



Employment and
Social Development Canada

Emploi et
Développement social Canada

National Skilled Trades Advertising Campaign Youth Research – Final Report

Prepared for Employment and Social Development Canada

Supplier name: Earnscliffe Strategy Group
Contract number: G9292-217717/001/CY
Contract value: \$49,291.11 (including HST)
Contract award date: March 3, 2021
Delivery date: March 29, 2021

Registration number: POR 126-20

For more information on this report, please contact Employment and Social Development Canada at:
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Ce rapport est aussi disponible en français.

Canada 

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March 2021

This public opinion research report presents the results of focus groups conducted by Earnscliffe Strategy Group on behalf of Employment and Social Development Canada. The research was conducted in March 2021.

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Catalogue Number:

Em4-28/2021E-PDF

International Standard Book Number (ISBN):

978-0-660-38177-0

ESDC

Cat. No. : POR-111-04-21E

Related publications:

Campagne de publicité nationale sur les métiers spécialisés Recherche auprès des jeunes – Rapport final (Final Report, French)

ISBN 978-0-660-38178-7

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
INTRODUCTION	6
DETAILED FINDINGS	8
CONCLUSIONS	15
APPENDIX A: METHODOLOGY REPORT	16
APPENDIX B: DISCUSSION GUIDE	18
APPENDIX C: SCREENER.....	22

EXECUTIVE SUMMARY

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of online focus group research with youth to inform the development of the National Skilled Trades Campaign.

In Budget 2019, the Government of Canada committed to providing the Skills Canada program with an investment of \$10 million per year, starting in 2020-2021, to encourage more young people to consider training and working in the skilled trades.

As part of this commitment, a national campaign was proposed to promote skilled trades as a first-choice career for young people. The Campaign will work to change the perception around careers in the skilled trades, promoting their merits, including high demand, high wages, and continual professional development. In addition to encouraging more young people to consider training and working in the skilled trades, the Campaign will also address a potential labour shortage in the Red Seal Trades.

The Public Affairs and Stakeholder Relations Branch at Employment and Social Development Canada is planning a marketing and advertising campaign in support of this broader National Campaign. Prior to the Campaign launch, research was required to explore attitudes towards skilled trades, pre-test campaign language and explore audience media habits.

The objectives of the research were to explore attitudes and awareness of skilled trades as a career path, pre-test potential language for the campaign and explore audience media habits. The contract value for this project was \$49,291.11 including HST.

To meet these objectives, Earnscliffe conducted a comprehensive wave of qualitative research. The research included a series of six online focus groups which all took place on March 19, 2021. The groups were conducted with two target audiences: youth ages 16 to 18 and young adults ages 19 to 24. We conducted a focus group with each audience from each of the following regions: Eastern Canada (Ontario, New Brunswick, Nova Scotia, PEI and Newfoundland and Labrador), Quebec, and Western Canada (Manitoba, Saskatchewan, Alberta, British Columbia), for a total of two per region. The sessions with residents of Quebec were conducted in French; all other sessions were conducted in English. The sessions were approximately ninety minutes in length and participants received an honourarium of \$100.

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences, and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved, the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn and findings cannot reliably be generalized beyond their number. As such, results are directional only.

The key findings from the research are presented below.

Understanding and Impressions of Skilled Trades

- Unaided understanding of the term ‘skilled trades’/‘métiers spécialisés’ varied significantly by language.
 - English-speaking participants understood the term and noted that skilled trades refers to careers that require technical training/schooling, apprenticeship and hands-on learning.
 - French-speaking participants did not universally understand the term. For some, it implied careers that required extensive post-secondary (university) education, like a doctor or astronaut. That said, older participants did seem to have a broader understanding of the term.
- Unaided impressions of skilled trades leaned positive, though this should be considered within the context of the misunderstanding of the term in French.
 - Those who knew someone working in the skilled trades had mixed views. Those with positive impressions explained that their friends or family in skilled trades had a job they liked and earned a solid living. Those with neutral or negative impressions referenced re-certification, physically difficult work and job instability.
- When presented with a list of examples of careers in the skilled trades, English-speaking participants were not all that surprised although some examples such as hairstylist, cook, and horticulturalist did challenge their perceptions. French-speaking participants were definitely more surprised, especially youth (16 to 18) who explained that most of these professions were not in line with their interpretation of the term.
- Many participants displayed attaching at least an implicit, and some an explicit, stigma to working in skilled trades. Some seemed aware of their biases and attempted to adjust their comments accordingly, but they did describe skilled trades as a “fall-back”, “second chance”, and “basic” at different points throughout the groups.
- Interestingly, the majority of participants were not hard-pressed to identify a variety of advantages of working in the skilled trades. They included: good salary/well-paid; necessary/essential; lifelong career; in demand; self-employed; flexible (make your own schedule); not an office job; hands-on; highly-skilled; continuous learning; and, a rapid career (can start right out of high school and learn on the job).
- The disadvantages tended to revolve around: highly specialized (and not as easily transferable); seasonal (in some cases); vulnerable to economic fluctuations; requirement to upgrade/re-certify regularly; physical labour (that can be demanding on the body long-term); dangerous (in some cases); the potential to get bored of the work; traditionally male; and, not as respected.

Language Testing

Participants were presented with five statements that could be used to talk about the skilled trades and were asked to describe their interpretation of the different words and phrases used.

- **The skilled trades are a viable career choice:** Reactions were generally mixed (more neutral to negative). The overall tone was not terribly inspiring or motivational and for some was slightly pejorative. Those who liked this statement suggested the term viable implied that the skilled trades were a good choice and it was a new path that they had not considered before.
- **The skilled trades offer sustainable careers:** Overall reaction was slightly more favourable. Participants felt that it fit with their understanding of the skilled trades and with the advantages they perceived of a lifelong career. The overall tone was slightly more inspiring, and most felt that it would be particularly interesting for anyone who was looking for stability. Participants interpreted sustainable to mean security, longevity, lifelong, always needed, and, comfortable.
- **The skilled trades offer an exciting career:** Reactions were mixed. While the tone was more inspiring and motivational, some participants pointed out that “excitement” about any career choice was dependent on the person and their interests. Those who reacted positively felt that for those who want to pursue a career in the skilled trades, this statement implied you would have the opportunity to do something you like, and faster. However, many questioned whether everyone was necessarily interested in a skilled trade.
- **The skilled trades offer continuous learning opportunities.** Overall reactions were generally positive. Participants particularly liked the term “continuous learning”. It implied that those working in the skilled trades would have the opportunity to continue learning new techniques and approaches, to better themselves, become more efficient and more proficient. It also seemed to challenge the perception that those in the skilled trades are limited by their specialization/area of expertise.
- **The skilled trades are a first-choice career.** Most participants struggled with this statement. Many wanted to like it but it seemed to reinforce the biases some held about skilled trades. No one felt it was inappropriate to use “first-choice career” but some felt it was a bit misleading or tried too hard to dispel preconceptions about the skilled trades.

