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Adult Upskilling Exploratory Research Study

Final Report

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Ce rapport est aussi disponible en français.

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Introduction

The 2017 budget introduced the Innovation and Skills Plan to address the changing nature of the economy. New measures will help Canadians, including underrepresented groups, improve their skills and upgrade their credentials as they transition throughout their careers (“lifelong learning”). This includes increasing access to financial supports through Canada Student Loans and Grants and expanding existing Employment Insurance (EI) flexibilities that support training. Measures are expected to be implemented beginning fall 2018.

In May 2017, both the Prime Minister and Treasury Board Ministers approved two-year funding for the Education and Skills advertising campaign. While 2017-18 was devoted to youth, 2018-19 will be targeted to both youth and adults. The Department last sought views from adult workers in the 2010 Jobs of the Future study.

In order to better understand the motivations and barriers to employment and retraining, as well as build an overall evidence base for future communications efforts and advertising campaigns targeting this audience, ESDC commissioned Corporate Research Associates to conduct qualitative, public opinion research with the target audience. More specifically, research objectives included, to:

- Examine the perceptions of the need for and value of continuing education and skills development;
- Assess current levels of participation in continuing education and skills development;
- Identify the barriers to participation in continuing education and skills development;
- Identify communication preferences; and
- Examine attitudes toward government.

To achieve the research objectives, a total of 18 Netfocus groups (online, real-time) were conducted from March 13 to 19, 2018. Additional information on the research methodology is provided in the next section of this report.

This report presents a high level executive summary and description of the detailed methodology used, the detailed findings of the focus group discussions, and a series of conclusions and recommendations stemming from the research findings. All working documents are appended to the report, including the recruitment screener, the moderator’s guide, and the presentation that was shown to participants during each session.



Research Methodology

Given the geographic reach and the target audience under study, a series of 18 *Netfocus* groups (simultaneous online and telephone discussion in real-time) were conducted from March 13 to 19, 2018, with cross-country representation. The target audiences included:

- Adults, 25-35 years old, looking for work;
- Adults, 25-35 years old, employed;
- Adults, 36-55 years old, looking for work;
- Adults, 36-55 years old, employed;
- Low skills / vulnerable industries; and
- Indigenous People.

The following table provides an overview of the group breakdown by language, audience, and location.

Number of <i>Netfocus</i> Groups by Language, Audience, and Region				
Target Audience	English		French	Total
	West (BC, AB, SK, MB)	East (ON, AC)	QC	
Adults 25-35 Looking for Work	1	1	1	3
Adults 25-35 Employed	1	1	1	3
Adults 36-55 Looking for Work	1	1	1	3
Adults 36-55 Employed	1	1	1	3
Low skills / vulnerable industries	1	1	1	3
Indigenous People	1	1	1	3
Total	6	6	6	18

As is normal practice, those who attended at least one focus group in the past six months, who have been to three or more focus groups in the past five years, or who participated in a group on skills enhancement were excluded from participation. At the same time, people working in a sensitive occupation, including marketing, market research, media, a political party or partisan organization, or a federal or provincial government department were also excluded from the study. All participants had lived in Canada for at least two years. Participants in each group included a mix of age, region, gender, household income, employment, and education status where possible. In addition, each focus group included a few participants considering continuing education and skills upgrading, as well as a few participants within under-represented groups in the labour market, such as newcomers and persons with disabilities. Each group also included a mix of participants from across targeted provinces, encompassing both urban and rural residents.



Ten individuals were recruited in each group, and a total of **120 individuals** took part in the discussions across groups. Consistent with standard market research practice, a \$75 token of appreciation was provided to each participant. Each group discussion lasted approximately two hours.

Context of Qualitative Research

Qualitative discussions are intended as moderator-directed, informal, non-threatening discussions with participants whose characteristics, habits and attitudes are considered relevant to the topic of discussion. The primary benefits of individual or group qualitative discussions are that they allow for in-depth probing with qualifying participants on behavioural habits, usage patterns, perceptions and attitudes related to the subject matter. This type of discussion allows for flexibility in exploring other areas that may be pertinent to the investigation. Qualitative research allows for more complete understanding of the segment in that the thoughts or feelings are expressed in the participants' "own language" and at their "own levels of passion." Qualitative techniques are used in marketing research as a means of developing insight and direction, rather than collecting quantitatively precise data or absolute measures. As such, results are directional only and cannot be projected to the overall population under study.



Executive Summary

Corporate Research Associates Inc.
Contract Number: G9292-180535
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Contract Award Date: February 14, 2018

Background and Objectives

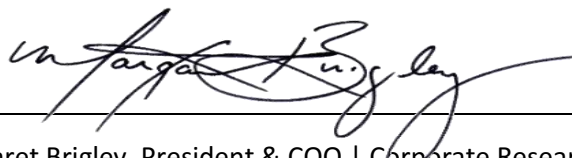
In order to better understand the motivations and barriers to employment and retraining, as well as build an overall evidence base for future communications efforts and advertising campaigns targeting this audience, ESDC commissioned a series of 18 Netfocus groups (simultaneous online and telephone discussions in real-time) with Canadian adults 25 to 60 years old (including both employed and non-employed, and Indigenous and non-Indigenous audiences). Of those, twelve groups were conducted in English with participants from various locations across Canada, while six groups were conducted in French with Quebec residents. Group discussions were conducted from March 13 to 19, 2018. Each focus group lasted approximately two hours and a \$75 token of appreciation was provided each participant, as per standard market research practice. A total of 120 participants took part across groups.

The research assessed public opinion regarding continuing education and skills development. Caution must be exercised when interpreting the results from this study, as qualitative research is directional only. Results cannot be attributed to the overall population under study, with any degree of statistical confidence. The total cost of the research was \$62,723.21 (taxes included).

Political Neutrality Certification

I hereby certify as a Representative of Corporate Research Associates Inc. that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in 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 _____



Margaret Brigley, President & COO | Corporate Research Associates
Date: March 28, 2018



Key Findings

Findings from the ESDC **Adult Upskilling Exploratory Research Study** suggest that efforts are needed to heighten awareness of the need for ongoing continued education and skills development as a means to stay relevant in a changing economy. Further, action is needed to increase public awareness, understanding and usage of federal government programs and services related to continued education and skills development.

When considering four specific terms (*lifelong learning, continuing learning, skills development and continuing education*) to describe the formal or informal training people take after leaving the formal education system to advance their professional skills or knowledge, findings clearly show the best alignment with **continuing education** and **skills development**. Indeed, both **lifelong learning** and **continuing learning** were considered more broadly and all-encompassing, suggesting day-to-day learning that may or may not be related to employment. By contrast, **skills development** and **continuing education** were closely aligned with work or job-related training, in a more structured format.

Continuing education and skills development are perceived to offer clear value to all those involved, including both employees and employers. For employees, training increases their knowledge and abilities, which in turn potentially increases their employability, efficiency and the value they provide to an employer.

That said, participants concurred that not all employers place importance on their employees' skill development. Most employers were deemed to recognize the value skills development and continuing education offers both in keeping employees up to date, and in increasing their company's capability and continued relevance. That said, across locations, it was felt that some employers consider skills development a risk in that it can negatively influence employee retention, resulting in little return on their investment.

When considering why someone might choose to pursue continued education or skills development, results were consistent across audiences and locations. In fact, a desire for increased financial stability is the primary motivator to pursuing continued education or skills development, followed by personal fulfillment or development.

Several barriers were identified in pursuing continuing education and skills development. The challenges primarily relate to three issues, including time, costs and a lack of motivation. Fear of the unknown was also noted, particularly when the path forward is not clear and the results are far from certain. Availability and accessibility are also barriers and these apply more strongly to those in rural areas and Indigenous people living on reserve.

Personal experiences with continuing education and skills development point to some risk aversion and lack of awareness of such opportunities. Those who are in environments where employer-sponsored options are available and employees are expected to take them, seem more willing and able to take advantage. Often, the employer is prepared to pay and accordingly, workers often have a better picture



of where such education can lead. Others are more likely to pursue such training or education only when they are required to and this is often triggered by a negative experience or event.

There is a mix of preferences for either informal or formal training options. Those preferring the latter, often want an “official” program and some form of accreditation.

The internet is the most commonly mentioned source for continuing education information and resources. Key word searches using Google or another search engine was the starting point for most. Many also turn to friends / family or peers for advice and another important source of information for Indigenous people includes Friendship Centres, mentors or role models in their communities.

There is greatest interest in two types of information relating to continuing education and skills development; information on the training/education available and employment potential following the training.

Government websites were not well known and tend not to rank highly when search engines are used. In fact, there was limited awareness that the federal government has much information on continuing education and skills development. Those who were more familiar with federal government information included immigrants and those with disabilities and they tended to deal with other federal departments.

No matter what level of current knowledge of services offered, there is a general belief that the Government of Canada should be involved in providing information and assistance related to skills development. There is also a general belief that information provided will be credible.

The lack of strong awareness that the Government of Canada does in fact have information and services related to skills development was seen as justification of the need for an awareness campaign. While online is one vehicle, many also see value in an awareness campaign that includes traditional media and some reliance on other government websites. In relation to online, social media platforms were generally suggested as the most productive way to reach people.

Finally, when considering proposed messaging there is a clear consensus that positively phrased messaging is most effective in terms of encouraging someone to pursue lifelong or continued learning. Positive messages are seen as motivating, reassuring and better prompt the audience to take action. On the other hand, messages that induce fear are considered to be negative, discouraging and generally disliked.



Conclusions

The following key conclusions are drawn from the detailed analysis of the study's findings.

- ***While the value of continued education or skills development is fully appreciated, it is not top of mind to most until faced by a circumstance that drives attention.***

Across audiences and locations, continued education and skills development are perceived to offer clear value to those involved. While selected sectors are identified as most positively impacted, it was considered an important consideration for all to stay relevant in the workforce. The value of continued education and skills development also extends to employers and while key benefits vary by age, all recognized its personal value. It is also considered an important consideration by new Canadians to ensure their marketability.

Despite being well regarded, continued education or skills development is something that is not always easy to put into action. On one hand, it is most often considered only when faced with a specific event, whether a layoff, a career change, or returning to work after a leave, with choices and considerations most often aligned with the particulars of the situation. On the other hand, while the value of the concept itself is recognized, the outcomes are often difficult to measure. Combined with the many perceived barriers to continuing education and skills development, it often creates a roadblock that brings individuals to stay complacent until forced to. Finally, apart from select industries or larger employers where continuing education and skills development are part of the culture, it does not appear to be seen as being an important component of a career plan, or one that needs to be formalized and developed over time. These findings point to the need to position continuing education and skills development as an important consideration to building a career, and one that provides increased marketability. It also points to the need for providing the assistance and tools to build a continuous education and skills development plan.

- ***The primary motivation to pursue continued education or skills development is financial gain, followed by personal growth and learning. Key barriers are time, a lack of motivation and money.***

Skills enhancement is widely considered a good way to access a promotion or a better job, thus ultimately improving personal financial conditions. In fact, it was often referenced as being most valuable when seeking out advancement with a current employer, when changing jobs or industries for something more interesting, or to ensure job security. While continued education and skills development were seen as providing opportunities to pursue other career aspirations, they were seldom considered an important consideration to maintain or enhance marketability, and thus offer flexibility in today's changing job market. As such, it is not looked at from the perspective of skills transferability within or across industries, but rather as a means to improve specific work-related competencies.

A lack of money, time, confidence, and motivation are often mentioned as the greatest barriers to pursuing continued education. Interestingly, continued education opportunities are most associated with formal classroom-type training that require a great deal of time to attend. This perceived time



requirement may in part explain why a lack of time is identified as an important barrier. Training is also viewed as cost-prohibitive, perhaps for the same reasons, where only formal education opportunities from recognized institutions are considered. A fear of failure, or not being comfortable facing the unknown, as well as a fear of not choosing the right path are also important barriers. Finally, the lack of perceived need or clear benefits leads people to complacency, especially if they are fulfilled with their current employment situation.

- ***Participants' considerations and actions in relation to continued education underscore some risk aversion to pursuing skills development, as well as a lack of awareness of such opportunities.***

Participants expressed interest in making a change, and most are confident that they may have the necessary skillset to change careers. That being said, many experienced difficulty identifying transferable skills, with 'soft skills' not readily identified as marketable opportunities. Indeed, few mentioned skills such as project management, leadership, or computer skills as being assets that could be of value cross industries. Combined with personal experiences whereby identifying what type of continuing education to pursue proved problematic at times, this suggests the need to raise awareness of the many areas of continued education worth exploring – whether they include skills directly related to a field of competency, or 'softer skills'.

Apart from increasing awareness of continued education opportunities, interest in this type of endeavour would be significantly improved by minimizing the risks involved from a time and financial perspective. Findings show that there is no clear preference for either informal or formal training, though experiences show that formal training is more commonly considered.

- ***There is a general lack of awareness and familiarity of federal government programs and services to assist with continued education or skills development.***

Findings show that word-of-mouth, general internet searches and employers are the most relied upon sources of information and assistance to investigate and plan continued education. There is no known process for investigating skills enhancement opportunities, though it often begins by identifying skills gaps based on the employment or advancement opportunities available or those of interest. Once the types of skillset are identified, a search is performed to find out what formal courses exist, including such practical information as where it is offered, how long it takes, who is eligible to take part, what is the tuition, and duration, among other things.

Interestingly, the Government of Canada is not top of mind as a source of information and resources for skills development and continued education. While some believe that information is likely available through employment assistance or immigration programs, no one was aware of government programs specific to skills enhancement. Nonetheless, such information was considered best accessed online, at job fairs, or employment offices, with the availability of information advertised through a multimedia campaign. When considering the format of advertisements, it must be brief, meaningful, and visually interesting with a clear preference for positive and motivating messaging rather than ones that instill a sense of fear or consequences.



Recommendations

The following recommendations are based on the study's conclusions and offered for consideration.

1. Efforts should be made to heighten awareness of the need for ongoing continued education and skills development as a means to stay relevant in a changing economy.

Findings clearly show that while continued education is valued, its short- and long-term benefits are not well understood. As such, its consideration is triggered by an event, rather than being given careful consideration over time. Apart from the importance of skills enhancement not being fully recognized, the process of planning for continued education is not well understood. As such, there is a need to position continued education as an important component of a career path, one that is of value to everyone even if they are currently in a fulfilling employment situation. Efforts should be made to explain how continued education is comprised of both formal classroom-style training, and informal approaches such as job shadowing or mentoring to showcase the broad spectrum of opportunities.

At the same time, it must be positioned as a means to stay relevant in today's changing economy by enhancing both specialized and soft skills. Reminding people that skills such as project management, computer knowledge, and leadership are assets that will enhance an individuals' overall marketability is important. Given the current focus on job-related skills enhancement, communications must clearly identify specific transferable skills, with a reminder of how they improve individuals' flexibility in the workplace today and in the future. Perhaps playing on motivations identified in the research, consideration should be given to position the need for skills enhancement based on personal gain, by highlighting personal benefits.

Findings also show that the process of building a continued education plan is not well understood, and as such, there is merit in developing tools to guide people in this process. For example, a tool could be design to help people discover how their skills can be aligned with the changing needs of the workforce today. Another tool could highlight step-by-step what needs to be considered in planning continued education, as well as provide links to available resources at each step.

2. An enhanced communications strategy is needed to increase public awareness, understanding and usage of federal government programs and services related to continued education and skills development.

Consideration should be given to the development of a communications campaign to increase awareness of the government's skills enhancement program and services. Consideration should be given to developing a multi-channel approach that includes traditional media, online channels, including social media, and onsite communications at schools, employment offices, libraries, and community meeting places.



3. Any key messaging used to promote continued education and skills development should be positive and motivational.

Given the level of effort required to embark on continued education and skills development, as well as the fear and sense of discomfort with the process, findings suggest that messages should be positive, directional, and inspirational in tone, rather than relying on fear or consequences. Indeed, ESDC should consider phrasing any promotional messages in a positive and motivational manner in order to effectively encourage its target audience to pursue continued education and skills development and break down existing barriers. This is further warranted as more often than not, continued education or skills development is driven by a negative situation – layoff, return to work, job dissatisfaction – rather than being positively viewed as the ongoing process of building professional skills.



