RAPPORT À SA CAPACITÉ À COMMUNIQUER EFFICACEMENT OU SI UNE AUTRE PRÉOCCUPATION VOUS FAIT DOUTER DE SA CAPACITÉ À PARTICIPER.

A3. Avez-vous déjà participé à un groupe de discussion?

Oui (POSER LESQ A4-A6)

Non

A4. Quand avez-vous pour la dernière fois participé à un groupe de discussion?

Il y a six mois ou moins **[REMERCIER ET METTRE FIN]**

OU il y a plus de six mois

A5. Combien de fois avez-vous participé à un groupe de discussion ou à un entretien approfondi au cours des cinq dernières années?

[NE PAS LIRE LA LISTE]

Moins de six fois

Six fois ou plus **[REMERCIER ET METTRE FIN]**

A6. Quels ont été les sujets abordés lors du ou des groupes auxquels vous avez participé?

[SI UN SUJET EST LIÉ AUX IMPÔTS OU AUX FINANCES PERSONNELLES, REMERCIER ET METTRE FIN]

RÉPONDANTS QUALIFIÉS ET QUOTAS

Villes	Groupes		Dates
	De 17 h 30 à 19 h 30	De 19 h 30 à 21 h 30	
Ville de Québec, Québec	Faible revenu	Population générale	
Winnipeg, Manitoba	Autochtones, Premières nations	Population générale	Le 11 septembre
Brampton, Ontario	Nouveaux arrivants du Canada	Faible revenu	Le 12 septembre
St. John's, Terre-Neuve-et-Labrador	Population générale	Faible revenu	Le 13 septembre
En ligne	Jeunes de 18 à 24 ans (Est du Canada)	Jeunes de 18 à 24 ans (Ouest du Canada)	Le 18 septembre

[TOUS LES RÉPONDANTS]

SECTION B : Nouveaux arrivants du Canada

Définis comme les répondants qui ont immigré au Canada au cours des cinq dernières années.

B1. Êtes-vous né(e) à l'extérieur du Canada? [Brampton seulement]

Oui

Non >>> PASSER À LA SECTION C

B3. En quelle année avez-vous immigré au Canada?

[INSCRIRE L'ANNÉE]

SI L'ANNÉE EST 2013 OU PLUS TARD >>> RETENIR POUR RECRUTEMENT DANS LE GROUPE DES NOUVEAUX ARRIVANTS AU CANADA

SECTION C : Faible revenu [Ville de Québec, Brampton, St John's]

Définis comme les répondants dont le revenu annuel total du ménage est de 40 000 dollars ou moins.

C1. Laquelle des catégories suivantes reflète le revenu total de votre ménage en 2017?

Moins de 40 000 \$ >>> RETENIR POUR RECRUTEMENT DANS LE GROUPE DES PERSONNES À FAIBLE REVENU

Entre 40 000 \$ et 80 000 \$

Entre 80 000 \$ et 120 000 \$

120 000 \$ ou plus

REFUS/NSP/SO [EXPLIQUER : Nous ne posons cette question que pour nous assurer d'avoir un mélange de participants selon le niveau de revenu. Votre réponse et votre identité demeureront confidentielles. [SI TOUJOURS NSP/REF, ENREGISTRER ET CONTINUER.]

SECTION D : Autochtones, Premières nations [Winnipeg seulement]

Définis comme les répondants qui s'identifient comme des Autochtones ou des membres des Premières nations.

D1. Vous identifiez-vous personnellement comme un Autochtone ou un membre d'une Première nation?

Oui >>> RETENIR POUR RECRUTEMENT POSSIBLE D'UN GROUPE D'AUTOCHTONES

Non >>> PASSER À LA SECTION E

SECTION E : Questionnaires de recrutement de la population générale ou des jeunes

Demander à tous les répondants, y compris les personnes retenues pour les groupes des gens à faible revenu, des nouveaux Canadiens et des Autochtones.

E1. Inscrire le sexe du répondant (NE PAS DEMANDER)

Homme

Femme

E2. Quel est le plus haut niveau de scolarité que vous ayez atteint?

8^e année ou moins

Un peu d'école secondaire

Diplôme d'études secondaires ou l'équivalent

Apprentissage enregistré ou tout autre certificat ou diplôme d'une école de métiers

Certificat ou diplôme d'un collège, du CÉGEP ou de tout autre établissement non universitaire

Certificat ou diplôme universitaire inférieur au baccalauréat

Baccalauréat

Études supérieures

Je ne sais pas/Pas de réponse [PRÉCISION : Nous ne posons cette question que pour nous assurer d'avoir un mélange de participants selon le niveau de scolarité. Votre réponse et votre identité demeurent confidentielles. [SI TOUJOURS NSP/REF, ENREGISTRER ET CONTINUER.]

E3. Pouvez-vous m'indiquer votre année de naissance, s'il vous plaît?

[INSCRIRE L'ANNÉE]

SI L'ANNÉE DE NAISSANCE EST ENTRE 1994 ET 2000, >>> RETENIR POUR RECRUTEMENT POSSIBLE D'UN GROUPE DE JEUNES

[SI E3=REFUS, POSER LA Q E4]

E4. Nous aimerions recruter des personnes de différents âges. Puis-je vous placer dans l'un des groupes suivants?

Entre 18 et 24 ans >>> RETENIR POUR RECRUTEMENT POSSIBLE D'UN GROUPE DE JEUNES

Entre 25 et 34 ans

Entre 35 et 54 ans

Entre 55 et 64 ans

65 ans ou plus

NSP/RDR, [ENREGISTRER ET CONTINUER.]

RECRUTEMENT

LIRE L'ÉNONCÉ : *Super! Vous vous qualifiez pour participer à la discussion de groupe. Nous aimerions vous inviter à participer au groupe de discussion qui aura lieu le... [DATE DU PROGRAMME/HEURE/LIEU/ADRESSE PAR SEGMENT]. La discussion de groupe durera entre 1,5 et 2 heures. Des rafraîchissements seront offerts pendant le groupe de discussion et vous recevrez <VOIR LE TABLEAU DES INCITATIFS CI-DESSOUS> en contrepartie de votre participation.*

Destinataires	Incitatif
<ul style="list-style-type: none"> • Autochtones, Premières nations • Faible revenu (moins de 40 000 dollars par année) • Nouveaux arrivants du Canada 	125 \$
<ul style="list-style-type: none"> • Population générale • Jeunes 	100 \$

Si vous utilisez des lunettes de lecture, veuillez les apporter, car nous vous demanderons de lire du matériel.

Nous vous rappellerons un jour avant la tenue de la discussion. Quel est le meilleur numéro où vous joindre?] [INSCRIRE LE NUMÉRO DE TÉLÉPHONE]

Villes	Groupes		Dates
	De 17 h 30 à 19 h 30	De 19 h 30 à 21 h 30	
Ville de Québec, Québec	Faible revenu	Population générale	Le 10 septembre
Winnipeg, Manitoba	Autochtones, Premières nations	Population générale	Le 11 septembre
Brampton, Ontario	Nouveaux arrivants du Canada	Faible revenu	Le 12 septembre
St. John's, Terre-Neuve-et-Labrador	Population générale	Faible revenu	Le 13 septembre
En ligne	Jeunes de 18 à 24 ans (Est du Canada)	Jeunes de 18 à 24 ans (Ouest du Canada)	Le 18 septembre