Communications and Marketing

- **Social media was clearly the predominant communication and information channel**, whether communicating with friends (and sometimes family) or getting news. The social media platforms that are used most often included:
 - For news/information: Twitter, Reddit, Instagram, Facebook, LinkedIn, Clubhouse, Apple News App.
 - To communicate with their friends: Instagram, Snapchat, Facebook Messenger, Tik Tok, Signal, WhatsApp.
 - To communicate with their parents: Facebook Messenger for some but mainly text or phone.

- Many suggested that social media would be the best way for them to receive information from the Government of Canada. They mentioned YouTube, for its captive audience potential, while others suggested various other social media tactics from promotion through SnapChat filters to linking Instagram posts to articles or sites with more information.
- Participants were receptive to a variety of different approaches to receive information about postsecondary education. Many said they would visit the institution’s website, and particularly among the young adults ages 19 to 24, would visit the institution’s open house.
 - The suggestion of workshops with experts in skilled trade fields was of interest to many participants as an interesting way to gain first-hand knowledge.
 - Reaction to the suggestion of receiving information from online influencers was mixed. Some were skeptical of influencers’ authenticity, though influencers who were viewed as experts in their field, like Mike Holmes, would be more trustworthy.

Research Firm:

Earnscliffe Strategy Group Inc. (Earnscliffe)

Contract Number: G9292-217717/001/CY

Contract award date: March 3, 2021

I hereby certify as a Representative of Earnscliffe Strategy Group that the final deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research. 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:

Date: March 29, 2021



Stephanie Constable
Principal, Earnscliffe

INTRODUCTION

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of online focus group research with youth to inform the development of the National Skilled Trades Campaign.

In Budget 2019, the Government of Canada committed to providing the Skills Canada program with an investment of \$10 million per year, starting in 2020-2021, to encourage more young people to consider training and working in the skilled trades.

As part of this commitment, a national campaign was proposed to promote skilled trades as a first-choice career for young people. The Campaign will work to change the perception around careers in the skilled trades, promoting their merits, including high demand, high wages, and continual professional development.

In addition to encouraging more young people to consider training and working in the skilled trades, the Campaign will also address a potential labour shortage in the Red Seal Trades.

The Public Affairs and Stakeholder Relations Branch at Employment and Social Development Canada is planning a marketing and advertising campaign in support of this broader National Campaign. Prior to the Campaign launch, research was required to explore attitudes towards skilled trades, pre-test campaign language and explore audience media habits.

The specific objectives of the research were to:

- explore attitudes and awareness of skilled trades as a viable career path, specifically as it relates to career planning;
- pre-test potential language used in the advertising campaign to ensure it resonates with its intended target audience; and
- explore audience media habits to further supplement/support the media mix data used to inform advertising campaign design.

Findings from the research will inform the advertising campaign planning and ensure the language used resonates with its intended target audience and meets its objectives.

Research Approach

To meet these objectives, Earnscliffe conducted a wave of qualitative research. The research included a series of six online focus groups which all took place on March 19, 2021. The groups were conducted with youth ages 16 to 18 and young adults ages 19 to 24 who reside in Eastern Canada (Atlantic Canada and Ontario); in Quebec; and in Western Canada (Manitoba, Saskatchewan, Alberta and British Columbia). The groups with residents of Quebec were conducted in French. All other sessions were conducted in English.

The sessions were approximately ninety minutes in length. The focus group participants received an honorarium of \$100 as a token of appreciation for their time.

The table below shows the number of participants in each group:

Exhibit 1

Group	No. of Participants
Young adults 19 to 24 Eastern Canada	10
Young adults 19 to 24 Quebec	9
Young adults 19 to 24 Western Canada	9
Youth 16 to 18 Eastern Canada	10
Youth 16 to 18 Quebec	8
Youth 16 to 18 Western Canada	8
TOTAL	54

Appended to this report are the screener and discussion guide.

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences, and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved, the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn, and findings cannot reliably be generalized beyond their number.

DETAILED FINDINGS

This qualitative report is divided into three sections: the first explores understanding and impressions of the skilled trades; the second presents feedback on the language about the skilled trades that was tested during the groups; and, the final section elaborates on the communications preferences of the target audiences.

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences, and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved, the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn, and findings cannot reliably be generalized beyond their number.

Except where specifically identified, the findings represent the combined results regardless of audience, location or language (English and French).

Understanding and Impression of the Skilled Trades

The focus groups began with a discussion of participants' existing impressions of skilled trades, and then exposed them to information about and examples of careers in the skilled trades to gauge reaction and impressions.

Notably, the term “skilled trades/ métiers spécialisés” held different meaning to English- vs. French-speaking participants. When asked to explain what skilled trades meant to them, English-speaking participants understood the term. They described skilled trades as careers that require special, particularly technical training. They thought these careers involved apprenticeships and hands-on learning and work. Some of the examples of careers they associated with skilled trades included plumber, carpenter, welder, electrician, auto mechanic, tailor, and someone who works in construction.

In French, participants assumed that the term ‘métiers spécialisés’ referred to jobs that required special skills and extensive training but did not always correctly identify the type of careers associated with the skilled trades. Instead, many thought the term ‘métiers spécialisés’ implied careers that required extensive post-secondary (university) education. They noted careers such as doctors, surgeons, physiotherapists, astronauts, archaeologists and teacher/professor. The word “spécialisés” seemed to cause some of the difficulty in understanding, because it implied a lengthy period of study. As one participant in the youth 16 to 18 group explained, *“I think, you need to study for a long time because to be specialized in a field is to understand everything in that field.”*

Worth noting, those 19 to 24 in Quebec did seem to have a broader understanding of the term, with a few explaining that it might involve “manual” work. These participants also cited careers typically considered skilled trades such as carpenter, welder and construction workers in addition to the careers listed above.

When presented with a list of examples of careers in the skilled trades, English-speaking participants were not all that surprised although some examples such as hairstylist, cook, and horticulturalist did challenge their perceptions. For instance, one youth 16 to 18 in Western Canada who was surprised to learn that the aforementioned jobs qualified as skilled trades said, *“Well, maybe it means that it doesn't necessarily have to be hard labour, for it to be skilled trade. Like hard on your body.”* For some, the realization that the skilled trades did not necessarily require “hard labour” was a pleasant surprise and made them a more attractive option.