Detailed Analysis

The following provides a detailed analysis of focus group discussions, with differences of opinions noted by region or audiences, where relevant.

Needs and Value of Continuing Education and Skills Development

Concept Definition

Continuing education and skills development best describe the types of training people take after they have left the formal education system, to advance their professional skills or knowledge.

To begin the discussions, participants were asked to define terms used to describe the formal or informal training people take after they have left the formal education system, to advance their professional skills or knowledge.

Four suggestions, including ***lifelong learning, continuing learning, skills development*** and ***continuing education*** were offered to participants as possible terms to describe the formal or informal training noted above. Subsequently, participants were asked to explain what each of these terms meant to them and if they were at all interchangeable.

There was considerable consistency in the use of these various terms with ***lifelong learning*** and ***continuing learning*** generally considered the broadest and more encompassing terms. These also both suggested training and education that might be taken at any time and not necessarily related to work. Indeed, for many, these included ongoing, day-to-day learning in life that could include a wide range of topics, including those taken out of interest. Further, such learning could consist of a sense of discovery or personal growth.

For many, lifelong learning spoke of an approach to learning in all aspects of life.

“Lifelong learning is about learning throughout your life. It’s personal growth, ongoing knowledge. It doesn’t necessarily have anything to do with a career.” **Employed**

“It [lifelong learning] is a normal occurrence, if you want to grow. It’s a constant evolution; you have to learn every day.” **Employed**

“Keeping your mind active – an approach to how you live your life, being open to new information; open to other ideas.” **Indigenous**

“It’s everyday life learning, everything you learn. A continuous revolving door, each day you learn something new. When you go to school you learn what the teachers teach you, lifelong learning you learn from each and every person in your life.” **Looking for Work**



Within one Indigenous group a participant associated lifelong learning with ongoing learning, understanding and healing.

“It’s not only education but learning through family history. It is learning what is important and healing, understanding what has happened in the past – generational healing.”

Indigenous

That said, for many, **continuing learning** implied a greater sense of structured learning than lifelong learning.

“Continued learning is adding to the education you already have. It is not necessarily formal education, or anything career-related, but you’re expanding on what you already know.”

Indigenous

“It’s similar in that you are learning new things and continuing to learn on skills you already have.” **Employed**

“An approach to how you live your life. Being open to new information and open to other ideas. It’s being more self motivated, looking to learn on your own.” **Looking for Work**

The corresponding French term for lifelong learning, ‘**éducation permanente**’ also implies broad learnings, though perhaps more related to general knowledge required in the workforce but not necessarily related to a certain field of work. Many mentioned basic knowledge, such as language or technology usage skills, to be represented by this concept. By contrast, the French equivalent for continuous learning, ‘**apprentissage continu**’, is perceived to be related to a specific field of work, and to identify training which has as its purpose to *improve* or *enhance* current skills. It was often compared to gaining specialized knowledge in a field. To some, this term implies continuous training, that is, training that never stops.

“C’est de la formation supplémentaire dans un domaine précis. Être toujours en perfectionnement dans un emploi donné.” (It’s additional training in a specific field.

Continuous skills improvement in a specific job.) **Employed**

“Je vois ça comme des cours de perfectionnement qui viennent après avoir une DEC. Des cours reliés au diplôme déjà obtenu. C’est de continuer à aller plus loin.” (I see that as specialized training that follows a college diploma. Training that is related to the diploma. It means continuing to go further.) **Looking for Work**

Skills development and **continuing education** were generally considered the two terms that more strongly suggested work or job-related training and this opinion was generally consistent across English-speaking audience types and locations.

“I think people do both [lifelong learning and skills development] at the same time. Especially young adults who are starting or building their career.” **Employed**



“For me, I’m an early childhood educator, so lifelong learning could be anything, it could be about how the body works. But if you’re doing skills development or doing professional development, that leads me to believe that it will be specific to the early childhood field.”

Employed

Across audiences, **continuing education**, and its French equivalent, **‘formation continue’**, frequently suggested more formality, often a classroom setting, and a continuation of a training or education that has already been received.

“Continuing education says that you’ve finished something (some level of education) and are continuing. It suggests a higher level of learning or specialization.” **Employed**

“C’est plus un cours formel; une formation qui va te donner un certificat.” (It’s more formal training. Training that will result in a diploma.) **Employed**

Skills development was primarily perceived as focusing on enhancing a specific skill or area in a specific line of work.

“It’s developing skills to better improve yourself in whatever field you are in. Making yourself better at it and expanding your horizons in your career.” **Employed**

For many English-speaking participants, the term **skills** was immediately related to a trade or “hands on” application, although most use the term broadly to mean the skills required in any type of work, including both hard and soft skills.

“This term [skills] is more specific in jobs and career development skills. It speaks to furthering or expanding skills in a field of work.” **Looking for Work**

The French equivalent, **‘développement des compétences’**, also related to training focused on enhancing existing skills, though mixed opinions were offered in terms of whether this expression spoke more of developing general skills, including soft skills, or advancing in a certain field.

“Aussitôt que c’est un acquis, on peut développer cette compétence.” (As soon as it is acquired, we can develop this skill.) **Vulnerable Individuals**

When asked to define the term ‘compétence’, French-speaking participants most commonly associated it to a skill (‘habileté’), an aptitude, or a capacity (‘capacité’).

When asked if any of the terms could be used interchangeably, there was general consensus that while all of the phrases are intertwined, some could more easily be used consistently than others.

“I would say they are the exact same definitions. Lifelong learning, I interpret as more informal whereas continuing education and skills development I would think of structured classes or institutions.” **Employed**



“I think the first two (lifelong learning/continued learning) would maybe even describe a person and the bottom two would be something you would learn for a specific job.” **Looking for Work**

“Looking at lifelong learning and continuing learning, that’s something that you do every day, every hour you’re awake really. That’s just kind of a way of life. Whereas skills development or continuing education is where you’re physically seeking a certain type of education or learning because you want to better yourself in that area.” **Employed**

“I think people view learning differently at different stages of life as well. A younger child is more the skill development and structured learning. Their learning is so focused on writing skills, math skills, whatever else. As we graduate high school, into our adulthood, there’s where a lot more people focus on the lifelong learning and continued learning, what am I going to do with the rest of my life? Our perspective of the world changes so much when we come into adulthood.” **Looking for Work**

“C’est pour tout le monde. La vie évolue. Je suis informaticien et la technologie change chaque jour donc on doit s’informer pour l’utiliser. Chaque année il y a des changements technologiques. ” (It’s for everyone. Life changes. I am a programmer and technology changes every day so we need to keep learning to use it. Every year there are technology changes.) **Looking for Work**

When asked which terms best aligns with the types of training being discussed (i.e. the formal or informal training people take after they have left the formal education system, to advance their professional skills or knowledge), **continuing education** and **skills development** were consistently proposed, across English locations and audiences. In French-speaking groups, **‘formation continue’** was most commonly identified.

Further, when asked to suggest alternatives to the proposed terms, only a few terms were suggested included **training**, **professional development**, and to a lesser extent, **personal development**. Another term mentioned by a few Indigenous participants was **mentorship**. French-speaking participants identified **‘formation permanente’**, **‘développement professionnel’**, **‘apprentissage continu’**, and **‘perfectionnement’** as additional expressions being used.

“I think training is more related to work, learning is in any sort of environment.” **Employed**

“I would think training would be job specific, very focused on one idea. The job or the work you’re doing.” **Looking for Work**



Perceived Value

Continuing education is perceived to offer clear value to all those involved, although it was felt that not all employers place the same level of importance on employees' skill development.

Once terminology was agreed upon in the group, participants were asked who they believed benefits from skills development or continuing education. There was generally agreement that everybody, including both employees and employers, benefits from such efforts. Indeed, participants consistently expressed that it is a “win-win” situation for all those involved.

“When an employee gets new training, they benefit personally because they are more skilled and an employer benefits from the new skill in the organization.” **Employed**

“[it benefits...] the individual, the community, and it strengthens employers because they will get more skilled workers and have safer, healthier workplaces.” **Looking for Work**

“It represents progression for everyone involved. You can learn from each other to make companies better.” **Indigenous**

That said, across groups, many participants acknowledged that skills development holds particular benefit for an employee, primarily because of their increased marketability. This was considered especially true for those working with specialized skill sets, be it in the trades, technology or in specialized professional services.

“Definitely the employee benefits. The more knowledge you have the more employable you are.” **Employed**

“I think it's more beneficial for the employee, because it gives them opportunities to move.” **Looking for Work**

“It's the employee – it's our market right now. Training gives you the ability to move.” **Employed**

As mentioned, there were several groups consistently noted across locations as benefiting from skills development. These included people in fast-changing industries such as technology, medical or teaching, blue collar workers employed in a specific trade and groups based on demographic differences such as age and income. Key benefits vary by age in that younger employees see continued education as allowing or enabling their ongoing progression or advancement, while for older employees, skills development ensures continued relevance in a changing workplace. New immigrants recognized that furthering their education allows them to hone their skills in a new marketplace to ensure their employability.



“Les immigrants, nous on profite de cet opportunité-là. C’est pas cher et on a des programmes prêts et bourses.” (We, immigrants, benefit from these opportunities. It does not cost much and we can get grants and loans.) **Looking for Work**

“I’ve done training at different jobs, different workshops, things like that, but you’re always learning. If you want to apply for different jobs that need different skills, you do some research on people that are in that job field to know what you need to know for it.” – **Looking for Work**

“Once you hit 50 it is hard to find a job – your skills are not relevant in the workforce anymore.” **Low Skills/Vulnerable Industries**

It was generally felt that **employers** value skills development and continuing education for their employees. Such training keeps their employees up to date, shows dedication on the part of the employee and is sometimes shared with other employees who have not specifically taken the training. Further, participants believed that ongoing skills development offers clear advantages to businesses in ensuring continued relevance in the respective industry and staying abreast of changes.

That said, across locations, participants concurred that some employers also see skills development as a risk in that it can negatively influence employee retention. Participants recognize that further skills development and training ultimately creates a more marketable employee who may be more inclined to search for a position that is more lucrative or aligned with their career aspirations.

“I think they [employers] value it, but that value is lost if the workforce in a sector is transient. The employer wants to get a return.” **Employed**

Participants recognized that the value and commitment employers place on training varies significantly by employer and also employer type. Some fields and industries (such as legal and financial professions and more trades-based organizations), provide for regular training and upgrading as a matter of course, with many expecting or even pressuring employees to complete training. In some instances, it was believed that science and technology-based industries required more consistent training updates, given the quickly evolving nature of those fields. Further, other employers, regardless of sector, share strong corporate values that focus on continued education and skills development initiatives for their employees.

“In my office there is a big push for continued education. People appreciate it. Attendance is high. We wish we could have more of it!” **Employed**

When asked how they feel about continued education and learning, participants consistently voiced strong endorsement and support for such actions. With little exception, participants place notable value on the concept of continued learning and expressed that it is something that they would ideally like to consider.



“All the time, it [continued education] is a privilege, a reward and a huge responsibility.”

Indigenous

“The basic core is making the choice to continue to learn. I want to learn things, and that desire has increased as I’ve gotten older.” **Indigenous**

That said, while continued education is embraced and endorsed, for many it is contemplated, but something they are unable to put into action. When considering what they often hear others saying on the topic, discussions often relate to dreams and aspirations and what stands in the way of achieving them. This was most noted in the Indigenous groups.

“I love what I do and think that continued training should be mandatory, but some people just stop learning.” **Indigenous**

“I think it would be a good thing, but I am so busy I often just forget about.” **Looking for Work**

“Education is vital to our economy and having different skills sets is important. But it depends on where you work. Some employers don’t pay attention to the education you have – so why bother.” **Indigenous**



Motivations and Barriers to Participation

Reasons to Participate in Continuing Education and Skills Development

A desire for increased financial stability is the primary motivator to pursuing continued education, followed by personal fulfillment.

When asked why someone might choose to pursue continued education or skills development, results were consistent across audiences and locations. Most notably, participants believe that continued education will ultimately result in the ability to **enhance their financial situation** through increased wages / salaries, a job promotion, or a job change for a more lucrative position.

“You want to make more money and also expand your horizons in the field that you are in. It’s money that will give you a better lifestyle.” **Indigenous**

“We all want to get ahead and improve our financial well-being. You usually need training to do that.” **Employed**

It was generally agreed that continued education enables an employee to advance within an organization, while also helping to ensure job security and viability within an organization. More so, it provides increased opportunities to pursue other career aspirations. For those who are currently unemployed, continuing education was considered instrumental in helping them to secure a position.

“You want to be employable. We all want job security.” **Looking for Work**

“In a harsh job environment, it could be a way to become more secure.” **Low Skills/Vulnerable Industries**

For others, key motivations include a desire to expand their knowledge or skill set, set a positive example for their children, learn new things, a desire to start a new business and to ensure continued personal development. Staying abreast of changing trends in the workforce were considered paramount.

“Sense of fulfillment would be the number one reason to do it. That encompasses everything and will enrich your life in every way.” **Looking for Work**

“Maybe the balance in life as well. For so many people, everything moves so fast. Sometimes it’s good to just take a step back and be like, ‘okay, what’s going to make me happy.’” **Looking for Work**

As noted earlier, in some work environments, there is an expectation that employees will be regularly upgrading and courses/training are readily available to facilitate this. In these instances, employers are the primary catalyst for training. Otherwise, the motivations to pursue skills development and



continuing education were frequently related to a specific event rather than a continual desire to learn. Frequently these events were negative events such as the loss of a job, job dissatisfaction and a desire for change.

Challenges to Participation

Key barriers to pursuing continued education or skills development include time, a lack of motivation and money.

Despite the perceived value of continued education or skills development, participants readily identified a number of key challenges associated with undertaking such learning. Most notably, these challenges included a **lack of time, personal motivation** and **money**, and these factors were consistently considered the greatest barriers faced.

A **lack of time** primarily revolves around having a full schedule with current commitments. Across audiences, participants spoke of existing family commitments, childcare responsibilities and busy schedules that prevent them from contemplating change. Participants with young children recognized that choosing to pursue education would mean potentially missing out on their family and children, and many indicated that they would opt to pursue something when their children were a little older. This consideration was prevalent across groups regardless of their current work status.

“Life gets in the way. My priority is juggling two jobs and parenting. I’m a single mom with three kids. It all comes back to time.” **Indigenous**

“You are currently working 40 hours a week and you have a family. When I get home from work there just isn’t much time left.” **Low Skills/Vulnerable Industries**

For many, continued training is **cost prohibitive** because they are simply unable to afford additional expenses in their current lifestyle.

“Some can be excuses depending on your situation and your life standard. You could say finance is an excuse, but if you don’t get approved funding, then how are you going to pay for your school?” **Looking for Work**

“I’m considering it, but I can’t right now because the financial barriers are too strong and I don’t qualify for OSAP, so that’s a big obstacle for me” **Looking for Work**

“I have no financial means to support training. So, you get stuck in the same old...” **Indigenous**

Fear of stepping outside a comfort zone and into the unknown was also mentioned in most groups and might help explain the point that negative events often precede someone seeking skills development or continuing education, rather than being planned as part of a career growth plan. Across locations, participants openly discussed their fear of failure or concern for making a bad choice when choosing a training option. Further, while many were hopeful for their future, they were unsure what the best path



might be given their current skill set or abilities. Accordingly, they are unaware of what training opportunities would be best aligned to their needs, and where such opportunities would be available.

“Sometimes it’s easier to do nothing than to do something when you don’t know if you’re going to succeed.” **Looking for Work**

“For me, I’ve had a fear after completing high school and undergoing education in a field I’m not quite sure I want to go into.” **Employed**

“I actually have done a couple of things in terms of certificates, but in terms of doing something larger, definitely the cost and the fear of failure.” **Looking for Work**

“It plays into the motivation, failure perhaps in a personal sense. You got the education and got the job, but it wasn’t what you thought it would be. Or you could be taking the time and changing our life and schedule to do this education and still not find a job.” **Looking for Work**

“I got to agree with fear – outside your comfort zone and stepping into the unknown.” **Low Skills/Vulnerable Industries**

In addition, participants considered the **availability and accessibility** of education options in some areas a key barrier to enrolment. This was especially the case for those living in more rural communities, or Indigenous people living on reserve.

“Our Aboriginal community is typically in a lower income area and there are fewer opportunities where they are.” **Looking for Work**

“It can be hard to find something that is within reach. Transportation can be an issue.” **Employed**

Across groups, a number of participants also mentioned **complacency, laziness or a lack of ambition** as being a deterrent. Specifically, many do not feel the need to invest the time and effort required, as they have no guarantee that the outcome will be worth the effort. Within the Indigenous groups, participants openly discussed an evident lack of motivation in their communities and an inability for people to overcome what seems like insurmountable odds.

“I guess it’s a lack of motivation. All the barriers we discussed really roll up into one. It takes lots of patience and time.” **Indigenous**

“I’ve grown up with so many people who have given up. It seems like there is no easy solution. It’s easiest to do nothing.” **Indigenous**

Participants readily acknowledged that there are certain segments of the population where challenges are more prevalent, with several specific groups consistently identified as facing greater barriers, albeit



for various reasons. Most notably, these included **new immigrants** because of potential language barriers and their education abroad not being recognized, **women**, because of potentially greater family commitments, those with **physical and learning disabilities**, and those living in **more rural or remote areas**, because of an inaccessibility to training opportunities.

In addition, age was also considered a contributing factor. More specifically, **older workers** were identified as a group facing greater barriers given their potentially limited familiarity with technology, while **younger workers** were challenged with an aging workforce that is reluctant to retire. Finally, those **earning less** were also identified, given that they already might have more than one job to make ends meet. Interestingly, while Indigenous groups did not self identify Indigenous people as a specific group facing greater barriers, they consistently experienced a greater number of the above-mentioned barriers, confirming that they are indeed a segment of the population facing increasing challenges in this regard.

“Probably if you were in a lower income bracket. It would probably be harder for them to get an education than people with more resources.” **Looking for Work**

“Once they [young people] finish their education, they find it hard to get a job because older workers are not willing to give up their job or retire.” **Indigenous**



Experience with Continued Education

Personal Experiences

Participants' considerations and actions in relation to continued education underscore some risk aversion to pursuing skills development or lack of awareness of such opportunities.

Participants shared a wide range of experiences with skills development and continuing education, both in terms of considerations and actions. These experiences confirmed the main motivations and barriers previously mentioned.

Of note, in **low skills group** participants were generally more aware of the importance of keeping their skills up to date to be employable. They often discussed versatility and the need to have multiple jobs. Further, some indicated that industry prospects are limited, thus they always need to keep their eyes open for something else. Consistently, those who are **unemployed or looking for work** appeared the least aware of the need for continuing education or placed less priority on such.

"The industry I work in has a lot of younger people and I want to tap into what they are learning so I don't get left behind." **Low Skills/Vulnerable Industries**

Those who are **looking for work** and **Indigenous participants** spoke of their inability to qualify for many jobs they apply for because of a lack of experience. This was a consistent message across sectors with specific mention of culinary, professional services (medical assistants, paralegals) and trades. Interestingly, these participants typically did not translate this lack of experience into a need to seek new skills, but rather a need to look at other types of jobs.

"You try to apply for jobs, but you can't get the work because you have to have experience. I'm always looking, but there are limited opportunities [without experience]". **Indigenous**

"I took an esthetics course, because in six month you are qualified. I wanted to do something for six months. But you question yourself and I ended up questioning what I was doing. There will be a time when I need something that is a guarantee." **Indigenous**

Participants shared numerous different experiences where they started college courses but didn't follow through either because of family commitments or because other opportunities presented themselves that were more feasible at the time. This underscored the risk aversion of many.

"I started a college course, but took a job that paid more instead." **Employed**

"I thought about it, but didn't follow through. I'm a single parent and don't have enough time to pursue it." **Indigenous**

Some participants anticipated pursuing further training once an employer is prepared to pay for it, or once they have a better idea of where further specialties in their field of expertise can be explored.



*“I’m trying to get hired by a company that will pay for it.” **Looking for Work***

*“In the automotive trade, I find you go to school for your automotive but as you’re in the trade, you see where you really shine. You have to be in the trade doing it to see where you take your lifelong learning to see if it’s going to better you to really hone in and get to that next level.” **Employed***

*“I would love to stay with the same field and just learn more, but at this point, it’s about money.” **Looking for Work***

*“I’m currently doing an online certificate at UBC and really, you can now get really cheap courses.” **Looking for Work***

Across locations and audiences, participants generally concurred that they would typically pursue further skills development as matter of course **when they are required to**. For most, this equated to response to a life event – most often times negative, including returning to work after a leave, getting laid off, downsizing or job dissatisfaction. In essence, most were motivated by a negative frame of mind or incident rather than the positive.

*“That’s usually when you start thinking about what else can you do because I hate where I work right now. What other education do I need to have to get that job?” **Looking for Work***

*“If you’re stuck doing the same thing for 5, 10 years and just not going anywhere, you might want to think about learning new skills.” **Looking for Work***

*“For me it was the realization that the work that I was doing and had been doing already for 8 years, it’s what I went to university for. When I got there, I was the summer intern and I kept on working up and up and sometimes when that happens it can actually be very negative on your career, you get undervalued. You have this perception about you that can be very difficult to break through that wall. People off the streets who were the same age as me but with way less qualifications, they were getting a higher wage than me. That’s what prompted me to start taking some Red River Courses.” **Looking for Work***

For others, continued education was prompted by their employer.

*“For me, it was something that was brought up by my boss and we were required to continue our education while we were in employment with the company.” **Employed***

*“Any time I was presented with a situation to improve [by my employer], it was to move up the ladder. In order to move up the ladder, I was presented with certain training.” **Employed***



Career Advancement or Changes

Participants expressed interest in making a change, and most are confident that they may have the necessary skillset to change careers.

Participants were reminded that some people may be interested in building on their skills to advance in their existing career, or they may want to change careers. While some indicated that they are interested in making a change into a related field, others reported that a change would be driven by current job dissatisfaction.

"I wouldn't necessarily say that it's a whole change in career, but I've thought many times about leaving daycare and going into the school system as an EPA." **Employed**

"I'm going through that in the moment yet within my field. I started my career in a role I wasn't that happy with. While other people may stay in the role for a few more years for experience, I've decided to take a gamble and find a role that sort of realigns with my interests. I'm just looking at this extra course at UBC and tutorial videos online." **Looking for Work**

When asked if they generally have the skillset to change their employment most felt that they likely did. Some have gained experience with their job to change into their desired career, while others indicated that they have the experience, but would need training in order to get a licence.

"Previously, I studied communications and I think that's a very broad area of interest. These days, most organizations will have a communications department. I think there are some skills and soft skills that transfer over. But you need the education. If you're working with vulnerable communities, you need to have that background knowledge." **Employed**

Interestingly, participants often did not readily identify a skills gap. Rather, most highlighted a lack of clarity in terms of what they wanted to do.

"I have the skills to do what I would need to get a job, but I likely won't be happy in that job. You have them, but you probably won't get the job unless you are willing to relocate. " **Indigenous**

"I have skills, but it's knowing what I can do with those skills that is the problem." **Unemployed**



Skills Development Planning

Continuing education is seldom planned, and as mentioned, most determine a course of action only when it is required by an event.

Across audiences and locations, participants consistently reported that they do not typically plan for continued education or skills development. Rather, most determine a course of action only when it is required by an event. Those looking for work typically consider education as a last resort, when other options are diminished.

That said, participants considered continued education planning to typically require limited efforts, and taking minimal time, often consisting of researching training offerings. Those who have taken the initiative to embark on continuing education did so based on personal motivations or to follow industry practices. Others rely on their employers to assist with planning, and peers and career counsellors are more influential in their choices.

“Les recherches ne sont pas difficiles. C’est ce qui suit après, les décisions à prendre et de déterminer si on peut le faire.” (Researching isn’t difficult. It is what follows; decisions you need to take and deciding if you can do it.) **Looking for Work**

“We have flyers that come out in our paper of our local continuing education campus here and I always flip through and see what’s available.” **Looking for Work**

There are some differences in terms of the effort required and the time to plan skills development and continuing education. Typically, shorter planning and time periods are contemplated for career advancement within an organization, while making a shift in career or an industry change usually requires a greater degree of effort and time. Making a career change is often times overwhelming with the person not knowing where to start and so, it is also often delayed. A more dramatic change might take several years to plan and organize and for many, it may be a dream that does not move to execution. Importantly, participants consistently expressed that they are not aware of how they might go about aligning their interests with market needs or opportunities.

“How do I know that what I might be interested in is even something that will land me a job? Why pursue something [education] if you don’t end up further ahead?” **Looking for Work**

“There would be a lot of planning. You don’t want to put your financial resources into something that you hate, and with lots of debt.” **Indigenous**



Pursuing Continued Education and Skills Development

There is notable interest in pursuing continued education or skills development, although actions would be predicated on risk mitigation.

Across audiences and locations, participants expressed an interest in pursuing continued education or skills development. As mentioned, they readily identify the benefits of such efforts in theory, but question if their path will be one that warrants the investment in terms of time and money. Ultimately, they are interested in finding a position and career that would result in success but are leery to take a risk that might not ensure success.

“I have considered going back to school and just thinking about what options there are, where you can get very specific job training or you can get a bachelor’s degree that doesn’t really set you up for specific job training.” **Looking for Work**

“Some education can be up to 8 years, do you really want to invest money into that if you’re not sure that’s what you want?” **Employed**

“Why pay all that money for a course that you’re not going to get payback for”. **Looking for Work**

Those unsure about taking part in continued education generally concurred that they could likely be convinced to take part in some type of skills development if they were able to minimize the risks involved, both from a time and financial perspective. For most that equates to having the cost of the program paid for, having time off work to pursue the venture, and some type of assurance that there will be some type of financial gain or increased personal opportunity once the education is completed. If such risks could be minimized or eliminated, little convincing would be needed.

“It depends on the person, what they’ve been through and how comfortable they are in their current situation. I don’t take risks, I don’t like the unknown and I tend to go into things as prepared as I can be. For somebody like me, it would take a lot more to quit your job and start a new career. It depends if you’re more of a risk taker.” **Looking for Work**

“I think companies could get employees to do more continuing education, but the expectation would be to get a pay raise at some point.” **Employed**

“It would be helpful to have some time off of work to be able to pursue those skills because finding the time in the evening when you have your family at home, there’s not much time left at the end of the day to do it. So, if you had the opportunity to do that during the workday, I think more people would be interested in pursuing it.” **Employed**

“It would have to be in the right circumstances. A way that would interfere less in my life and let me know that it would be worthwhile.” **Indigenous**



Preferred Training Format

There is no clear preference for either informal or formal training, with both approaches merited.

When asked if they preferred formal or informal training, responses were mixed. Some voiced a clear preference for formal training initiatives primarily because they want the formality of an ‘official’ program that offers some type of accreditation or certification upon completion. For many, formal training provides a more structured format with an instructor that provides one-on-one discussion and direction. Many liked the notion of attending a structured class setting (at a college, university or formal course) where they could interact with other students and an instructor.

Others preferred a more informal training whereby they had the flexibility to complete a program online or through self-taught tutorials. Such an approach allows them to complete it at a time that best meets their schedule and family commitments. These programs were also deemed more cost effective.

“Si on est conscient qu’on veut travailler en entreprise, on doit suivre une formation reconnue. Des fois ça rassure l’employeur de savoir si ta formation va apporter quelque chose pour l’emploi. Il est important d’avoir la formation informelle mais aussi formelle.” (A diversity. If you know you want to work in a business, you need to do recognized training. Sometimes it reassures employers to know that your training will bring something to the job. It is important to have training that informal but also formal.) **Looking for Work**

“Moi je pense que les deux sont bons. Informel c’est bon parce qu’on ouvre la porte pour les discussions et le partage. Formel parce que l’information est transmise de manière organisées.” (I think both are good. Informal because it is good to open the door to discussions and sharing. Formal because information is presented in a structured way.) **Looking for Work**

“I would have to take a look at my life and see where I could squeeze this in – I would be back at work so online or a night course.” **Low Skills/Vulnerable Industries**



Communications / Attitude Towards Government

Approach

General internet searches and word-of-mouth discussions are the most relied upon sources of information and assistance to investigate and plan continuous education.

When asked where they would turn to for assistance or information to help with choices related to skills development, participants generally identified two key sources, namely word-of-mouth recommendations and the internet. The internet was primarily considered the first 'go-to' resource, although this varied depending on an individual's personal situation and employment circumstance. Across groups and audiences, reliance on friends, relatives, and colleagues were commonly cited to assist with determining the type and scope of training that should be considered. Discussions with employers were also a key resource of information for some.

"Also check with my network – friends and colleagues and family – speaking to those who have done it." **Low Skills/Vulnerable Industries**

The internet was most commonly cited to find out more about formal education options available and financial assistance available. Indeed, many mentioned that they would turn to the internet to find out what courses are available, as well as practical information on tuition, location, and enrollment criteria. A search engine would first be used to identify websites that may be relevant to the topic of interest, following which education institutions' sites would be selected for further information.

"Most colleges and universities' websites would probably have a huge deal of information on most things you would look for. But you would still probably go to Google for that, or to Bing." **Looking for Work**

Government websites would also be selected from general internet searches, though for the most part, participants were not able to articulate which departments' website they would look at. All would depend on the search results. Some of the departments mentioned included employment insurance (Employment and Social Development Canada), Service Canada, and Immigration and Citizenship Canada. The internet would also be used to find out information on grants available, and other support programs. Some of the specific websites mentioned included Work BC, Indeed.ca, Jobboom.com, ICRIQ.com (for company listings).

Those unemployed were most likely to indicate they would also look online on job-related websites to identify what support resources might be available to them, including counselling.

Those who are currently employed also mentioned that colleagues, their employer and their professional associations are important resources to guide their choices, both in terms of what direction their career development should take, and what specific training should be considered. It was mentioned by a few that employers sometimes organize training offered onsite, with employees expected to attend. Those employed by larger organizations often mentioned that human resources



departments are generally providing a lot of guidance to employees. LinkedIn was also identified by a few of those employed as a good way to source out recommendations, or actual training opportunities.

“C’est toujours mon employeur qui annonce les formation ou des collègues et les différentes départements ou l’ordre professionnel aussi.” (It’s always my employer who announces training, or colleagues and the different departments, or the professional association.)

Looking for Work

Those participants who currently belong to a professional association were also likely to rely on these organizations for guidance. At the same time, some mentioned that continuous training and skills development is a requirement of keeping their professional designation, and thus they are continually seeking opportunities to enhance their skills. A few also mentioned relying on a mentor at work for professional guidance.

“Je fais partie d’une association professionnelle en tant qu’éducatrice donc on a souvent des ressources fournies par l’association. On doit suivre de 6 à 8 heures de formation à chaque année.” (As an educator, I belong to a professional association and they often provide information. We need to complete 6-8 hours of training a year.) **Employed**

Immigrants and new Canadians, as well as those actively looking for work, were most likely to identify employment assistance services as offering the potential for information about skills enhancement and continuing education.

“I got all of the information from the skilled immigrant information government site. It’s really helpful.” **Looking for Work**

Apart from the internet, educational institutions, and word-of-mouth; Indigenous people more commonly mentioned relying on advice found at the Friendship Centres, and mentors or role models within their community. A number of times, the Band Council was mentioned as a source of information, although for some it was not a positive experience. In Quebec, social media was also identified for word-of-mouth information or for advertisements on education.