French-speaking participants were definitely more surprised by the list of careers, especially youth (16 to 18). They explained that most of these professions did not align with their interpretation of the term. When asked whether there was a better way to describe these professions, they suggested the following concepts: essential, field work, infrastructure, manual, physical, hard labour, action, and hands-on.

Overall impressions of the skilled trades at the outset of the groups were positive, though it is important to consider this finding in the context of the misunderstanding of the term in French. Among those who did understand the term unprompted and held a positive view of the skilled trades, impressions seemed to be driven by the perceived ability to gain practical knowledge and work experience quickly, even during schooling. Those who felt positively also mentioned that the skilled trades seem to pay well, provide flexibility (make your own schedule) and facilitate continuous learning. A few explained that those who work in the skilled trades provide valuable services that society relies on.

Few reactions were outright negative. A few noted that they did not feel particularly positive towards the skilled trades because it did not seem like a good fit for them, but did not necessarily think it was a bad choice for others. Those who named disadvantages to the skilled trades mentioned that as a highly specialized skill, not all trades are easily transferrable and that work in the skilled trades is not always as respected as “white collar” jobs. A few noted that the trades are vulnerable to economic fluctuations, particularly as economic conditions change (e.g. economic booms and busts tied to the oil industry in Alberta, restrictions put in place due to COVID-19). Participants believed that trades often require regular upgrades and certifications, which can be time consuming and costly to keep up with. Others were concerned about the work environment, noting the impact of physical labour that can be demanding on the body long-term, that the work could potentially be dangerous and that the trades seem male-dominated. A few had the sense that there is potential to get bored of the work or were a bit put off by the thought of committing to one job for the rest of their working life at a young age because it could narrow their options for the future:

“I think that it definitely requires like a certain mentality and a certain work ethic just like university does. But I just think it's different when it comes to working on a skilled trade. Because, I mean, if you start right out of high school, like that's your life, right from 18 until 55, you have to work hard. I mean, even just doing landscaping in the summer, I'm ready to go back to school by the time September rolls around. So I think that'd be a big con is that maybe some people think it's easy to just leave school and get into a trade, but you really need to have work ethic for it.”
-Eastern Canada 19 to 24

“Another thing is also narrowing of options early on since it's so pushed and it's so that people are inclined early on to actually enter the trades that they're narrowing their options, preventing them from actually returning to school later on. Which is truly why it is kind of an alternative route for those who won't go to university.” -Western Canada 16 to 18

Interestingly, impressions among those who knew someone who worked in the skilled trades tended to be varied. Those with positive impressions spoke of family members who were pursuing a career in their field of choice and one about which they were passionate and could earn a good living. Those with neutral to negative impressions spoke of family members who lost work during the pandemic, worked seasonally, have to be re-certified regularly, and/or did hard (manual) labour that was difficult on their bodies.

Although, as noted above, participants were not hard-pressed to name advantages to the skilled trades, many exhibited, both implicitly and explicitly, stigma associated with work in the skilled trades. Participants used language such as “fall-back”, “second chance”, and “basic” at different points throughout the groups. While most described these as respectable and necessary professions that do require specialized training/education, there was a sense that society does view them with a bias. As one participant explained, *“Because people think that it isn't a viable career choice like, like this, say, it's only something to fall back on. But if it's something that you want to pursue, that's totally viable.”* (Western Canada 16 to 18). Again, many had the sense that there are good jobs in the skilled trades but that they may be thought of differently by society. Some spoke of the option as being a good one for “some people” which was sometimes defined on the basis of taste and other times on the basis of willingness or limited opportunity.

Some felt that their parents were among those in society who hold stigma against work in the skilled trades. Indeed, when asked how their parents would feel if they expressed an interest in the skilled trades, many participants, particularly young adults (19 to 24) in Quebec, felt that their parents would advise them to go to university (which implies a profession in some other field). Having said that, there were many other participants, especially those with family members who work in the skilled trades, who felt their parents would be supportive and would encourage them to pursue their interests.

Language Testing

Participants were presented with five statements that could be used to talk about the skilled trades and were asked to describe their interpretation of the different words and phrases used.

Reactions toward the statements tended to be quite similar across age and geography. Unless otherwise noted, findings in this section are common across all audiences; only noteworthy differences are mentioned.

The skilled trades are a viable career choice.

Reactions to this statement were generally mixed (more neutral to negative). The overall tone was not terribly inspiring or motivational and for some was slightly pejorative. Though not the majority, those who liked this statement suggested the term viable implied the skilled trades were a good choice and for a few, it was a new path that they had not considered before. However, most held neutral to negative impressions. The more favourable of these included the view that the skilled trades were needed, necessary, and essential:

“And for me, viable kind of means, like, successful. So kind of like what everybody said earlier that, like, there's always going to be a career in trades, whereas like, you can go to university for four years, and there's no, like, absolute guarantee that you're going to get a job when you graduate.”
-Eastern Canada 19 to 24

The least favourable were that it was a passable choice; one of the options but not the first choice. The negative comments about this phrase included:

“It's a second chance at your life.” -Quebec 16 to 18

“And also it's when, when you want people to go into this kind of profession there, it's kind of like when you're selling a product, you're kind of selling a dream. Then, by saying that it's a viable career choice, you're totally selling the opposite. It's like saying you're going to have a job, yes, you're going to have the money, yes, but you're not going to have anything more. It's not going to give you any more sense of accomplishment whatsoever. It's just normal. That's what's a little bit special about that phrase, just changing the word viable. You'd have to do something a little bit more salesy.” - Quebec 19 to 24

“I don't really get like a great vibe from the word viable. I think that's just like it's possible. It's ‘you can do it’ kind of thing.” -Eastern Canada 19 to 24

The skilled trades offer sustainable careers.

Overall reaction to this statement was slightly more favourable and the overall tone was slightly more inspiring. The term “sustainable” fit better than the term “viable” with their understanding of the skilled trades. Many equated “sustainable” with “stability”. It also implied the advantages they perceived of a lifelong career. Participants interpreted sustainable to mean security, longevity, lifelong, always needed, and, comfortable.

“I think it gives me a positive vibe. Because when I think what's sustainable, like most people said that it makes me think that like you're always gonna, you're always gonna need these skilled trades. And that like so you always have a job. And like there's always going to be a need for it regardless.”
-Eastern Canada 19 to 24

“I think this one's more positive, because I think, like sustainable implies, like, security, in a sense, and I think that is what everybody wants in a career – some sort of like stability.” -Eastern Canada 19 to 24

“It's good for people who are worried about the future. If it's sustainable, you know that if you go into this job you'll have stability...”-Quebec 16 to 18

Worth noting, a few participants felt that some of these interpretations suggested a rather limiting career. As one participant aged 16 to 18 in Quebec explained, *“Staying in one trade, at a certain point, you could get tired of it or annoyed by it. You might want to try something else, but won't have the opportunity.”* This participant, and a few others, felt that those working in the skilled trades do specialized work that could become boring/repetitive over time and feared that they would be stuck with that choice for life.