“The best place to go is the Friendship Centre. There is lot of help with funding.” **Indigenous**

“Being off reserve, I had no help or assistance from a Band Council. I had to turn to other sources when I needed help.” **Indigenous**

“On a souvent des messages entre autochtones sur Facebook. Ils nous envoient des choses sur l’éducation et la formation continue. L’Université de Chicoutimi par exemple. Ou le collège [Kiuna] Odanak aussi.” (We often have messages on Facebook between Indigenous people. They send us information on education or continuing education. The University of Chicoutimi or the Kiuna Odanak College.) **Indigenous**



Other resources mentioned by a few included:

- Libraries (for books on skills enhancement and workforce requirements)
- Career counselors
- The *Guide pratique des études collégiales au Québec* to find out what education programs are offered
- Community organizations, to obtain a skills assessment
- Job fairs
- Bulletin boards in public places to find out what training or jobs are offered
- Newspapers, billboards, television ads
- Social media advertisements

It should be noted that despite identifying a variety of information sources, a few participants indicated that they would not know where to look, or how to approach this kind of search. Most notably, assessing the value of training opportunities and identifying how it would benefit participants was considered most challenging.

“There isn’t a lot. I feel like anytime you are looking at something, it is a big risk. And it is hard to know if it is worth it.” **Employed**

Information of Interest

Interest is greatest for information on employment potential following training, and more practical information on the training opportunities available.

In terms of how the search for information would be structured, many would begin by investigating the careers, jobs, or positions that were of interest to them to assess what skills were required. Based on their own assessment of their current skills, they would then identify the gaps and look for training or education available to fill those gaps.

“Dans mon cas, je regarderais plusieurs offres d’emplois et je pourrais voir quels sont les prérequis pour différents postes. Et c’est ce qui guiderait ma recherche sur internet.” (I would look at many job offers to see what is required and that is what would guide my search online.) **Employed**

Not surprisingly, as a result, participants across audiences and locations consistently mentioned the same information they considered of interest to them in this process. Notably, they are interested in finding out what industries or positions offer employment and growth potential, and what skills or work experiences are required to access those jobs. Apart from understanding the job market potential, participants were also interested in learning about the education offerings, including such things as how long the training will take; what income potential it will yield; what topics will be included in the



training; tuition fees; where training is offered; training method (in-person or online); duration; how to apply; and what materials are needed to take part.

By contrast, a few participants in each group mentioned being interested in job prospects following the training, information on the financial assistance available to take part in training, and real-life examples demonstrating the value of the training.

“I would research the potential outcomes of whatever it is that you’re moving onto. Whenever you start something you would have a certain income and certain expectations. I would want to know what I would start at and how it would be in ten years. What would my life look like financially, how much vacation time, what kind of holidays do they offer? And also, the emotional part of it too. You can connect with people who have done it before and have a conversation with them so they can give you tips of things to avoid and things to do. Connecting with the community is huge with whatever you’re going to do.” **Looking for Work**

“Le plus important ce serait une démonstration des statistiques complètes et les facteurs – combien de temps ça a pris, l’augmentation de salaire qui en résulte, est-ce que la personne pensait que ça valait la peine?” (The most important would be demonstrating complete statistics and factors – how much time it took, the increased in salary resulting from it, were people of the opinion that it was worth it?) **Looking for Work**

Government Programs and Services

The Government of Canada is not top of mind as a source of information and resources for skills development and continuing education.

The Government of Canada is generally ***not recognized as a source of information and resources*** for skills development and continuing education and is often not considered by those looking for information or resources. Further, participants noted that federal government sources are not high on the lists when they do (Google) information searches so they are not finding these sources through general searches. The exceptions to this comment appears to be those who already have or have had exposure to another government department, notably in terms of income assistance, employment insurance or immigration. Those with disabilities and immigrants often seemed to be better informed that the Government of Canada can be a source of skills development or continuing education information. This general lack of awareness may stem from the fact that education is widely recognized as a provincial responsibility.

“Il n’y a rien qui me vient en tête mais peut-être pour les gens au chômage, parce que c’est fédéral.” (Nothing comes to mind, but perhaps for people who are out of work, because that’s a federal responsibility) **Looking for Work**

“Je crois qu’il y en a mais je ne les connais pas. Je pense que souvent quand il y a des programmes qui sont fait, ils sont réservés pour les 20-35 ans donc je n’y pense pas.” (I think



there are some but I am not familiar with them. When there are programs, they are usually for the 20-35 years old so I don't think about them.) **Employed**

Among the few participants who mentioned specific government services, WorkBC, Service Canada, Immigration and Citizenship Canada, job banks, employment insurance offices, and apprenticeship training were identified.

Those who had visited federal government websites were often critical of the difficulty in finding the information they were looking for and commented on the number of layers they had to search before finding the information they needed.

"Usually when you go onto a government site, there's one page and then you have to click on something to get to that part and it's kind of like a rabbit hole you have to go down to find what you really want to find. And if you can't find it and you have to make a phone call, you pretty much have to take a half day." **Looking for Work**

"There's a lot of interconnected departments and you start on one website and it takes you to another. If there was just a central website that had all the information, that might be easier. Like a central hub." **Looking for Work**

"I think if there was an updated website with a fact, like, "did you know...?" And also, the comment someone made about the video to have a tutorial of where to find something, would be great. They should have a YouTube channel where they're putting out content with playlists you can go through of how you can do this and how you can do that. But I think they're still really stuck in their plain, print, structured thing." **Looking for Work**

Regardless of current knowledge of services offered, there is a general belief that the Government of Canada should be involved in assisting with skills enhancement and continuing education through programs and services, and also by outlining employment potential.

"They should have all the census information about what jobs are necessary, what ones are in boom, what are in decline and the information about what you need for that job. I think it should be them that has that." **Looking for Work**

The credibility and trustworthiness of the Government of Canada as a source of information was not questioned and most indicated they would rely on any information provided as credible.

"I would definitely trust the information. You're accepting that the government will want to take care of its people. Our success means their success, hopefully. So, I do trust them. Not blindly." **Looking for Work**

"I feel like if I was looking at a government site, I'd trust the information, but I'd also want to speak to people or read experiences from people who are in a type of experience like that."



For me, that might weigh more on my mind than what's on a government site.” Looking for Work

At the same time, there was some concern among a few participants surrounding the trustworthiness of a government website.

“I worry about putting too much faith in the government website. I think they only disclose what they want to disclose.” Looking for Work

“I wouldn't avoid [government sites], I would cross reference them. You've got to take it with a grain of salt.” Looking for Work

Preferred Approach

Information on continuing education and skills development should be available online, in job fairs or employment offices, with the availability of information advertised through a multimedia campaign.

If government has a lot of information available on continuing education and skills development, many believed that this information should be found in a central repository online, with information summaries being sent out to those interested by email. It was also felt that job fairs or employment offices would be a good place to access this kind of information. Most notably, there is a desire for this information to be presented in different formats and through different channels.

“Having it in one centralized format, online but also for printing, through a 1-800 number, and in different format for people with disabilities.” Indigenous

One participant believed that the Government would be well served to develop an online tool to help individuals determine what their course of action should be. In particular, an online quiz was suggested whereby questions would be asked to profile the interests and skills of an individual, as well as their home region. The end outcome would be direction on what might be a suitable career path / continued education strategy, aligned to needs within the respective region.

Participants were then informed that the Government of Canada has programs and services that relate to lifelong learning and they may be interested in sharing this information with Canadians. While participants see value in having this information available online, they believe that a multimedia awareness campaign should be developed. Most notably, participants see value in having a campaign that uses traditional media (television, radio, newspapers, outdoor) and online ads.

“It can't just be one avenue, it has to be multiple. And when people go to your website, make sure it's easy to understand.” Looking for Work

“Even posters on your transit system. Anywhere that people are going to be stopping to look at something.” Looking for Work



“Faudrait quasiment faire une campagne de publicité pour montrer aux gens ce qui est disponible.” (You almost need an advertising campaign to let people know what is available.) **Employed**

In terms of advertising on the internet, most consider that social media offers a great opportunity for the government. Most notably, Facebook, Instagram, and LinkedIn were consistently mentioned as relevant channels.

“Facebook is probably the largest platform. Twitter and Facebook I would say would be the best thing.” **Looking for Work**

“Facebook est utilisé et aussi LinkedIn. Mais Facebook il y a beaucoup de publicité sur n’importe quoi donc on a plus tendance à aller sur YouTube et Instagram.” (Facebook and LinkedIn are used. But there are a lot of ads on Facebook on anything so we tend to use YouTube and Instagram more.) **Employed**

It was also felt that these ads should be prominent on search engines given the prevalence of these tools when investigating continuing education or skills enhancement resources.

“Le gouvernement devrait considérer un programme avec Google et mettre le mot-clé avec les annonces pour que quand on fait une recherche, les annonces apparaissent dans les résultats.” (The government should consider a program with Google with key words and ads, so that when we do a search, ads would show up in the results.) **Looking for Work**

A link or advertisement should also be found on select government websites that relate to employment or immigration, including Service Canada and the Canada Revenue Agency. Finally, job search websites were considered good places to post advertisements on continuing education and skills development. Other websites deemed relevant for this kind of advertising campaign included news media sites, and YouTube. Twitter and Kijiji were each mentioned once.

In terms of preferred format for an online ad, including a visual was considered essential to grab attention, particularly with younger participants. Those participating in the older sessions often felt video was not necessary as long as interesting information was presented.

“You need something that is interesting to look at; something that provoke interest and grabs your attention.” **Employed**

When asked what tone would be most appropriate for these types of ads, while most expected a serious and factual tone from government advertisement, a few suggested using some form of light humour to grab attention. Most notably, the ads need a positive tone and one that might be inspirational and informative. An approach asking viewers to reflect on their current situation or on their dreams or goals was mentioned as an effective way to grab attention, perhaps through the use of a question as a header. It was mentioned by a few that the use of testimonials may be noticed, although a “celebrity-style” of testimonial was not seen as appropriate or useful.



“Il faut que ce soit court, accrocheur, rapide. Il faut que l’annonce aille chercher le désir d’une personne qui ne sait pas qu’elle veut faire de la formation continue. Il faut que l’annonce fasse naître le désir de prendre de la formation continue.” (It needs to be short, attention-grabbing and quick. The ad needs to get at people’s desire for continuing education. It needs to bring up a desire for continuing education in people who might not have thought about it.) **Employed**

“We don’t want somebody in a clown suit, but something in the middle where they can have a conversation between two people where it’s like, why should I do this? How is it going to affect my life? How will this help me?” **Looking for Work**

One participant suggested that the government could create a Facebook page with this information, while another participant mentioned an interest for an application to be developed.

It is expected that the advertisement itself will include minimal information to grab attention, though detailed content should be available online. It was, however, mentioned that any website with this information must be laid out and structured with ease of use in mind.

Statements

There is a clear preference for a positive and motivating statement, rather than one that instills a sense of fear in not taking action.

To finish up the discussion, participants were shown five statements that relate to lifelong and continuing learning. In an individual exercise, they were asked to select up to two statements they find most compelling to them personally, or at least of some interest. Following the individual exercise, the two or three most preferred statements were discussed in each group. The following provides comments received on each of the statements, including their perceived intended meaning, and what makes it compelling or of interest. Generally, participants consistently voiced preference for a positive and motivating statement, rather than one that instills a sense of fear in not taking action. Opinions were consistent across locations, audiences, and languages.

“I understand where they’re coming from, but for some of them I just hear the negativity and the nagging and I reject it.” **Looking for Work**

The following discusses reactions to each of the proposed statements.

Without constant learning, there's a risk of being left behind / Sans l'apprentissage continu, il y a un risque d'être laissé pour compte.

Overall, this statement was least popular among focus group participants. Some participants reflected on its negative sounding undertones and threatening message of being left behind. In Quebec, a few participants felt that it implied that you would be ‘left aside’ without continue education or skills development and that the statement suggested that those who do not take part are less valued than



those who do. However, there was some speculation that this statement, though fearsome, is more thought provoking than the other statements. There was some rewording of this statement to attempt to make it more positive. These suggestions tended to emphasize “with constant learning” and the idea of less risk of being left behind. However, as one participant noted, “even the term *being left behind*, there is no way to say that it is not threatening.”

“Well, if you don’t learn new skills, you’re going to be left behind. And that’s like the ultimate statement. That scares me more, knowing that if I don’t move forward and continue to learn new things, then I’m going to be left behind. And then you start thinking about what left behind means. That will rattle around more in your head than a puffy statement like ‘more doors will open’.” **Looking for Work**

“It has a negative tone. It’s not motivating.” **Indigenous**

“[Ça dit que] si t’apprends rien, la société va te mettre au bord de la route et te laisser là.” (If you don’t learn anything, society will leave you on the side of the road.) **Indigenous**

The suggestion was made by a few English-speaking participants that this particular statement could even be re-worded slightly to appear more positively.

“You could even flip the statement and say ‘with constant learning, you won’t be left behind.’” **Employed**

“I really didn’t like the first one because I felt like it was kind of a threat, but spinning it into a positive, that would be a good one.” **Looking for Work**

The world is changing too quickly to be afraid of starting over / Le monde change trop rapidement pour se préoccuper d’avoir à tout recommencer.

English-speaking participants in the younger audience groups noted how this statement is perhaps more appropriate for an older audience. Interestingly, age did not appear to play a role in preference for this statement, as participants in the older groups were no more likely to have found this statement compelling.

“I think for the older generation, that would be a really positive message to send out. I think it’s important for people to know that they can do it again.” **Looking for Work**

“It doesn’t seem relevant.” **Employed**

Some found this statement to be reassuring and motivating as it implies that immediate action is required.

“I think fear is what’s holding a lot of us back from starting again.” **Looking for Work**



“This says go for it. Don’t be afraid. Jump in.” **Indigenous**

Again, the notion of negativity is discussed in relation to this statement and suggestions were provided to make it sound more positive.

“Even that is a little negative. I love the message, but maybe just the way it’s phrased.”

Employed

“I think it would be a little bit better if it said, ‘the world is changing and so are you, don’t hold yourself back.’” **Looking for Work**

Reactions from French-speaking participants were generally consistent. That said, it was mentioned by a few that the statement implies that continued education and skills development is building on current abilities, rather than implying that it has to be built from scratch. As such, the statement attributes a certain value to current professional skills, while implying that doing more is continually needed to stay current.

“Ils prennent pour acquis que ce que tu as comme expérience à une valeur et il s’agit de l’augmenter. Donc le changement va être moins drastique, on n’a pas besoin de tout recommencer.” (They consider that your experience or knowledge is valued and you need to augment it. So the change is not as drastic; we do not need to redo everything.) **Employed**

Learning new skills opens more doors to opportunity / Acquérir de nouvelles compétences c’est avoir plus de possibilités.

Across locations, audiences, and languages, the most consistently chosen statement was the third one; *learning new skills opens more doors to opportunity*. It was most often described as accurate, positive and motivating/encouraging with an underlying message to upgrade or build a better life for yourself. Participants mentioned how this statement is hopeful.

“That one is just more open ended. The first one seems kind of negative. It just sounds more inviting.” **Looking for Work**

“I find it’s the most neutral of them all.” **Looking for Work**

“Here we are, without work, and that indicates that we can have more choices and more options.” **Looking for Work**

“It’s positive. The other ones are more negative and are making me anxious.” **Employed**

“It’s just so clearly true. There’s no way you can disprove that statement. You just can’t argue that fact.” **Looking for Work**



“I was also going to pick the life takes many turns, but I felt it was too long and the first line, learning new skills, just had everything that needed to be said in that one sentence.”

Employed

“It’s vague enough, but it does still offer you to really think about it because learning new skills opens new doors. You don’t know which doors are going to open. With this type of statement, it’s saying that the more open you are to learning new things, who knows what doors are going to open up down the road that are more accessible to you now. It’s that unknown and exciting, like, what’s behind door number one?” **Employed**

French-speaking participants liked the use of the word possibilities in the statement, as it implied choices, options, and open doors. The statement also encourages to go beyond what is familiar and try new things. It was also mentioned that the way the statement is structured implies that the concept of possibilities applies to multiple areas, including education, skills development, career advancement, or a change of career.

“C’est avoir plus de possibilité ça veut dire plus de portes ouvertes, plus de choix, plus d’opportunité, plus de défis. C’est attirant.” (Having more possibilities means more open doors, more choices, more opportunities, more challenges. It’s attractive.) **Low Skills/Vulnerable Industries.**

Alternatively, those who did not prefer this statement felt it was “too soft” to be motivating and not memorable enough. In addition, there was some discussion focused on how this message lacks an indication that it is not necessarily the quantity of new skills learned, but rather the quality or competency of those skills that opens doors to possibility.