There were also a few who found the term confusing, given its frequent use in referencing environmental impact.

The skilled trades offer an exciting career.

Reactions to this statement were mixed. Participants thought the tone was more motivational and inspiring, but noted that whether or not a career is exciting largely depends on a person's individual interests and goals. Not everyone would be excited about working in the skilled trades. Interest and job satisfaction would also likely vary by the type of skilled trade:

*"I think for this, it kind of depends on the person that's in that trade [because] for some people cooking might be exciting for them like for me personally cooking is exciting but if my dad were to say I want you to go into hairstyling to be a hairstylist, that wouldn't be exciting for me. I might, like it's making money, but it's not exciting for me. Whereas, like, cooking is more exciting or even carpentry is more exciting for me. So I think that kind of is more based on the individual."
-Eastern Canada 19 to 24*

Overall, the sense was that a career in the skilled trades can be exciting, but hinges on matching the person with the job they are most interested in. Widespread approval of and agreement with this statement would likely depend on providing proof of exciting opportunities for many people with varying goals and interests.

Those who reacted positively to this statement felt that for those who want to pursue a career in the skilled trades, it implied you would have the opportunity to do something you like, and without spending as much time in school. One also noted that, with a job in the skilled trades, you may not work a typical 9 to 5 job and would likely interact with a lot of different people, both of which could keep the workday interesting or exciting.

The skilled trades offer continuous learning opportunities.

Overall reactions to this statement were generally positive. Participants were drawn to the promise of "continuous learning opportunities". This term implied that those working in the skilled trades would have the opportunity to continue learning new techniques and approaches, to adapt to changing technology and advancements, to better themselves, become more efficient and more proficient.

It also seemed to challenge the perception that those in the skilled trades are limited by their specialization/area of expertise, or that the work is repetitive and boring:

"I feel like it also helps to kind of like, get rid of a bit of the stigma about how like, the trades are more for like, less intelligent or like, they're easier jobs. But they're really not. And so like, I feel like it kind of says like, it's continuous learning opportunities, meaning like, it's not just something that takes no knowledge or no brain power or anything." -Eastern Canada 16 to 18

"...with the career you go into, you want to make sure that it's something that you're never gonna get bored of, at least like not for a very long time. So like, if what it's saying is true, if it offers like continuous learning opportunities, I feel like that's good for the long run. And like it just would

probably appeal to more people because it offers security with like happiness and, you know, not ever being bored or, or annoyed with your job.” -Eastern Canada 16 to 18

The one criticism worth noting, and it was not the majority view, was a sense that some of the continuous learning requires a financial commitment that can be prohibitive for some (and limit their growth potential). Those who held this view often had family members or friends who had experienced similar challenges.

The skilled trades are a first-choice career.

Most participants struggled with this statement. While many wanted to like it, it seemed to conjure up the biases that some held toward the skilled trades. One participant aged 19 to 24 in Western Canada noted, *“I kind of interpreted as like a first choice versus a fallback career.”* For several participants, “first choice” related to the timing of a career decision. It implied that skilled trades were a quick way to move on from high school.

Others felt that whether a career was a “first choice” depended on the individual. It may be a first choice for some, but, as one participant aged 16 to 18 from Eastern Canada noted, *“not everyone’s made for the skilled trades.”* A few suggested that this statement’s credibility could be enhanced if it was accompanied by testimonials from individuals in the skilled trades who were highly satisfied with their chosen career path.

A few seemed to struggle with what “first-choice career” was supposed to mean, especially youth in Quebec. *“First-choice career? I don’t understand what they mean by that.”* Having noted all this, no one felt that it was inappropriate to describe the skilled trades as a first-choice career.

Communications and Marketing

Participants were asked to discuss their communications preferences and behaviours as well as their marketing preferences in terms of receiving information about post-secondary education.

Social media seemed to be the dominant method of communication and information seeking. Whether they were communicating with their friends/peers or searching for information about current events/news, participants indicated they use social media. A few even noted that they use it to communicate with their family members.

The social media platforms that figure the most frequently in their communication with friends were Snapchat, Instagram, WhatsApp, Twitter, Facebook Messenger, Signal, TikTok and Discord. To communicate with their parents, a few said they used Facebook Messenger and SnapChat, but most said they used texting or FaceTime/calling. Their news sources included social media sites such as Twitter (particularly the Explore feed), Reddit, Facebook, the Apple News app on their phone, and posts or stories on Instagram that linked to news articles. A few said that they consumed news through other types of platforms, such as local radio (when driving) or watching whatever news channel their parents had on TV at home.

When asked how they would like to receive information from the Government of Canada, many suggested using social media platforms like YouTube in which you have a captive audience because the viewer is often obligated to watch advertisements before and during videos. One participant noted the same strategy could be used with podcast advertising. Others suggested social media tactics, including promotion through SnapChat filters, and linking Instagram posts to articles or sites with more information.

Participants seemed receptive to a variety of approaches to learning about post-secondary education options. Many participant noted that if they were looking for information, they would begin by visiting institutions' websites. Several participants, particularly young adults, mentioned having visited different institutions for open houses in person. Additionally, some spoke of having attended Career Day or University Day fairs in high school, which, when prompted, most felt were very informative and helpful.

Many were interested in the suggestion of workshops with experts in their fields as a novel way to gain first-hand knowledge. When prompted, most participants indicated that they would prefer the interactivity of an in-person workshop. A few thought online workshops could be helpful for information gathering but not a surrogate for an in-person engagement and did suggest limiting the duration of the online session, noting the potential for distraction and burnout. One participant remarked that over the course of the pandemic, they have noticed they can pay attention to an online session, but do not always fully absorb the information being discussed or presented.

Reaction to the suggestion of receiving information from online influencers was mixed. The vast majority of participants were skeptical of the authenticity of generic social media influencers (e.g. the Kardashians). They were cognizant that social media influencers are paid to promote products or events and questioned the credibility of a generic influencer as a spokesperson for the skilled trades. However, "expert" influencers in the skilled trades such as Mike Holmes or Chuck Hughes were met with much more favourable reaction:

"...usually influencer is like implied that it's just someone that's paid to, like, advertise something and that they don't really have any, like prior knowledge or experience in that specific area. So yeah, I'd say if it was someone that actually, you know, had experience in it, knew what they were talking about, it would definitely be more convincing and compelling. And you'd want, you know, you trust them a lot more. And, yeah, want to listen to them more." -Eastern Canada 19 to 24

Though the reaction to "expert influencers" was generally positive, a few noted that they could not think of people with any sort of profile or reknown in some trades, like plumbing. The sense was that the influencer strategy could work well, as long as there were credible and well-known individuals in the field who could garner enough attention.