“It’s a motivational message, but it’s not substantial. It’s positive, but wishy-washy. You’re going to think about it for a few minutes and then it’s going to dissipate for me.” **Looking for Work**

“I would see it, I would read it, I would agree with it and forget it.” **Employed**

“I think I would remember it only if that was something already in my mind, like if I was already thinking to do some certain skill because I wanted to do something. If you were thinking that already, it would help. Otherwise, it’s not going to make you do something you weren’t already thinking.” **Employed**

“Il y a des gens qui ont beaucoup de compétences mais ils ont de la misère d’en avoir une bonne.” (Some people have a lot of skills but they have a hard time just having one good skill.) **Indigenous**

Another potential negative with this statement is that some considered this approach (i.e. the opening of doors) to be familiar and something they had seen or heard before.

“This is familiar. It’s not new. It wouldn’t catch my attention.” **Indigenous**



Life takes many turns, continuous learning can set one on a path of promise / L'apprentissage continue une voie prometteuse.

This statement was considered a little long and perhaps, vague, but also performed well, notably among employed and Indigenous participants. While participants liked the idea the statement presented, the words, 'can set one on a path of promise' was deemed excessively wordy, overly "floral" and not common language.

"I like the sentiment, but it's just too wordy. 'Set one on a path of promise' is too floral and pretty." **Employed**

Some found that identifying the topic of continuous learning narrowed the statement's meaning, making it clearer. A few French-speaking participants also liked the use of the word path ("voie") as it positively implies a promising road ahead.

Those who did select this statement, reflected on how the word 'promise' suggests improvements for the future, no matter where you are headed. Others noted they liked the general sentiment of the statement and found it to be motivating and reassuring. Those who did not like the statement found it confusing.

"It's convoluted, it's too much" **Looking for Work**

New skills are the only way to stay relevant / Acquérir de nouvelles compétences est le seul moyen de demeurer à jour.

Participant preference for this final statement was low. Participants once again reflected on the negativity of the statement and indicated they found it to be condescending or blunt.

"It's condescending" **Looking for Work**

"It's too strong of a statement." **Indigenous**

"I don't think they are the only way to stay relevant." **Indigenous**

"Relevant in what way? In who's eyes? It leaves more questions to be answered." **Looking for Work**

This statement did, however, generate positive feedback from some participants, who reflected on the constant opportunities for learning new skills.

"On peut pas avancer dans notre travail sans apprendre de nouvelles compétences. Les choses changent et il y a toujours des nouvelles choses à apprendre. On doit toujours changer." (We can't move forward in our job without learning new skills. Things change and there are always new things to learn. We must always change.) **Looking for Work**



Appendix A:

English Research Documents

Appendix A1:

Recruitment Screener

Lifelong Learning Screener FINAL

Name: _____

Community: _____ Province: _____

Daytime phone: _____ Evening phone: _____

Group 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

NETFOCUS GROUPS (Login instructions will be emailed to participants):

Tuesday, March 13, 2018

Group 3 – 6:30 PM to 8:30 PM AST	Adults 25-35 Looking for work	Quebec	French	Claude
Group 2 – 7:00 PM to 9:00 PM AST	Adults 25-35 Looking for work	East (AC/ON)	English	Craig
Group 6 – 9:00 PM to 11:00 PM AST	Adults 25-35 Employed	Quebec	French	Claude
Group 1 – 9:30 PM to 11:30 PM AST	Adults 25-35 Looking for work	West (BC/AB/SK/MB)	English	Craig

Wednesday, March 14, 2018

Group 9 – 6:30 PM to 8:30 PM AST	Adults 36-55 Looking for work	Quebec	French	Claude
Group 5 – 7:00 PM to 9:00 PM AST	Adults 25-35 Employed	East (AC/ON)	English	Margaret
Group 8 – 7:30 PM to 9:30 PM AST	Adults 36-55 Looking for work	East (AC/ON)	English	Craig
Group 12 – 9:00 PM to 11:00 PM AST	Adults 36-55 Employed	Quebec	French	Claude
Group 4 – 9:30 PM to 11:30 PM AST	Adults 25-35 Employed	West (BC/AB/SK/MB)	English	Margaret
Group 7 – 10:00:00 PM to 12:00 AM	Adults 36-55 Looking for work	West (BC/AB/SK/MB)	English	Craig

Thursday, March 15, 2018

Group 15 – 6:30 PM to 8:30 PM AST	Low skills / vulnerable industries	Quebec	French	Claude
Group 14 – 7:30 PM to 9:30 PM AST	Low skills / vulnerable industries	East (AC/ON)	English	Craig
Group 18 – 9:00 PM to 11:00 PM AST	Indigenous People	Quebec	French	Claude
Group 10 – 10:00 PM to 12:00 AM AST	Adults 36-55 Employed	West (BC/AB/SK/MB)	English	Craig

Monday March 19, 2018

Group 17 – 6:30 PM to 8:30 PM AST	Indigenous People	East (AC/ON)	English	Margaret
Group 11 – 7:00 PM to 9:00 PM AST	Adults 36-55 Employed	East (AC/ON)	English	Craig
Group 16 – 9:00 PM to 11:00 PM AST	Indigenous People	West (BC/AB/SK/MB)	English	Margaret
Group 13 – 9:30 PM to 11:30 PM AST	Low skills / vulnerable industries	West (BC/AB/SK/MB)	English	Craig

Specification Summary

- | | |
|---|--|
| <ul style="list-style-type: none"> • Eighteen (18) Netfocus groups, namely two English groups (one west BC, AB, MB, SK and one east ON, NS, NB, PE, NL) and one French group (Province of Quebec) with each of the following audiences: <ul style="list-style-type: none"> ○ Adults 25-35 looking for work ○ Adults 25-35 employed ○ Adults 36-55 looking for work ○ Adults 36-55 employed ○ Adults 25-60 years old working in low skills/vulnerable industries (defined by pre-identified industries, and includes those who have high school diploma or less) ○ Indigenous adults 25-60 years old | <ul style="list-style-type: none"> • In each group, mix of location (rural and urban), age, gender • Each group includes 2 recent immigrants who have been in Canada less than 5 years • Each group includes 1-2 people with disabilities – except Indigenous groups includes • Each group includes 4-5 who have considered continuing education/skills upgrading in the past 10 years • Indigenous participants will not have lived in their current urban community for more than 10 years. • All will have been out of school for at least 10 years • All have access to a computer with high speed Internet and a dedicated telephone line • Ten (10) recruited per group • Incentive: \$75 per participant |
|---|--|

Complete screener in language answered [French or English].

Hello, my name is _____ and I am with Corporate Research Associates, a market research company. We are conducting a series of small online group discussions on behalf of the Government of Canada in the coming weeks and are looking for people to take part. We would like to speak with someone in your

household who is at least 25 years of age. Would that be you? **IF NO, ASK TO SPEAK TO SOMEONE ELSE AND REPEAT INTRO**

Would you prefer that I continue in English or in French? Pr  f  rez-vous continuer en fran  ais ou en anglais? **[IF FRENCH, CONTINUE IN FRENCH OR ARRANGE CALL BACK WITH FRENCH INTERVIEWER: Nous vous rappellerons pour mener cette entrevue de recherche en fran  ais. Merci. Au revoir.**

The purpose of this study is to hear people’s views on continuing education and skills enhancement. Those who qualify and take part in the group discussion will receive \$75.

May I ask you a few quick questions to see if you are the type of participant we are looking for? This should take about 6 or 7 minutes. The information you provide will remain confidential and you are free to opt out at any time. Thank you

Gender (By Observation):

- Female..... 1 **Recruit 5 per group**
- Male 2 **Recruit 5 per group**

1. Do you, or anyone in your household, currently work or have worked in any of the following areas?

- Marketing/Market Research..... 1
- Public relations..... 2
- Advertising 3
- Media (TV, Radio, Newspaper) 4
- Political party or partisan organization... 5
- Federal or provincial government 6

IF YES TO ANY OF THE ABOVE, THANK AND TERMINATE

2. So we can include a diversity of people in the research, we would like to know what is your current age? **IF RESPONDENT REFUSES TO GIVE EXACT AGE, ACCEPT A RANGE, AS OUTLINED BELOW**

RECORD AGE: _____ THANK & TERMINATE IF LESS THAN 25 OR MORE THAN 60 – SEE QUOTAS

Age Quotas:
Groups 1-6: 25-30 (5); 31-35 (5)
Groups 7-12: 36-45 (5); 46-55 (5)
All other groups:
25-35: Recruit 2-3 per group
36-45: Recruit 2-3 per group
46-55: Recruit 2-3 per group
56-60: Recruit 1-2 per group

3. What is the highest level of education you have finished?

- High School or less 1
 - Some trade school, college or university 2
 - Completed trade school, college or university 3
 - Graduate studies..... 4 **THANK AND TERMINATE**
 - Other (_____) 5 **CHECK WITH SUPERVISOR**
- } **See quotas**

Education Quotas:
Groups 1-12 & 16-18: Recruit mix
Groups 13-15: Recruit high school or less only

4. How long have you been out of school?

- Less than 10 years..... 1 **THANK AND TERMINATE FOR GROUPS 7-18**
- At least 10 years or more..... 2

5. What is your current employment status? Are you currently... ?

READ RESPONSES IN ORDER—CODE ONE ONLY

- Employed full Time 1
 - Employed part Time..... 2
 - Self-Employed 3
 - Unemployed, looking for work 4
 - Unemployed, not looking for work..... 5
 - Stay-at-home 6
 - Student..... 7 **THANK AND TERMINATE**
 - Retired..... 8 **THANK AND TERMINATE**
 - VOLUNTEERED**
 - Refused 9 **THANK AND TERMINATE**
- } **See quotas**

Employment Quotas:
Groups 1-3 & 7-9: Unemployed only; code 4-6
Groups 4-6 & 10-12: Employed only; code 1-3
Groups 13-18: Recruit mix

6. **IF EMPLOYED, ASK:** In what industry or sector do you currently work?

TERMINATE IF SIMILAR OCCUPATIONS AS IN Q1
IF EMPLOYED IN LOW-SKILLED / VULNERABLE INDUSTRIES: RECRUIT 10 PARTICIPANTS FOR GROUPS 13, 14, 15

Low-Skills/Vulnerable Industries for Groups 13-15:
 Construction, public administration, supply chain, manufacturing, mining, agriculture, forestry, fishing & hunting, transportation, retail and wholesale trade, and other services except public administration. Also consider: transportation (autonomous vehicles) and logistics occupations, office and administrative support workers, construction and production (manufacturing) occupations, extraction (mining), retail sales and related (Internet shopping), simpler service jobs, and farming, fishing and forestry.

7. **IF EMPLOYED, ASK:** What is your current occupation?

ALL GROUPS: TERMINATE IF SIMILAR OCCUPATIONS AS IN Q1
GROUPS 13-15 ONLY: TERMINATE IF EXECUTIVE (C-LEVEL) OCCUPATION

8. Were you born in Canada?

- Yes..... 1 **Skip to Q10**
- No..... 2

9. How many years have you lived in Canada?

- Less than 5 years..... 1 **Recruit 2 per group 1-15**
- At least 5 years or more..... 2

10. In what community do you currently live?

_____ **IN EACH GROUP, RECRUIT MIX BY REGION & RURAL/URBAN**

11. How many years have you lived in this community?

- Less than 2 years..... 1 **Consider only for groups 16-18**
- At least 2 years but less than 10 years.... 2
- At least 10 years or more..... 3

12. In the past ten years, have you considered the possibility of continuing your education or taking part in skills upgrading?

- Yes..... 1 **Recruit 4-5 per group**
- No..... 2

We would like to include a good cross-section of people in this research. The next few questions ask about your socio-demographic and ethnic profile.

13. Do you identify yourself as Indigenous, that is are you of First Nations, Inuit or Métis descent?

- Yes, First Nations..... 1
 - Yes, Inuit..... 2
 - Yes, Métis..... 3
 - No..... 4
- } **Consider for Indigenous groups 16-18**
- Consider for non-Indigenous groups 1-15**

Non-Indigenous Quota for groups 1-15:
If non-indigenous (no, code 4 at Q13) and living in current community for less than 2 years (code 1 at Q11) – THANK & TERMINATE

14. **[IF FIRST NATIONS – CODE 1 IN Q13]** Do you live most of the time on- or off-reserve?

- On-reserve 1
- Off-reserve 2
- Prefer not to say 3

Indigenous Quotas for groups 16-18:
If Indigenous (code 1-3 at Q13) AND living in urban community as per Q10 AND at least 10 years or more in Q11 (code 3) AND off-reserve/PNS in Q14 (code 2-3) - THANK AND TERMINATE

15. Do you consider yourself to have a disability?

- Yes..... 1 **Recruit 1-2 participants per group**
- No..... 2

16. Which of the following best describes your total household income **before taxes** last year? Would you say...? **READ RESPONSES IN ORDER—CODE ONE ONLY**

- Less than \$30,000 1
 - At least \$30,000 but less than \$50,000 .. 2
 - At least \$50,000 but less than \$75,000 .. 3
 - At least \$75,000 but less than \$100,000 4
 - \$100,000 or more 5
- } **Aim for a mix in each group**
- VOLUNTEERED**
- Refused 6

17. The discussion groups for this project will be conducted **over the phone and online** and will require the use of a laptop or desktop computer. The use of a tablet or smartphone **is not permitted**. Do you have access to a laptop or desktop computer with high-speed Internet to take part in this focus group?

- Yes..... 1
- No..... 2 **THANK AND TERMINATE**

18. How comfortable are you with using a computer? Are you...

- Very comfortable 1
- Somewhat comfortable 2
- Somewhat uncomfortable 3 **THANK AND TERMINATE**
- Very uncomfortable 4 **THANK AND TERMINATE**

19. Once you are online for the actual group you will also be required to join a telephone conference call to be connected to the discussion. Will you have access to a dedicated telephone (separate from your computer) for the 2-hour discussion?

- Yes 1
- No..... 2 **THANK AND TERMINATE**

I just have a few more questions...

20. Have you ever attended a group discussion or interview for which you received a sum of money?

- Yes..... 1 **Max of 5 per group**
- No 2 **Go To Invitation**

21. How many groups and interviews have you attended in the past 5 years? _____

22. When was the last time you attended a group discussion or interview? _____

23. What was / were the subject(s) of the group(s)? _____

**IF THEY HAVE BEEN TO A GROUP IN THE PAST 6 MONTHS - THANK & TERMINATE,
IF THEY HAVE BEEN TO 3 OR MORE GROUPS IN THE PAST 5 YEARS - THANK & TERMINATE
IF PARTICIPATED IN A PAST GROUP ON SKILLS ENHANCEMENT – THANK & TERMINATE**

24. The next question will ask you to use your imagination a bit. If you won a million dollars what would be the first two things you would do with the money?

TERMINATE IF FLIPPANT, COMBATIVE OR EXHIBITS DIFFICULTY IN RESPONDING.

INVITATION – NETFOCUS GROUPS

I would like to invite you to participate in a small group discussion that will be conducted over the telephone and on the Internet on [INSERT DATE] from [INSERT TIME] to [INSERT TIME]. This conference call will be used to gather your thoughts and opinions on training or skills improvement. You would simply log on to a secure website from your computer either from home or work and at the same time join in a group discussion via conference call. The discussion will consist of 8 to 10 people and will be very informal. It will last 2 hours and you will receive \$75 in appreciation for your time.

Are you interested and available to participate?

- Yes..... 1
- No 2 **THANK AND TERMINATE**

The discussion in which you will be participating will be audio recorded for use by the research team only. Please be assured your comments and responses are strictly confidential. Are you comfortable with the discussion being recorded?

- Yes..... 1
- No 2 **THANK AND TERMINATE**

There may also be observers from the Government of Canada who will only listen to the discussion, for research purposes only. They will not be given the last names of participants. Are you comfortable with having observers?

- Yes..... 1
- No 2 **THANK AND TERMINATE**

During the group discussion, participants will be asked to read materials on the computer screen and type short responses. Is it possible for you to take part in these activities in English (French) without assistance?

- Yes..... 1
- No 2 **THANK AND TERMINATE**

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 A CONCERN.

Could we please confirm the email address where we can send you the detailed conference call instructions for logging in to the group?

Record email address (and verify): _____.

We will send you the instructions at least 1 day in advance of the group. When joining the discussion, please call in 15 minutes before the beginning of the conference call to allow time to install any plug in that are required. If you arrive late, we will not be able to include you in the discussion, and will not provide you with the incentive.

As mentioned, we will be pleased to provide everyone who participates with receive \$75 and you can choose to receive your incentive by cheque or through PayPal. Please note it takes approximately 2-3

weeks following your participation to receive an incentive by cheque and 5-7 days to receive an incentive through PayPal. If you do choose to receive your incentive through PayPal you will need to have a PayPal account.

[IF REQUIRED: To learn more about PayPal or to setup a PayPal account you can visit their website at www.paypal.ca]. Would you prefer to receive your incentive through PayPal or by cheque?

PayPal..... 1
 Cheque 2

IF INCENTIVE BY PAYPAL:

A few days after the group discussion you will receive an email from Corporate Research Associates indicating that your incentive is ready. You will simply need to log in to your PayPal account and the incentive will go into your PayPal balance. Once you’re logged into your account you can click “Withdraw” to view your withdrawal options.

IF INCENTIVE BY CHEQUE:

Could I have the mailing address where you would like the cheque mailed to following your participation?

Mailing address: _____
 City: _____
 Province: _____ Postal Code: _____
 And please confirm the spelling of your name: _____

As these are very small groups and with even one person missing, the overall success of the group may be affected, I would ask that once you have decided to attend that you make every effort to do so. If you are unable to take part in the group discussion, please call _____ (collect) at _____ as soon as possible so we can find a replacement.

Thank you for your interest in our study. We look forward to hearing your thoughts and opinions!

ATTENTION RECRUITERS

1. Recruit **10** participants for each focus group
2. Do not put names on profile sheet unless you have a firm commitment.
3. Repeat the date, time and email address before hanging up.

CONFIRMING

1. Confirm at the beginning of the day prior to the day of the groups
2. Confirm qualifying questions for specific groups:

Audience	Group #	Question and Code
Adults 25-35 Looking for Work	1, 2, 3	To be determined
Adults 25-35 Employed	4, 5, 6	
Adults 36-55 Looking for Work	7, 8, 9	
Adults 36-55 Employed	10, 11, 12	
Low skills / vulnerable industries	13, 14, 15	
Indigenous People	16, 17, 18	

3. Verify date and time
4. Confirm they received the email detailed login instructions

5. REMIND participants that the groups will be over the phone AND online and that they need to use a laptop or desktop computer (and NOT a tablet or smartphone)
6. Remind them to log into the discussion 15 minutes prior to the start time

Appendix A2:

Moderator's Guide

Netfocus Moderator's Guide – FINAL

Employment and Social Development Canada – Lifelong Learning

Research Objectives (Confidential – Do not read to participants)

- Examine the perceptions of the need for and value of continuing education and skills development.
- Assess current levels of participation in continuing education and skills development.
- Identify the barriers to participation in continuing education and skills development.
- Obtain a broad evaluation of competition.
- Identify communication preferences.
- Examine attitudes toward government.

Introduction

5 minutes

- **[SLIDE 1] Welcome:** Thank participants and introduce of self/CRA/role as moderator (encourage participation/guide discussions/keep us on topic and on time)
- **Explain purpose** – For the next 90 minutes, we are going to discuss your thoughts on employment and training.
- **Introduce study sponsor:** Government of Canada
- **Explain process:** Netfocus group (online, real-time); observers (where appropriate); the sessions will be audio taped for research purposes only; all opinions are important; no right/wrong answers; need to understand agreement/disagreement; confidentiality / anonymity of information discussed;
- **Participants' role:** talk one at a time; offer honest opinions
- Any questions before we begin?
- **[SLIDE 2] Participant introduction:** First name, where you live, and current occupation [if student ask what field of study]

Definition/Value

10 minutes

To begin, I'd like to get your thoughts on life long learning. This includes any formal or informal training people take after they have left the formal education system, to advance their professional skills or knowledge.

- **[SLIDE 3]** First, to make our discussion a little easier, I'd like to agree on some wording. Is there a difference, and if so what is it, between life long learning, continuing learning, skills development, and continuing education? **FOR MODERATORS:** work-intergrated learning similar to coop placement
 - What do these terms mean? Are they interchangeable?
 - Are any broader in that it includes one of the other descriptions? **AGREE ON A TERM THAT IS MEANINGFUL THROUGHOUT THE DISCUSSION – MOST REFERRING ON PROFESSIONAL SKILLS OR KNOWLEDGE DEVELOPMENT**
 - What other expressions do you use, if any, to refer to these concepts?
 - What about the word, "skills"; how do you define that? What does it refer to in this context?
 - Now thinking back to the topic for tonight's discussion, that is formal and informal training people take after they have left the formal education system to advance their professional skills or knowledge, which term best represent that?

In today's world, the nature of work is changing. Rarely does someone keep the same job their entire life. The workplace offers greater opportunities, and many challenges as well. So employees need to ensure they remain employable regardless of professional circumstances.

- Considering the state of the economy and the changing nature of work, who would most benefit from it? Why those people?
- Is this something you are thinking about?
- How do you feel about it? Is it something that you value? Why/why not? **IF REQUIRED:** What are others thinking about it? What do you hear your friends or family members saying?
- Is continued education or skills development something employers value? Why/why not?

Participation (Motivations/Barriers/Experience)

30 minutes

I'd like to understand more about participation in continuing education and skills development (upgrading your skills). Again, keep in mind that this could include both formal and informal education or training, once you have left the formal education system. **FOR MODERATORS KNOWLEDGE:** includes both soft, hard, and essential skills

[SLIDE 4-5 – POLL 1-2] Let's do two quick exercises. You'll each have two text boxes and in the first one, please give two or three reasons why someone would pursue life long learning (or agreed term) and in the second, what are the barriers that would prevent someone from doing so.

- What are some of the benefits or reasons for pursuing skills enhancement? **RECORD ON WHITE BOARD**
 - Regardless of your past experiences, which of those factors would be most motivating for you personally?
- What would prevent someone from doing so? **RECORD ON WHITE BOARD**
 - **PROBE IF NOT MENTIONED:** access to childcare; lack of time; access or comfort with technology; costs; limited resources/access to employment following training
 - Are some of those challenges more important or unique to segments of the population? Which ones, and why? **PROBE FOR EACH AUDIENCE:** recent graduates; older workers; newcomers; male/female; rich/poor; recently unemployed; hard to employ individuals;
 - And which would be the greatest challenges for you personally to taking part in continuous learning?

[SLIDE 6] Now I'd like to understand your own experience with skills development...

- Have you ever looked into continuing education or skills development for yourself (both formal and informal)?
 - If no, why not? Is this something that would interest you? Why/why not?
 - If so, why?
- Is this something that you have or would pursue as a matter of course or that is caused by an event in your life (e.g., returning to work after leave; getting laid off; etc)?
- Are you the one initiating these choices or are they recommended by others? If others, who? **PROBE:** employer
- What kinds of skills or subjects are of interest to you? Is this related to your current work?

- Do you prefer formal or informal training?
- For those who have thought about continuing education in the past, did you follow-through with training? Why/why not?

If you were unsure about taking part in continuous education...

- How easy or difficult do you think it would be for someone or some organization to convince you to take part in continuous learning? Would that need a lot of convincing, or would it be fairly easy to do? Ultimately, what would convince you?

[SLIDE 7] Someone may be interested in building on their skills to advance in their existing career, or they may want to change careers.

- Have you ever thought of changing the work that you do?

Assuming you wanted to change careers or if you lost your job...

- Do you feel you have the skillset to change employment?
 - If so, how are your skills transferable?
 - What other careers would fit your skillset?
 - What kinds of additional skills do you need to get? Why those? How do you feel about retraining?

Process/Information

20 minutes

[SLIDE 8] Let's assume you were interested in enhancing your skills or taking part in continuing education...

- **IF EMPLOYED:** At what point in your career did you or would you think about that? What would make you think about it?
- How would you approach the situation if you were interested in enhancing your professional skills?
 - How much effort would it take? What would you need to do?
 - How much planning is required? How long would the planning take? How far in advance would you plan?
- What changes, if any, would you need to make in your life to go through continuing education?
 - What impact would it have on your schedule? On your family? On your employer?
 - What kind of support would employers provide? **PROBE:** time; money

Communications/Attitude Towards Government

25 minutes

[SLIDE 9] To make the right choices for yourself, you may need information or access to resources.

- Where would you turn for assistance or information to help you with those choices? Why there?
 - What resources are available?
 - **IF NOT MENTIONED:** Would you expect the Government of Canada to have that kind of information? If so, what programs or services are you aware of?
 - **IF NOT MENTIONED:** Would you look online? If so, where? If no, why not?

- Who or what would you trust most?
- What would you like to find out?
- Assuming there are a lot of information available on the topic of continuing education and skills development. How would you prefer to access this kind of information? Why?
- When would you pay attention to this information? **PROBE:** anytime you come across; just when thinking about skills enhancement

[SLIDE 10] The Government of Canada has programs and services that relate to skills enhancement and they may be interested in sharing this information with Canadians.

- If the government were to post ads online regarding programs that relate to continuing education or skills development; where would you like to see those messages?
- Would you expect to see these ads on social media?
 - If so, where? Why there?
 - If no, why not?
 - Which social media platforms do you use in general? **PROBE:** Facebook; Instagram; Twitter; YouTube; LinkedIn
- What format would work best for an online ad? **PROBE:** video; text; teasers/factual; images; scenarios; testimonials; What tone would be appropriate for these messages? **PROBE:** serious; humour;
- What level of details would you like to see in those ads? How would that differ from ads you could see in traditional media, like TV, radio, or newspapers?

[SLIDE 11] Now just before we finish up, I would like to show you five statements that relate to continuing education and skills development. **SHOW ON SCREEN**

[POLL 3] I'd like each of you to choose up to two statements from the five shown that are most compelling to you personally in the text box on your screen. Essentially, which two would be best at making you think of continuing education or skills development for yourself. Which are the two that would at least generate some interest. Please only pick two if there are really two that would generate some interest and if there are none, just note that in your text box.

DISCUSS TOP 2 - 3 CHOICES FOR THE GROUP – FOR EACH:

- In your own words, what does the statement mean? What are they trying to say to you?
- What makes this statement compelling, or at least of interest?

- And in conclusion, do you have any other suggestions for the government regarding the best ways to ensure you are aware of information available on continuing education and skills development?

Thanks & Closure

[SLIDE 12] That's all my questions! On behalf of the Government of Canada, thank you for your time and input. We'll be sending out your incentive within the next 2-3 weeks.

Appendix A3:

Presentation During Discussions

Welcome to the focus group discussion

We'll be starting soon....

Please login using a desktop or laptop computer.



If you are logging in early, and have not yet been prompted to enter your phone number, please wait just a few minutes....you should receive the prompt shortly.



Introduction

- First name
- Where you live
- Occupation

Wording discussion...

- Life long learning
- Continuing learning
- Skills development
- Continuing education

3

Motivations & Barriers

4

<i>Motivations & Barriers</i>	
Reasons to pursue it	Barriers

5

Your experience

6

Career advancement or change

7

If you were considering it...

8

Information and resources

9

Government of Canada programs and services

10

Statements

1. Without constant learning, there's a risk of being left behind
2. The world is changing too quickly to be afraid of starting over
3. Learning new skills opens more doors to opportunity
4. Life takes many turns, continuous learning can set one on a path of promise
5. New skills are the only way to stay relevant

11



Thank you!



Annexe B :

Documents de recherche en français

Annexe B1 :

Questionnaire de recrutement

Apprentissage continu - Questionnaire de recrutement VERSION 1

Nom : _____

Communauté : _____ Province : _____

Numéro de téléphone de jour : _____ Numéro de téléphone de soir : _____

Groupe 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

GROUPES NETFOCUS (les instructions d'ouverture de session seront envoyées aux participants par courriel) :

Mardi 13 mars 2018

Groupe 3 – 18h30 à 20h30 HAA	Adultes 25-35 Cherche un emploi	Québec	Français	Claude
Groupe 2 – 19h00 à 21h00 HAA	Adultes 25-35 Cherche un emploi	Est (AC/ON)	Anglais	Craig
Groupe 6 – 21h00 à 23h00 HAA	Adultes 25-35 Occupe un emploi	Québec	Français	Claude
Groupe 1 – 21h30 à 23h30 HAA	Adultes 25-35 Cherche un emploi	Ouest (BC/AB/SK/MB)	Anglais	Craig

Mercredi 14 mars 2018

Groupe 9 – 18h30 à 20h30 HAA	Adultes 36-55 Cherche un emploi	Québec	Français	Claude
Groupe 5 – 19h00 à 21h00 HAA	Adultes 25-35 Occupe un emploi	Est (AC/ON)	Anglais	Margaret
Groupe 8 – 19h30 à 21h30 HAA	Adultes 36-55 Cherche un emploi	Est (AC/ON)	Anglais	Craig
Groupe 12 – 21h00 à 23h00 HAA	Adultes 36-55 Occupe un emploi	Québec	Français	Claude
Groupe 4 – 21h30 à 23h30 HAA	Adultes 25-35 Occupe un emploi	Ouest (BC/AB/SK/MB)	Anglais	Margaret
Groupe 7 – 22h00:00 à minuit HAA	Adultes 36-55 Cherche un emploi	Ouest (BC/AB/SK/MB)	Anglais	Craig

Jeudi 15 mars 2018

Groupe 15 – 18h30 à 20h30 HAA	Industries vulnérables / faibles compétences	Québec	Français	Claude
Groupe 14 – 19h30 à 21h30 HAA	Industries vulnérables / faibles compétences	Est (AC/ON)	Anglais	Craig
Groupe 18 – 21h00 à 23h00 HAA	Autochtones	Québec	Français	Claude
Groupe 10 – 22h00 à minuit HAA	Adultes 36-55 Occupe un emploi	Ouest (BC/AB/SK/MB)	Anglais	Craig

Lundi 19 mars 2018

Groupe 17 – 18h30 à 20h30 HAA	Autochtones	Est (AC/ON)	Anglais	Margaret
Groupe 11 – 19h00 à 21h00 HAA	Adultes 36-55 Occupe un emploi	Est (AC/ON)	Anglais	Craig
Groupe 16 – 21h00 à 23h00 HAA	Autochtones	Ouest (BC/AB/SK/MB)	Anglais	Margaret
Groupe 13 – 21h30 à 23h30 HAA	Industries vulnérables / faibles compétences	Ouest (BC/AB/SK/MB)	Anglais	Craig

Sommaire des exigences

- Dix-huit (18) groupes Netfocus, soit deux groupes anglophones (un des provinces de l'Ouest : C.-B, AB, MB et SK et un autre des provinces de l'Est : ON, N.-É, N.-B, Î.-P.É et T.-N.-L.) et un groupe francophone (province du Québec) avec chacun des publics suivants :
 - Adultes de 25 à 35 ans à la recherche d'un emploi
 - Adultes de 25 à 35 ans avec un emploi
 - Adultes de 36 à 55 ans à la recherche d'un emploi
 - Adultes de 36 à 55 ans avec un emploi
 - Adultes de 25 à 60 ans travaillant dans des industries vulnérables ou peu spécialisées (selon les industries préétablies; le groupe comprend ceux qui ont un diplôme d'études secondaires ou moins)
 - Adultes autochtones de 25 à 60 ans
- Dans chaque groupe, il y a un mélange de résidents de régions rurales et urbaines, d'âges et de sexes.
- Chaque groupe comprend deux récents immigrants qui vivent au Canada depuis moins de cinq ans.
- Chaque groupe comprend un ou deux participants ayant un handicap – sauf les groupes autochtones.
- Chaque groupe comprend quatre ou cinq participants qui ont envisagé de poursuivre leurs études ou d'améliorer leurs compétences au cours des dix dernières années.
- Les participants autochtones ne doivent pas avoir vécu dans leur communauté urbaine actuelle pendant plus de dix ans.
- Les participants doivent tous avoir arrêté leurs études depuis au moins dix ans.
- Les participants ont tous accès à un ordinateur doté d'une connexion Internet haute vitesse et à une ligne téléphonique réservée.
- Dix (10) personnes recrutées par groupe.
Récompense : 75 \$ par participant

Remplir le questionnaire dans la langue du répondant [français ou anglais].