For guidance and advice, participants seemed to rely on a variety of people including their parents, other family members and friends, as well as teachers, professors (for those in university) and school guidance counsellors. A few had also met with representatives of various institutions they were interested in attending to ask them more specific questions about their programs. Another mentioned getting advice from someone who was already working in the field they were interested in.

CONCLUSIONS

Impressions of the skilled trades were generally positive. Participants understood many of the benefits of a career in the skilled trades, including good pay, stability, ongoing and on-the-job learning, flexibility and that such jobs are in-demand. However, there appeared to be a few gaps in knowledge and some stigma that the campaign to promote the skilled trades must contend with.

First, the translation of the term skilled trades, ‘*métiers spécialisés*’, was not well understood by many French-speaking participants, particularly those aged 16 to 18. For this group, the term implied highly skilled careers that required extensive and lengthy schooling, such as a doctor, teacher, or astronaut. When presented with a list of careers in the skilled trades, these participants noted that terms such as essential, field work, infrastructure, manual, physical, hard labour, action, and hands-on would more clearly describe the professions.

As noted above, most held positive views of the skilled trades, but many participants also held their own biases about them or noted that there is stigma generally in society about careers in the skilled trades. Participants used language such as “fall-back”, “second chance”, and “basic” at different points throughout the groups to describe the skilled trades. Several noted that the skilled trades could be a good option for some, but not for them.

Participants named some drawbacks to working in the skilled trades. The disadvantages tended to revolve around the skilled trades being highly specialized (and not as easily transferable), seasonal and vulnerable to economic fluctuations, requirement to upgrade/re-certify regularly, demanding physical labour, danger, the potential to get bored of the work, that the work environment is traditionally male; and, not the sense that the trades are not as respected. Encouragingly, some of the negative perceptions about the skilled trades were dispelled throughout the discussion. For example, the promise of “continuous learning” reassured participants that a career in the skilled trades would not be boring or limiting.

Along with the statement that promised “continuous learning”, the most effective messaging referenced the skilled trades as a “sustainable career”. The term “sustainable” aligned with the perceived benefits of a career in the skilled trades, including stability and security. Participants preferred this term over the statement that described the skilled trades as a “viable career”. The latter seemed to imply to many that the skilled trades were an option, but not the best option. In other words, that they are a passable choice.

Participants struggled a bit with the statements that described the skilled trades as an “exciting career” and a “first-choice career”. One complaint that applied to both terms was that whether or not a career is exciting or a first-choice depends largely on individuals’ interests and goals. A few suggested that the credibility of such statements could be improved if they were accompanied by proof of others’ job satisfaction, using testimonials and personal experiences.

Social media is undoubtedly one of the most effective ways of reaching this target audience. Asked how they would prefer to receive communication from the federal government, they brought up social media campaigns, and suggested using SnapChat, Instagram and Twitter. A few also noted that YouTube or podcast advertising could be effective because they provide a captive audience. Most would be receptive to messages or advice about the skilled trades from an influencer who is also regarded as an expert in their field.

APPENDIX A: METHODOLOGY REPORT

Methodology

The groups were conducted with youth ages 16 to 18 and young adults ages 19 to 24 who reside in Eastern Canada (Atlantic Canada and Ontario); in Quebec; and in Western Canada (Manitoba, Saskatchewan, Alberta and British Columbia). The groups with residents of Quebec were conducted in French. All other sessions were conducted in English. The sessions were approximately ninety minutes in length. The focus group participants received an honorarium of \$100 as a token of appreciation for their time.

Schedule and composition of the focus groups

Region	Group	No. of Participants	Time
Eastern Canada	Young adults ages 19 to 24	10	10:00 am EDT / 11:00 am ADT / 11:30 am NDT
	Youth ages 16 to 18	10	4:00 pm EDT / 5:00 pm EDT / 5:30 pm NDT
Quebec	Young adults ages 19 to 24	9	12:00 pm EDT
	Youth ages 16 to 18	8	5:00 pm EDT
Western Canada	Young adults ages 19 to 24	9	1:00 pm EDT / 12:00 pm CDT / 11:00 am CST / 11:00 am MDT / 10:00 am PDT
	Youth ages 16 to 18	8	6:00 pm EDT / 5:00 pm CDT / 4:00 pm CST / 4:00 pm MDT / 3:00 pm PDT

Recruitment

Participants were recruited using a screening questionnaire (included in Appendix C).

The target audiences were youth ages 16 to 18 and young adults ages 19 to 24. In each group with young adults ages 19 to 24, we aimed to include two participants (minimum one) who are out-of-school and not-employed-or-in-education-or-training (NEET). In the groups with youth ages 16 to 18, we aimed to include one NEET participant. For all groups, we set quotas to ensure that each included two self-identified visible minority participants, at least one new Canadian (not born in Canada and been in Canada 5 years or less), and at least one individual with a disability.

The screener contained a series of standard screening questions to ensure participants qualified based on their age and to determine if potential participants qualified as NEET, a self-identified visible minority, a new Canadian or as an individual with a disability.

Moderation

Given the accelerated timeline, two moderators were used to conduct the focus groups. While one moderator conducted the first group, the other watched to ensure both were aware of the flow of the focus groups.

Each moderator took notes and summarized their groups and subsequently met to provide the other with a debrief on the groups, including the key findings.

A note about interpreting qualitative research results

It is important to note that qualitative research is a form of scientific, social, policy, and public opinion research. Focus group research is not designed to help a group reach a consensus or to make decisions, but rather to elicit the full range of ideas, attitudes, experiences and opinions of a selected sample of participants on a defined topic. Because of the small numbers involved the participants cannot be expected to be thoroughly representative in a statistical sense of the larger population from which they are drawn and findings cannot reliably be generalized beyond their number.

Glossary of terms

The following is a glossary of terms used throughout the report. These phrases are used when groups of participants share a specific point of view. Unless otherwise stated, it should not be taken to mean that the rest of participants disagreed with the point; rather others either did not comment or did not have a strong opinion on the question.

Term	Definition
Few	<i>Few</i> is used when less than 10% of participants have responded with similar answers.
Several	<i>Several</i> is used when fewer than 20% of the participants responded with similar answers.
Some	<i>Some</i> is used when more than 20% but significantly fewer than 50% of participants with similar answers.
Many	<i>Many</i> is used when nearly 50% of participants responded with similar answers.
Majority/Plurality	<i>Majority</i> or <i>plurality</i> are used when more than 50% but fewer than 75% of the participants responded with similar answers.
Most	<i>Most</i> is used when more than 75% of the participants responded with similar answers.
Vast majority	<i>Vast majority</i> is used when nearly all participants responded with similar answers, but several had differing views.
Unanimous/Almost all	<i>Unanimous</i> or <i>almost all</i> are used when all participants gave similar answers or when the vast majority of participants gave similar answers and the remaining few declined to comment on the issue in question.

APPENDIX B: DISCUSSION GUIDE

Discussion Guide

Introduction 10 min 10 min

Moderator introduces herself/himself and her/his role: role of moderator is to ask questions, make sure everyone has a chance to express themselves, keep track of the time, be objective/no special interest.

- The name of the firm the moderator works for, and the type of firm that employs them (i.e. an independent marketing research firm).
- Role of participants: speak openly and frankly about opinions, remember that there are no right or wrong answers and no need to agree with each other.
- Results are confidential and reported all together/individuals are not identified/participation is voluntary.
- The length of the session (1.5 hours).
- The presence of any observers, their role and purpose, and the means of observation (observers viewing and listening in remotely).
- The presence and purpose of any recording being made of the session.
- Confirm participants are comfortable with the platform and some specific settings such as: how to mute and unmute themselves; where the hand raise button is; and, the chat box.

- Moderator to explain the research purpose and disclose the research sponsor, described, at a minimum. The Government of Canada, Employment and Social Development Canada, specifically, is exploring the topic of employment, in part, to help inform advertising campaigns in the future.

Moderator will ask participants to introduce themselves.

To get started, please state your first name, what you do during the day, and what you like to do in your spare time.

General Understanding about the Skilled Trades 30 min 40 min

To begin, I'd like to spend some time understanding your awareness and understanding of the skilled trades.

- What comes to mind when you hear the term skilled trades? *Please write what comes to mind in the chat box.*
- What are the jobs/careers you think of when you think of skilled trades? *Moderator to develop a list together on screen.*
- Would you say that when you think of the skilled trades that it generally conjures up a positive, neutral, or a negative impression for you? Why? What is primarily informing that impression?
- [HANDS UP] Do you know anyone who works in the skilled trades?

For the purposes of our conversation today/tonight, skilled trades refer to professional occupations that involve on-the-job learning and requires specialized training. Some examples include... *[MODERATOR TO SHOW LIST OF SKILLED TRADES ON SCREEN]*

Cook	Hairstylist	Automotive Service Technician
Powerline Technician	Landscape Horticulturist	Auto Body and Collision Technician
Carpenter	Construction Electrician	Truck and Transport Mechanic
Plumber	Painter and Decorator	Heavy Duty Equipment Technician
Welder	Mobile Crane Operator	Refrigeration and Air Conditioning Mechanic
Machinist	Steamfitter-Pipefitter	Instrumentation and Control Technician
	Sheet Metal Worker	Industrial Mechanic (Millwright)

- Did any of these come as a surprise to you? In other words, when you responded above, were these the fields you were thinking of?
- Do you feel any differently about how you responded or were thinking of the skilled trades having seen this list? How so? Why?
- What do you think the pros and cons are of working in the skilled trades? *[MODERATOR TO MAKE A LIST AND PROBE RESPONSES]*
 - Why do you think that? Why do you have that impression?
 - Does anyone have a different view or see things differently in any way?
- How would you start learning a skilled trade, if you were interested?
- How do you think you would go about pursuing a career in the skilled trades?
- Do you have the sense that there are lots of career opportunities in the skilled trades OR that it is a particularly saturated ? Are some more difficult than others? Why do you think that?
- Do you believe that employers in the skilled trades are eager to hire you? Why or why not?
- How do you feel about on-the-job learning? Why?
- What do you think your parents would think about you working in the skilled trades? Why?
- What about your friends and/or peers? What do you think they would think about you working in the skilled trades? Why?
 - Do you think they would think it was a good career choice for you? Why or why not?
 - *[IF NOT]* How would it make you feel – especially if it was what you wanted to do?
 - How influential are their views? In other words, do you think their opinion would impact your view/decision/thoughts in any way? Why or why not?

Language Testing

20 min

60 min

Now I would like to explore your interpretation of different language such as words, phrases, and terms that the Government of Canada might use to talk about working in the skilled trades.

For each, I would like to understand how you interpret the language and what it means to you in the context of the skilled trades.

LANGUAGE TO TEST (key words are underlined):

The skilled trades are a viable career choice.

The skilled trades offer sustainable careers.

The skilled trades offer an exciting career.

The skilled trades offer continuous learning opportunities.

The skilled trades are a first-choice career.

[MODERATOR TO USE THE FOLLOWING PROMPTS TO EXPLORE THE MEANING/INTERPRETATION OF THE LANGUAGE]:

- What does this term mean to you? Why?
- What does it imply/suggest about working in the skilled trades? Why do you say that?
- Does it leave you with a generally positive, neutral or negative impression of the skilled trades? Why?
- Can you think of another (a better) way to say this?

Communications

10 min

70 min

Now I would like to spend a few minutes understanding your communications preferences/behaviours.

- In general, where do you go to get information about current events or for news of the day?
Probe:
 - News – which outlets specifically?
 - Online – which sites specifically?
 - Social media – which platforms specifically?
- When communicating with your friends, which platforms do you use most often? How? Why?
- What about when communicating with your parents/guardians? How? Why?
- Which would be the best ways for the Government of Canada to communicate with you or provide you with information? Please be specific.

Marketing

10 min

80 min

- How would you like to receive information about post-secondary education?
Probe:
 - Workshops with experts in their fields
 - Hands-on learning opportunities
 - Information sessions
 - School assemblies
 - Printed information
 - Online via influencers
 - Job fairs
 - Other
- And, how would you like to receive information about potential career options?
 - Would you like to receive information in the same way as outlined above or different?
 - [IF DIFFERENT] How so? Please explain how you would like to receive this type of information differently.

- Who would you discuss post-secondary education and potential careers with?

Probe:

- Parent/Guardian
- Friend
- School counsellor
- Teacher
- Other

Conclusion

10 min

90 min

MODERATOR TO CHECK IN WITH COLLEAGUES VIA PRIVATE CHAT AND PROBE ON ANY ADDITIONAL AREAS OF INTEREST.

This concludes what we needed to cover today.

- After everything you have seen/reviewed here today, has your view of the skilled trades changed in any way – for the better or for the worse? Why?
- Would you consider working in the skilled trades any more or less? Why?
- Do you have any final thoughts or advice to pass along?