Bonjour, je m'appelle ____ et je travaille pour Corporate Research Associates, une société d'étude de marché. Nous effectuons une série de discussions en ligne en petits groupes pour le compte du gouvernement du Canada dans les prochaines semaines et nous recherchons des personnes qui pourraient y participer. J'aimerais parler à une personne de votre foyer qui a au moins 25 ans. Est-ce votre cas? **SINON, DEMANDER DE PARLER À QUELQU'UN D'AUTRE ET RÉPÉTER L'INTRODUCTION.**

Préférez-vous continuer en français ou en anglais? Would you prefer that I continue in English or in French? **[SI LA PERSONNE RÉPOND « EN ANGLAIS », CONTINUER EN ANGLAIS OU PRÉVOIR UN RAPPEL AVEC UN INTERVIEWEUR ANGLOPHONE : In order to continue in English, we will have to call you back. Thank you. Good bye.**

Cette étude a pour but de connaître le point de vue des gens sur la formation continue et le développement des compétences. Ceux qui sont admissibles et qui participeront à la discussion de groupe recevront \$75.

Puis-je vous poser quelques questions très brèves pour voir si vous faites partie du type de participant que nous recherchons? Cela devrait prendre 6 ou 7 minutes. Les renseignements que vous fournissez demeureront strictement confidentiels et vous avez toute liberté de refuser de participer en tout temps. Merci.

Sexe (par observation) :

Femme	1	Recruter 5 répondantes par groupe
Homme	2	Recruter 5 répondants par groupe

25. Parmi les membres de votre foyer, y compris vous-même, y a-t-il quelqu'un qui travaille actuellement ou qui a déjà travaillé dans l'un des secteurs suivants?

- Marketing ou études de marché..... 1
- Relations publiques..... 2
- Publicité 3
- Médias (télévision, radio, journaux) 4
- Parti politique ou organisation partisane 5
- Gouvernement fédéral ou provincial..... 6

SI LA RÉPONSE À L'UNE DES OPTIONS CI-DESSUS EST « OUI », REMERCIER LA PERSONNE ET TERMINER L'ENTREVUE.

26. Afin de nous assurer de la diversité de nos répondants, nous aimerions connaître votre âge actuel. **SI LE RÉPONDANT REFUSE DE FOURNIR SON ÂGE, ACCEPTER UN INTERVALLE COMME RÉPONSE, TEL QU'IL EST INDIQUÉ CI-DESSOUS**

NOTER L'ÂGE : _____ REMERCIER ET TERMINER SI LE RÉPONDANT A MOINS DE 25 ANS OU PLUS DE 60 ANS – VOIR LES QUOTAS

Âge (quotas) :
Groupes 1 à 6 : 25-30 ans (5); 31-35 ans (5)
Groupes 7 à 12 : 36-45 ans (5); 46-55 ans (5)
Tous les autres groupes :
 25-35 ans : Recruter 2 ou 3 répondants par groupe
 36-45 ans : Recruter 2 ou 3 répondants par groupe
 46-55 ans : Recruter 2 ou 3 répondants par groupe
 56-60 ans : Recruter 1 ou 2 répondants par groupe

27. Quel est le plus haut niveau de scolarité que vous avez atteint?

- Études secondaires ou moins1
 - École de métier ou études collégiales ou universitaires non terminées2
 - École de métier ou études collégiales ou universitaires terminées3
 - Cycles supérieurs4
 - Autre (_____)5
- } **Voir les contingents**
REMERCIER ET TERMINER L'ENTREVUE
VÉRIFIER AVEC LE SUPERVISEUR

Contingent par rapport à l'éducation :
Groupes 1-12 & 16-18 : Recruter un mélange
Groupes 13-15 : Recruter seulement ceux ayant des études secondaires ou moins

28. Depuis combien de temps avez-vous arrêté les études?

- Moins de 10 ans1 **REMERCIER ET TERMINER POUR LES GROUPES 7-18**
- Il y a au moins 10 ans ou plus2

29. Quelle est votre situation professionnelle? Êtes-vous actuellement...

LIRE LES RÉPONSES DANS L'ORDRE – CODER UNE SEULE RÉPONSE

- | | | |
|--|---|---|
| Employé à temps plein..... | 1 | } Voir les contingents |
| Employé à temps partiel | 2 | |
| Travailleur indépendant..... | 3 | |
| Sans emploi, mais à la recherche d'un emploi | 4 | |
| Sans emploi, et pas à la recherche d'un emploi | 5 | |
| Personne au foyer..... | 6 | |
| Étudiant..... | 7 | REMERCIER ET TERMINER L'ENTREVUE |
| Retraité | 8 | REMERCIER ET TERMINER L'ENTREVUE |
| DÉCLARATION SPONTANÉE | | |
| Refus | 9 | REMERCIER ET TERMINER L'ENTREVUE |

Contingents face à l'emploi :

- Groupes 1-3 & 7-9 : Sans emploi seulement; code 4-6
- Groupes 4-6 & 10-12 : Avec emploi seulement; code 1-3
- Groupes 13-18 : Recruter un mélange

30. **SI LE PARTICIPANT A UN EMPLOI, DEMANDER :** Dans quelle industrie ou dans quel secteur travaillez-vous actuellement?

**TERMINER L'ENTREVUE SI LA PROFESSION EST SEMBLABLE À CELLES DE LA Q1
SI LE RÉPONDANT A UN EMPLOI DANS UNE INDUSTRIE VULNÉRABLE OU PEU SPÉCIALISÉE :
RECRUTER 10 PARTICIPANTS POUR LES GROUPES 13, 14 ET 15**

Industries vulnérables ou peu spécialisées pour les groupes 13 à 15 :

Construction, administration publique, chaîne d'approvisionnement, fabrication, exploitation minière, agriculture, foresterie, chasse et pêche, transport, vente et commerce de gros et autres services sauf l'administration publique. Considérer aussi : professions dans le transport (véhicules autonomes) et la logistique, personnel de bureau et de soutien administratif, professions dans la construction et la production (fabrication), extraction (exploitation minière), ventes au détail et domaines liés (magasinage en ligne), emplois de services plus simples, agriculture, pêche et foresterie.

31. **SI LE RÉPONDANT A UN EMPLOI, DEMANDER :** Quelle est votre profession actuelle?

**TOUS LES GROUPES : TERMINER SI LA PROFESSION EST SEMBLABLE À UNE DE CELLES DE LA Q1
GROUPES 13 À 15 SEULEMENT : TERMINER SI LE RÉPONDANT A UN EMPLOI DE DIRECTION
(NIVEAU C)**

32. Êtes-vous né au Canada?

- | | | |
|----------|---|-----------------------|
| Oui..... | 1 | Allez à la Q10 |
| Non..... | 2 | |

33. Depuis combien d'années vivez-vous au Canada?

- | | | |
|------------------------------|---|-----------------------------------|
| Moins de 5 ans | 1 | Recruter 2 par groupe 1-15 |
| Au moins 5 ans ou plus | 2 | |

34. Dans quelle communauté vivez-vous actuellement?

DANS CHAQUE GROUPE, RECRUTER UN MÉLANGE PAR RÉGION ET RURAL/URBAIN

35. Depuis combien d’années vivez-vous dans cette communauté?

- Moins de 2 ans1 **Considérer seulement pour les groupes 16 à 18**
- Au moins 2 ans, mais moins que 10 ans .2
- Au moins 10 ans ou plus3

36. Au cours des dix dernières années, avez-vous envisagé de poursuivre vos études ou d’améliorer vos compétences?

- Oui1 **Recruter 4 ou 5 participants par groupe**
- Non2

Nous aimerions obtenir un échantillon représentatif de gens dans le cadre de cette recherche. Les prochaines questions portent sur votre profil sociodémographique et ethnique.

37. Appartenez-vous à un groupe autochtone? En d’autres mots, faites-vous partie des Premières Nations ou êtes-vous Inuit ou Métis?

- Oui, Premières nations.....1
- Oui, Inuit.....2
- Oui, Métis3
- Non4 **Considérer pour les groupes non autochtones 1 à 15**

Quota pour les groupes non autochtones 1 à 15 :
 Si le répondant n’est pas autochtone (non, code 4 de la Q13) et vit dans sa communauté depuis moins de 2 ans (code 1 de la Q11) – REMERCIER ET TERMINER

38. [SI PREMIÈRES NATIONS – CODE 1 À LA Q13] Habitez-vous la plupart du temps sur une réserve ou hors réserve?

- Sur une réserve 1
- Hors réserve..... 2
- Préfère ne pas répondre..... 3

Quota pour les groupes autochtones 16 à 18 :
 Si le participant est autochtone (codes 1-3 de la Q13) ET vit dans une communauté urbaine (selon la Q10) depuis au moins dix ans et plus (code 3 de la Q11) ET hors d’une réserve/PNPR (codes 2-3 de la Q14) – REMERCIER ET TERMINER

39. Selon vous, avez-vous un handicap?

- Oui.....1 **Recruter 1 ou 2 participants par groupe**
- Non.....2

40. Laquelle des catégories suivantes décrit le mieux le revenu total **avant impôts** de votre foyer pour l'an dernier? Serait-ce... **LIRE LES RÉPONSES DANS L'ORDRE – CODER UNE SEULE RÉPONSE**

- Moins de 30 000 \$..... 1
 - Au moins 30 000 \$, mais moins de 50 000 \$ 2
 - Au moins 50 000 \$, mais moins de 75 000 \$ 3
 - Au moins 75 000 \$, mais moins de 100 000 \$ 4
 - 100 000 \$ ou plus..... 5
- } **Viser un mélange dans chaque groupe**

DÉCLARATION SPONTANÉE

Refus 6

41. Les discussions en groupe dans le cadre de ce projet se fera **par téléphone et en ligne** et nécessitera l'utilisation d'un ordinateur de bureau ou d'un ordinateur portable. L'utilisation d'une tablette ou d'un téléphone intelligent **n'est pas possible**. Avez-vous accès à un ordinateur portatif ou un ordinateur de bureau doté d'une connexion Internet haute vitesse pour prendre part à la discussion?

- Oui..... 1
- Non..... 2

REMERCIER ET TERMINER L'ENTREVUE

42. À quel point vous sentez-vous à l'aise avec un ordinateur? Êtes-vous....

- Très à l'aise..... 1
- Plutôt à l'aise..... 2
- Plutôt mal à l'aise..... 3
- Très mal à l'aise..... 4

REMERCIER ET TERMINER L'ENTREVUE
REMERCIER ET TERMINER L'ENTREVUE

43. Lorsque vous serez en ligne pour une discussion en groupe, vous devrez également participer à une conférence téléphonique pour prendre part à la discussion. Avez-vous accès à un téléphone séparé de votre ordinateur pour participer à la discussion qui durera deux heures?

- Oui 1
- Non..... 2

REMERCIER ET TERMINER L'ENTREVUE

J'ai quelques questions supplémentaires...

44. Avez-vous déjà participé à une discussion de groupe ou à une entrevue pour laquelle vous avez été rémunéré?

- Oui..... 1 Maximum de 5 par groupe
- Non 2 Passer à l'invitation

45. À combien de groupes et entrevues avez-vous participé au cours des 5 dernières années? _____

46. Quand avez-vous participé à un groupe de discussion ou à une entrevue pour la dernière fois? _____

47. Quel était/quels étaient le ou les thèmes du ou des groupes? _____

SI LA PERSONNE A PARTICIPÉ À UN GROUPE DE DISCUSSION AU COURS DES SIX DERNIERS MOIS, REMERCIER ET TERMINER L'ENTREVUE.

SI LA PERSONNE A PARTICIPÉ À TROIS GROUPE DE DISCUSSION OU PLUS AU COURS DES CINQ DERNIÈRES ANNÉES, REMERCIER ET TERMINER L'ENTREVUE.

SI LA PERSONNE A DÉJÀ PARTICIPÉ À UN GROUPE DE DISCUSSION SUR LE DÉVELOPPEMENT DES COMPÉTENCES, REMERCIER ET TERMINER L'ENTREVUE.

48. Pour la prochaine question, nous vous demandons de faire preuve d'imagination. Si vous gagniez un million de dollars, quelles seraient les deux premières choses que vous feriez avec l'argent?

TERMINER SI LE RÉPONDANT RÉPOND D'UNE FAÇON DÉSIGNOLTE, D'UNE FAÇON COMBATIVE OU S'IL A DE LA DIFFICULTÉ À RÉPONDRE.

INVITATION – GROUPE NETFOCUS

J'aimerais vous inviter à participer à une petite discussion de groupe qui sera tenue par téléphone et par Internet le [INSÉRER LA DATE] de [INSÉRER L'HEURE] à [INSÉRER L'HEURE]. Cette conférence téléphonique nous permettra de recueillir vos commentaires et votre opinion sur **la formation ou le développement des compétences**. Vous n'aurez qu'à ouvrir une session sur un site Web sécurisé depuis votre ordinateur, soit chez vous, soit au travail, et à vous joindre à la discussion dans une conférence téléphonique en même temps. De huit à dix personnes participeront à la discussion, qui sera très informelle. La discussion durera deux heures et vous recevrez 75 \$ en guise de remerciement.

Pouvez-vous et désirez-vous y participer?

Oui..... 1
Non 2 **REMERCIER ET TERMINER L'ENTREVUE**

La discussion à laquelle vous participerez sera enregistrée aux fins d'utilisation des membres d'une équipe de recherche uniquement. Soyez assuré que vos commentaires et réponses demeureront strictement confidentiels. Êtes-vous à l'aise avec le fait que la discussion soit enregistrée?

Oui..... 1
Non 2 **REMERCIER ET TERMINER L'ENTREVUE**

Certains observateurs du gouvernement du Canada pourraient également écouter la discussion pour des fins de recherche. Ils n'auront cependant pas accès au nom de famille des participants. Êtes-vous à l'aise avec la présence d'observateurs?

Oui..... 1
Non 2 **REMERCIER ET TERMINER L'ENTREVUE**

Les participants devront lire des textes et écrire des réponses courtes à l'ordinateur pendant la discussion de groupe. Est-il possible pour vous de prendre part à ces activités en (français/anglais) sans aide?

Oui 1
Non..... 2 **REMERCIER ET TERMINER L'ENTREVUE**

TERMINER SI LE RÉPONDANT FAIT PART D'UNE RAISON TELLE QU'UN PROBLÈME D'OUÏE, DE VUE OU DE LANGAGE ÉCRIT OU VERBAL, D'UNE CRAINTE DE NE POUVOIR ÊTRE CAPABLE DE COMMUNIQUER EFFICACEMENT, OU SI VOUS-MÊME AVEZ UNE PRÉOCCUPATION.

Pourriez-vous nous confirmer votre adresse électronique afin que nous puissions vous envoyer des instructions précises sur la façon de participer à la conférence téléphonique de votre groupe?

Noter l'adresse électronique (et la vérifier) : _____.

Nous vous enverrons les instructions au moins un jour avant la discussion. Nous vous prions de vous joindre à la session **15** minutes avant le début afin d'avoir le temps nécessaire pour installer les modules nécessaires. Si vous êtes en retard, nous ne pourrons pas vous inclure dans la discussion ni vous verser le montant d'argent.

Comme nous vous l'avons mentionné, nous aurons le plaisir de remettre à tous les participants 75 \$, que vous pourrez recevoir soit par chèque, soit par PayPal. Veuillez noter que vous devrez allouer de deux à trois semaines après la participation pour recevoir un chèque et de cinq à sept jours pour recevoir le paiement par PayPal. Si vous optez pour le paiement par PayPal, vous devrez avoir un compte PayPal.