We really appreciate you taking the time to share your views. Your input is very important.

APPENDIX C: SCREENER

Online Focus Group Summary

- Recruit 10 participants per group
- Groups are 90 minutes long
- One group in each market is with Canadians 16 to 18, the other is with Canadians 19 to 24 (S3)
- Each group of 19 to 24 year-olds **should aim to include two** who are out-of-school and not-employed-or-in-education-or-training (NEET) (minimum one). **Aim for one** NEET in the 16 to 18 year-old groups (S4 & S5).
- Each group includes at least two self-identified visible minority (S7)
- Each group includes at least one new Canadian (S8 & S9)
- Each group includes at least one individual with a disability (S10)
- Participants must have high speed internet access (S11) and a webcam (S12)
- Must ensure good mix of other demographics (age, gender, income, education etc.)

Friday, March 19, 2021		
Group 1: 19 to 24 year-olds	Eastern Canada (E)	10:00 am EDT/11:00 am ADT/11:30 am NDT
Group 2: 19 to 24 year-olds	Québec (F)	12:00 pm EDT
Group 3: 19 to 24 year-olds	Western Canada (E)	1:00 pm EDT/12:00 pm CDT/11:00 am CST/11:00 am MDT/10:00 am PDT
Group 4: 16 to 18 year-olds	Eastern Canada (E)	4:00 pm EDT/5:00 pm ADT/5:30 pm NDT
Group 5: 16 to 18 year-olds	Québec (F)	5:00 pm EDT
Group 6: 16 to 18 year-olds	Western Canada (E)	6:00 pm EDT/5:00 pm CDT/4:00 pm CST/4:00 pm MDT/3:00 pm PDT

Hello/Bonjour, my name is _____ and I'm calling on behalf of Earncliffe, a national public opinion research firm. We are organizing a series of online discussion groups on issues of importance to Canadians, on behalf of the Government of Canada. The government would like to better understand Canadians' views to help inform the development of a future advertising campaign. We are looking for people who would be willing to participate in an online discussion group that will last up to 90 minutes. May I continue?

- Yes CONTINUE
 No THANK AND TERMINATE

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

Participation is voluntary. We are interested in hearing your opinions; no attempt will be made to sell you anything or change your point of view. The format is a 'round table' discussion led by a research professional. All opinions expressed will remain anonymous and views will be grouped together to ensure no particular individual can be identified. But before we invite you to attend, we need to ask you a few questions to ensure that we get a good mix and variety of people. May I ask you a few questions? This will only take about 5 minutes.

Yes CONTINUE
 No THANK AND TERMINATE

READ TO ALL: “This call may be monitored or audio taped for quality control and evaluation purposes.

ADDITIONAL CLARIFICATION IF NEEDED:

- To ensure that I (the interviewer) am reading the questions correctly and collecting your answers accurately;
- To assess my (the interviewer) work for performance evaluation;
- To ensure that the questionnaire is accurate/correct (i.e. evaluation of CATI programming and methodology – we’re asking the right questions to meet our clients’ research requirements – kind of like pre-testing)
- If the call is audio taped, it is only for the purposes of playback to the interviewer for a performance evaluation immediately after the interview is conducted or it can be used by the Project Manager/client to evaluate the questionnaire if they are unavailable at the time of the interview – all audio tapes are destroyed after the evaluation.

S1. Do you or any member of your household work for...

	Yes	No
A marketing research firm	1	2
A magazine or newspaper, online or print	1	2
A radio or television station	1	2
A public relations company	1	2
An advertising agency or graphic design firm	1	2
An online media company or as a blog writer	1	2
The government, whether federal, provincial or municipal	1	2

IF “YES” TO ANY OF THE ABOVE, THANK AND TERMINATE.

S2. Please indicate your gender. Do you identify as...? *ENSURE GOOD MIX*

A man 1
 A woman 2
 Gender diverse 3
 Don’t know/Prefer not to say 9 THANK AND TERMINATE

S3. Could you please tell me which of the following age categories you fall in to? Are you...? *ENSURE GOOD MIX*

16 to 18 years 1
 19 to 24 years 2
 25+ years 3 THANK AND TERMINATE
 Don’t know/Prefer not to say 9 THANK AND TERMINATE

S4. Are you currently a student studying either full-time or part-time?

Yes	1	
No	2	
Don't know/Prefer not to say	9	THANK AND TERMINATE

S5. What is your current employment status?

Student (full time or part time)	1
Employed (full time or part time)	2
Unemployed	3
Don't know/Prefer not to say	9

MINIMUM OF 2 PER GROUP ARE NOT STUDENTS (NO TO S4) AND ARE UNEMPLOYED (S5).

S6. What is the last level of education that you have completed?

Some high school	1	
Completed high school	2	
Some college/university	3	
Completed college/university	4	
Don't know/Prefer not to say	9	THANK AND TERMINATE

S7. What is your ethnic background? [DO NOT READ] [ENSURE GOOD MIX]

Caucasian	1	
Chinese	2	
South Asian (i.e., East Indian, Pakistani, etc.)	3	
Black	4	
Filipino	5	
Latin American	6	
East or Southeast Asian (i.e., Vietnamese, etc.)	7	
Arab	8	
West Asian (i.e. Iranian, Afghan, etc.)	9	
Korean	10	
Japanese	11	
Indigenous (First Nations, Métis, or Inuit)	12	
Other (please specify)	13	
Don't know/Prefer not to say	99	THANK AND TERMINATE

MINIMUM 2 PER GROUP MUST IDENTIFY AS NON-CAUCASIAN

S8. Were you born in Canada?

Yes	1	SKIP TO S10
No	2	ASK S9
Prefer not to say	9	THANK AND TERMINATE

S9. [IF NOT] How long have you lived in Canada?

5 years or less	1	
6 years or more	2	
Prefer not to say	9	THANK AND TERMINATE

MINIMUM 1 PER GROUP IDENTIFIES AS A NEW CANADIAN (SAYS NO TO S8 AND 5 YEARS OR LESS TO S9).

S10. Do you identify as a person with a disability? A person with a disability is a person who has a long-term or recurring impairment (such as vision, hearing, mobility, flexibility, dexterity, pain, learning, developmental, memory or mental health related) which limits their daily activities inside or outside the home (such as at school, work, or in the community in general).

Yes	1	
No	2	
Don't know/Prefer not to say	9	THANK AND TERMINATE

MINIMUM 1 PER GROUP IDENTIFIES AS A PERSON WITH A DISABILITY.

This research will require participating in a video call online.

S11. Do you have access to a computer, smartphone or tablet with high speed internet which will allow you to participate in an online discussion group?