[AU BESOIN : Pour en apprendre davantage au sujet de PayPal ou pour vous créer un compte, consultez le site Web www.paypal.ca] Voulez-vous recevoir cette somme par PayPal ou par chèque?

PayPal 1
Chèque..... 2

SI LE RÉPONDANT CHOISIT PAYPAL :

Quelques jours après la discussion de groupe, vous recevrez un courriel de la part de Corporate Research Associates vous avisant que votre récompense en argent est prête. Vous n'aurez qu'à ouvrir votre compte PayPal afin que l'argent soit crédité à votre solde. Une fois dans votre compte, vous pourrez cliquer sur « Virer de l'argent » pour voir comment vous pouvez retirer votre argent.

SI LE RÉPONDANT CHOISIT LE VERSEMENT PAR CHÈQUE :

Pourrais-je avoir l'adresse postale où vous aimeriez que ce chèque soit envoyé après votre participation?

Adresse postale : _____
Ville : _____
Province : _____ Code postal : _____
Veuillez également confirmer l'orthographe de votre nom : _____

Puisqu'il s'agit de très petits groupes, le succès pourrait être compromis si une des personnes invitées manquait à l'appel. C'est pourquoi je vous demande, si vous avez décidé de participer, de faire tout votre possible pour y assister. Si vous êtes dans l'impossibilité d'être présent à la discussion de groupe, veuillez communiquer avec _____ (appel à frais virés) au _____ le plus tôt possible afin que nous puissions trouver une autre personne pour vous remplacer.

Nous vous remercions de l'intérêt que vous témoignez à notre étude. Nous avons hâte de connaître vos pensées et vos opinions.

AVIS AUX RECRUTEURS

4. Recruter **10** participants par groupe de discussion.
5. Ne pas inscrire les noms sur la feuille de profils à moins d'avoir obtenu un engagement ferme.
6. Confirmer la date, l'heure et l'adresse courriel avant de raccrocher.

CONFIRMATION

7. Confirmer en début de journée, la veille de la discussion.

8. Confirmer les questions de sélection pour chacun des groupes :

Public	Groupe	Question et Code
Adultes 25-35 Cherche un emploi	1, 2, 3	À déterminer
Adultes 25-35 Occupe un emploi	4, 5, 6	
Adultes 36-55 Cherche un emploi	7, 8, 9	
Adultes 36-55 Occupe un emploi	10, 11, 12	
Industries vulnérables / faibles compétences	13, 14, 15	
Autochtones	16, 17, 18	

9. Vérifier la date et l'heure.
10. Confirmer que le participant a reçu les instructions détaillées par courriel.
11. RAPPELER aux participants que la discussion aura lieu par téléphone ET en ligne et qu'ils doivent utiliser un ordinateur portable ou de bureau (et NON une tablette électronique ou un téléphone intelligent)
12. Leur rappeler de se joindre à la discussion 15 minutes avant le début de celle-ci.

Annexe B2 :

Guide de l'animateur

Guide de l'animateur Netfocus – FINAL

Emploi et Développement social Canada – Éducation permanente

Objectifs de la recherche (confidentiel, ne pas lire aux participants)

- Examiner les perceptions sur la nécessité et l'utilité de la formation continue et du développement des compétences.
- Évaluer les niveaux de participation actuels à la formation continue et au développement des compétences.
- Déterminer les obstacles à la participation à la formation continue et au développement des compétences.
- Obtenir une évaluation générale de la concurrence.
- Établir les préférences relatives aux communications.
- Examiner les attitudes à l'égard du gouvernement.

Introduction

5 minutes

- **[DIAPOSITIVE 1] Accueil** : Remerciez les participants et présentez-vous, ainsi que CRA et votre rôle en tant qu'animateur (encourager la participation, guider les discussions, maintenir la conversation sur le sujet et surveiller le temps).
- **Explication de l'objectif** : Pendant les 90 prochaines minutes, nous allons parler de ce que vous pensez de l'emploi et de la formation.
- **Présentation du commanditaire de l'étude** : Gouvernement du Canada
- **Explication du processus** : Groupe Netfocus (en ligne, en temps réel); des observateurs (le cas échéant); les séances seront enregistrées en format audio aux fins de l'étude seulement; toutes les opinions sont importantes; il n'y a pas de bonne ni de mauvaise réponse; nous avons besoin de comprendre les accords et les désaccords; l'information dont il sera question est confidentielle et anonyme.
- **Rôle des participants** : Parler un à la fois, fournir des opinions honnêtes.
- Avez-vous des questions avant de commencer?
- **[DIAPOSITIVE 2] Présentation des participants** : Prénom, où vous habitez et profession actuelle [si le participant est étudiant, demandez-lui quel est son champ d'études].

Définition et valeurs

10 minutes

Pour commencer, j'aimerais obtenir votre opinion sur l'éducation permanente. Cela comprend toute formation formelle ou informelle que les gens suivent après avoir quitté le système d'éducation formel pour améliorer leurs compétences et connaissances professionnelles.

- **[DIAPOSITIVE 3]** Tout d'abord, j'aimerais que l'on s'entende sur certains termes pour faciliter notre discussion. Y a-t-il une différence entre l'éducation permanente, l'apprentissage continu, le développement des compétences et la formation continue? Si oui, quelle est-elle? **POUR LES ANIMATEURS** : L'apprentissage intégré au travail est semblable au stage coopératif.
 - Que signifient ces termes? Sont-ils interchangeables?
 - Y a-t-il des termes plus généraux qui englobent d'autres descriptions? **CONVENEZ D'UN TERME SIGNIFICATIF QUI EST LE PLUS GÉNÉRAL ET UTILISEZ-LE TOUT AU LONG DE LA DISCUSSION.**
 - Quelles autres expressions utilisez-vous pour faire référence à ces concepts?
- Selon vous, qui bénéficierait de la formation continue ou de l'éducation permanente?
- Étant donné l'état de l'économie et l'évolution du monde du travail, qui en profiterait le plus?

- Qu'en pensez-vous? Y accordez-vous de la valeur? Pourquoi? Pourquoi pas? **AU BESOIN** : Qu'en pensent les autres? Qu'en disent vos amis et les membres de votre famille?
- Est-ce que les employeurs accordent de la valeur à la formation continue et au développement des compétences? Pourquoi? Pourquoi pas?

Participation (motivations, obstacles et expérience)

30 minutes

J'aimerais mieux comprendre la participation à la formation continue et au développement des compétences (amélioration des compétences). Encore une fois, gardez à l'esprit que cela peut comprendre l'éducation et la formation formelle ou informelle une fois que vous avez quitté le système d'éducation formel. **À TITRE INFORMATIF POUR LES ANIMATEURS** : Cela inclut les compétences générales (savoir-être), spécialisées (savoir-faire) et les compétences essentielles.

[DIAPOSITIVES 4 ET 5 – QUESTIONS 1 ET 2] Faisons rapidement deux petits exercices. Vous avez deux boîtes de texte. Dans la première, veuillez indiquer deux ou trois raisons pour lesquelles une personne voudrait se former au moyen de l'éducation permanente (ou le terme convenu). Dans la seconde boîte, notez les obstacles susceptibles d'empêcher quelqu'un de le faire.

- Quels sont les avantages ou les motifs liés à une formation à l'éducation permanente? **INSCRIPTION SUR LE TABLEAU BLANC**
 - Sans égard à vos expériences passées, lequel de ces facteurs serait le plus motivant pour vous?
- Qu'est-ce qui empêcherait quelqu'un de le faire? **INSCRIPTION SUR LE TABLEAU BLANC**
 - **APPROFONDIR LES RÉPONSES SI CES POINTS NE SONT PAS MENTIONNÉS** : Accès à des services de gardes d'enfants, manque de temps, accès aux technologies ou maîtrise de celles-ci, coûts, ressources ou accès limité(s) à l'emploi après la formation.
 - Ces difficultés s'appliquent-elles de manière plus importante ou unique à certains segments de population? Lesquels et pour quelle(s) raison(s)? **APPROFONDIR POUR CHAQUE AUDITOIRE** : Nouveau diplômé, employé plus âgé, nouvel arrivant, homme ou femme, riche ou pauvre, personne sans emploi depuis peu, personne difficile à placer.
 - Quel serait le plus grand obstacle qui vous empêcherait de participer à un apprentissage continu?

[DIAPOSITIVE 6] Lorsque vous songez à votre propre expérience...

- Avez-vous déjà envisagé de suivre une formation continue?
 - Si ce n'est pas le cas, est-ce quelque chose qui vous intéresserait? Pourquoi? Pourquoi pas?
 - Si c'est le cas, pourquoi?
- Le feriez-vous tout naturellement ou à cause d'un événement de votre vie (p. ex., retour au travail après un congé, licenciement, etc.)?
- Quels genres de compétences ou de sujets vous intéressent? Sont-ils rattachés à votre profession actuelle?
- Préférez-vous une formation formelle ou informelle?
- Si vous avez déjà envisagé la formation continue, avez-vous donné suite à ce projet? Pourquoi? Pourquoi pas?

Si vous n'étiez pas certain de suivre une formation continue...

- À quel point serait-il facile ou difficile pour une personne ou une organisation de vous convaincre de suivre une formation continue? Est-ce que cela exigerait beaucoup ou peu de persuasion? Qu'est-ce qui vous convaincrerait définitivement?

[DIAPOSITIVE 7] Quelqu'un pourrait souhaiter perfectionner ses compétences pour faire progresser sa carrière actuelle ou changer de carrière.

- Avez-vous déjà songé à changer de profession?
- Croyez-vous avoir les compétences requises pour le faire?
 - Si c'est le cas, dans quelle mesure vos compétences sont-elles transférables?
 - Quelles autres carrières cadreraient avec vos compétences?
 - Si ce n'est pas le cas, quels types de compétences devez-vous acquérir? Pourquoi celles-là? Que pensez-vous du recyclage professionnel?

Processus et renseignements

20 minutes

[DIAPOSITIVE 8] Supposons que vous souhaitez améliorer vos compétences en suivant une formation continue...

- À quel stade de votre carrière avez-vous ou auriez-vous songé à cette idée? Qu'est-ce qui vous y ferait songer?
- Si l'idée vous intéressait, comment aborderiez-vous la situation?
 - Combien d'efforts cela prendrait-il? Que voudriez-vous savoir?
 - Quel serait le niveau de planification requis? Combien de temps la planification vous prendrait-elle? Combien de temps à l'avance planifieriez-vous?
- Quels changements, le cas échéant, devriez-vous apporter dans votre vie pour suivre une formation continue?
 - Quelle incidence cela aurait-il sur votre horaire? Sur votre famille? Sur votre employeur?
 - Quel type de soutien vos employeurs vous offriraient-ils? **APPROFONDIR** : Temps, argent.

Communications et attitude à l'égard du gouvernement

25 minutes

[DIAPOSITIVE 9] Pour faire les bons choix, vous pourriez avoir besoin de renseignements ou de l'accès à des ressources.

- Où chercheriez-vous de l'aide ou des renseignements afin de faciliter vos choix? Pourquoi cette source?
 - Quelles sont les ressources disponibles?
 - **SI CES POINTS NE SONT PAS MENTIONNÉS** : Vous attendez-vous à ce que le gouvernement du Canada fournisse ce genre d'information? Si c'est le cas, quels programmes et services connaissez-vous?
 - **SI CES POINTS NE SONT PAS MENTIONNÉS** : Chercheriez-vous de l'information en ligne? Si oui, où? Sinon, pourquoi pas?

- À qui ou à quoi vous fieriez-vous le plus?
- Quels renseignements voudriez-vous trouver?
- Supposons qu'il y a beaucoup de renseignements sur la formation continue et le développement des compétences. De quelle manière préféreriez-vous y avoir accès? Pourquoi?
- Quand porteriez-vous attention à ces renseignements? **APPROFONDIR** : Chaque fois que vous les voyez; seulement lorsque vous envisagez l'éducation permanente.

[DIAPOSITIVE 10] Le gouvernement du Canada offre des programmes et services liés à l'éducation permanente qu'il souhaiterait éventuellement faire connaître aux Canadiens.

- Si le gouvernement publiait des annonces en ligne sur les programmes ayant trait à la formation continue et au développement des compétences, où voudriez-vous voir ces messages?
- Vous attendriez-vous à voir ces publicités sur les médias sociaux?
 - Si oui, où? Pourquoi cette source?
 - Sinon, pourquoi pas?
 - Quelles plateformes de médias sociaux utilisez-vous généralement? **APPROFONDIR** : Facebook; Instagram; Twitter; YouTube; LinkedIn.
- Quel format conviendrait le mieux à une publicité en ligne? **APPROFONDIR** : Vidéo, texte, accroches, annonce factuelle, images, scénarios, témoignages.
- Quel ton serait le plus approprié pour ces messages? **APPROFONDIR** : Sérieux, humoristique.
- Quel niveau de détail souhaiteriez-vous voir dans ces publicités? Qu'est-ce qui les distinguerait des publicités que vous pourriez voir dans les médias traditionnels comme la télévision, la radio ou les journaux?

[DIAPOSITIVE 11] Maintenant, et avant de terminer, j'aimerais vous montrer cinq énoncés relatifs à la formation continue et au développement des compétences. **MONTRER À L'ÉCRAN**

[QUESTION 3] J'aimerais que chacun d'entre vous choississiez dans la boîte de texte à l'écran jusqu'à deux énoncés parmi les cinq montrés qui sont les plus convaincants pour vous personnellement. Essentiellement, quels sont les deux qui seraient le plus susceptibles de vous faire penser à l'éducation continue ou le développement de compétences pour vous-même. Quels sont les deux qui au moins susciter un certain intérêt. Veuillez ne choisir que deux énoncés, s'ils y en a qui suscitent votre intérêt. S'il n'y en a pas, veuillez l'indiquer dans la boîte de texte.

DISCUTER DES 2-3 CHOIX LES PLUS POPULAIRES PARMIS LE GROUPE – POUR CHACUN :

- Dans vos propres mots, que signifie cet énoncé? Qu'essaient-ils de vous dire?
- Qu'est-ce qui rend cet énoncé convaincant, ou du moins qui suscite l'intérêt?
- Et en conclusion, avez-vous des suggestions pour le gouvernement concernant les meilleurs moyens de vous assurer de connaître les renseignements offerts sur la formation continue et le développement des compétences?

Remerciements et clôture

[DIAPOSITIVE 12] Voilà qui conclut la période des questions. Au nom du gouvernement du Canada, je vous remercie de nous avoir accordé votre temps et de nous avoir fait part de vos commentaires. Vous recevrez votre récompense au cours des deux ou trois prochaines semaines.

Annexe B3 :

Présentation lors des discussions

Bienvenue au groupe de discussion

Nous commencerons bientôt....

Veillez utiliser un ordinateur portable ou de bureau.



Si vous vous êtes connecté tôt et que vous n'avez pas encore été invité à entrer votre numéro de téléphone, veuillez patienter quelques minutes... Vous devriez voir à l'écran l'invitation à vous joindre par téléphone sous peu.



Introduction

- Prénom?
- Où habitez-vous?
- Occupation?

Discussion terminologique...

- Éducation permanente
- Apprentissage continu
- Développement des compétences
- Formation continue

3

Motivations & obstacles

4

Motivations & obstacles

Raisons de le faire	Obstacles

5

Votre expérience

6

Progression ou changement de carrière

7

Si vous y pensez...

8

Renseignements et ressources

Programmes et services du gouvernement du Canada

Énoncés

1. Sans l'apprentissage continu, il y a risque d'être laissé pour compte.
2. Le monde change trop rapidement pour se préoccuper d'avoir à tout recommencer.
3. Acquérir de nouvelles compétences c'est avoir plus de possibilités.
4. L'apprentissage continu : une voie prometteuse.
5. Acquérir de nouvelles compétences est le seul moyen de demeurer à jour.

11



Merci !



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CORPORATE RESEARCH ASSOCIATES