Yes	CONTINUE
No	THANK AND TERMINATE

S12. Does your computer/smartphone/tablet have a camera that will allow you to be visible to the moderator and other participants as part of an online discussion group?

Yes	CONTINUE
No	THANK AND TERMINATE

S13. Do you have a personal email address that is currently active and available to you?

Yes	CONTINUE, PLEASE RECORD EMAIL
No	THANK AND TERMINATE

S14. Have you participated in a discussion or focus group before? A discussion group brings together a few people in order to know their opinion about a given subject.

Yes	1	CONTINUE
No	2	SKIP TO S18
DK/NR	9	THANK AND TERMINATE

S15. When was the last time you attended a discussion or focus group?

If within the last 6 months	1	THANK AND TERMINATE
If not within the last 6 months	2	CONTINUE
DK/NR	9	THANK AND TERMINATE

S16. How many of these sessions have you attended in the last five years?

If 4 or less	1	CONTINUE
If 5 or more	2	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

S17. And what was/were the main topic(s) of discussion in those groups?

IF RELATED TO EMPLOYMENT/JOBS, SKILLED TRADES, PLEASE THANK AND TERMINATE.

INVITATION

S18. Participants in discussion groups are asked to voice their opinions and thoughts. How comfortable are you in voicing your opinions in front of others? Are you... (READ LIST)

Very comfortable	1	MINIMUM 4 PER GROUP
Fairly comfortable	2	CONTINUE
Comfortable	3	CONTINUE
Not very comfortable	4	THANK AND TERMINATE
Not at all comfortable	5	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

S19. Sometimes participants are asked to read text, review images, or type out answers during the discussion. Is there any reason why you could not participate?

Yes	1	ASK S19A
No	2	SKIP TO S20
DK/NR	9	THANK AND TERMINATE

S19A. Is there anything we could do to ensure that you can participate?

Yes	1	ASK S19B
No	2	THANK AND TERMINATE
DK/NR	9	THANK AND TERMINATE

S19B. What specifically? [OPEN END]

INTERVIEWER TO NOTE FOR POTENTIAL ONE-ON-ONE INTERVIEW

S20. Based on your responses, it looks like you have the profile we are looking for. I would like to invite you to participate in a small group discussion, called an online focus group, we are conducting at [TIME], on March 19, 2021.

As you may know, focus groups are used to gather information on a particular subject matter; in this case, the discussion will touch on your views related to messages and language that may be used in a future communications campaign. The discussion will consist of 8 to 10 people and will be very informal.

It will last up to up to 90 minutes and you will receive \$100.00 as a thank you for your time. Would you be willing to attend?

Yes	1	RECRUIT
No	2	THANK AND TERMINATE
Don't know/Prefer not to say	9	THANK AND TERMINATE

PRIVACY QUESTIONS

Now I have a few questions that relate to privacy, your personal information and the research process. We will need your consent on a few issues that enable us to conduct our research. As I run through these questions, please feel free to ask me any questions you would like clarified.

P1) First, we will be providing a list of respondents' first names and profiles (screener responses) to the moderator so that they can sign you into the group. Do we have your permission to do this? I assure you it will be kept strictly confidential.

Yes	1	GO TO P2
No	2	GO TO P1A

We need to provide the first names and background of the people attending the focus group because only the individuals invited are allowed in the session and this information is necessary for verification purposes. Please be assured that this information will be kept strictly confidential.
GO TO P1A

P1a) Now that I've explained this, do I have your permission to provide your first name and profile?

Yes	1	GO TO P2
No	2	THANK & TERMINATE

P2) A recording of the group session will be produced for research purposes. The recordings will be used by the research professional to assist in preparing a report on the research findings and may be used by the Government of Canada for internal reporting purposes.

Do you agree to be recorded for research and reporting purposes only?

- Yes 1 THANK & GO TO P3
- No 2 READ RESPONDENT INFO BELOW & GO TO P2A

It is necessary for the research process for us to record the session as the researchers need this material to complete the report.

P2a) Now that I’ve explained this, do I have your permission for recording?

- Yes 1 THANK & GO TO P3
- No 2 THANK & TERMINATE

P3) Employees from the Government of Canada may also be online to observe the groups.

Do you agree to be observed by Government of Canada employees?

- Yes 1 THANK & GO TO INVITATION
- No 2 GO TO P3A

P3a) It is standard qualitative procedure to invite clients, in this case, Government of Canada employees, to observe the groups online. They will be there simply to hear your opinions firsthand although they may take their own notes and confer with the moderator on occasion to discuss whether there are any additional questions to ask the group.

Do you agree to be observed by Government of Canada employees?

- Yes 1 THANK & GO TO INVITATION
- No 2 THANK & TERMINATE

INVITATION:

Wonderful, you qualify to participate in one of our discussion sessions. As I mentioned earlier, the group discussion will take place on March 19, 2021 at [TIME] for up to 90 minutes.

Can I confirm your email address so that we can send you the link to the online discussion group?

Friday, March 19, 2021		Honorarium: \$100
Group 1: 19 to 24 year-olds	Eastern Canada (E)	10:00 am EDT/11:00 am ADT/11:30 am NDT
Group 2: 19 to 24 year-olds	Québec (F)	12:00 pm EDT
Group 3: 19 to 24 year-olds	Western Canada (E)	1:00 pm EDT/12:00 pm CDT/11:00 am CST/11:00 am MDT/10:00 am PDT
Group 4: 16 to 18 year-olds	Eastern Canada (E)	4:00 pm EDT/5:00 pm ADT/5:30 pm NDT
Group 5: 16 to 18 year-olds	Québec (F)	5:00 pm EDT
Group 6: 16 to 18 year-olds	Western Canada (E)	6:00 pm EDT/5:00 pm CDT/4:00 pm CST/

4:00 pm MDT/3:00 pm PDT

We ask that you login a few minutes early to be sure you are able to connect and to test your sound (speaker and microphone). If you require glasses for reading, please make sure you have them handy as well.

As we are only inviting a small number of people, your participation is very important to us. If for some reason you are unable to attend, please call us so that we may get someone to replace you. You can reach us at **[INSERT PHONE NUMBER]** at our office. Please ask for **[NAME]**. Someone will call you in the days leading up to the discussion to remind you.

So that we can call you to remind you about the discussion group or contact you should there be any changes, can you please confirm your name and contact information for me?

First name

Last Name

email

Daytime phone number

Evening phone number

If the respondent refuses to give his/her first or last name, email or phone number please assure them that this information will be kept strictly confidential in accordance with the privacy law and that it is used strictly to contact them to confirm their attendance and to inform them of any changes to the discussion group. If they still refuse THANK & TERMINATE.