



Employment and  
Social Development Canada

Emploi et  
Développement social Canada

# 2022-2023 National Skilled Trades Advertising Campaign – Creative Testing and Evaluation

## Final Report

Prepared for Employment and Social Development Canada

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**Canada**

# 2022-2023 National Skilled Trades Advertising Campaign – Creative Testing and Evaluation

Prepared for Employment and Social Development Canada  
Supplier name: Earnscliffe Strategy Group  
August 2022

This public opinion research report presents the results of the focus groups and three online surveys conducted by Earnscliffe Strategy Group on behalf of Employment and Social Development Canada (ESDC). The focus groups were conducted in September and October 2022, the first survey was conducted in October 2022, the second survey and the additional focus groups were conducted in December 2022, and the third survey was conducted in March 2023.

Cette publication est aussi disponible en français sous le titre : Campagne nationale de publicité pour les métiers spécialisés 2022-2023 — test de concepts créatifs et évaluation.

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## Executive summary

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of the qualitative research conducted to pre-test creative materials for the 2022-2023 National Skilled Trades Advertising Campaign, as well as the quantitative methodology report for three online surveys conducted pre- and post- campaign using the Advertising Campaign Evaluation Tool (ACET) issued by the Communications and Consultations Secretariat of the Privy Council Office (PCO).

In Budget 2019, the Government of Canada committed to investing \$6M over two years to create a national marketing and advertising campaign to promote skilled trades as a first-choice career for young people. The campaign goals were to: change the perception around apprenticeship and careers in the skilled trades by promoting their merits as viable, well paid, and rewarding; and position apprenticeships and skilled trades as first-choice career paths (that is, a career in the skilled trades is a rewarding “Plan A” choice for youth and not a “Plan B” alternative).

Budget 2022 asserted that the skilled trades are vital to the future of the Canadian economy and offer workers rewarding careers in fields ranging from carpenters to electricians and boilermakers. It proposed to provide \$84.2 million over four years to double funding for the Union Training and Innovation Program (UTIP).

The demand for skilled trades continues to be high. After a successful campaign in Spring 2022, ESDC will continue and expand the National Skilled Trades Campaign. This year’s campaign will have two streams:

- **Stream 1** will use lessons learned from previous campaigns to streamline the media mix and more effectively reach the primary audiences (youth aged 15 to 19 and young adults aged 20 to 34); and,
- **Stream 2** will broaden its advertising tactics with ads designed specifically for the secondary audience (parents, guardians, and/or caregivers).

As part of this commitment, the Public Affairs and Stakeholder Relations Branch of ESDC is planning a national marketing and advertising campaign to promote the skilled trades as a first-choice career for young people. The Campaign will aim to change the perception around careers in the skilled trades, promoting their merits, including high demand, high wages, and ongoing professional development. In addition, the Campaign will encourage Canadians to consider training and working in the skilled trades, addressing a potential labour shortage in the Red Seal Trades, and getting Canadians back to work after COVID-19 job losses.

To inform the campaign strategy, ESDC engaged Earnscliffe to conduct a multi-phased research project involving qualitative creative testing and pre- and post-campaign quantitative research.

The research program began with an initial qualitative phase. The main objectives of the qualitative research were to collect feedback on creative concepts to inform final creative development and to ensure the advertising campaign resonates with its intended target audience and meets its objectives. The research will inform final creative development by determining the potential for effectiveness and the resonance of messages and concepts with target audiences.

The total contract value of the multi-phased project was \$194,021.00 including HST.

To meet these objectives, Earnscliffe conducted a five-phased research project.

The first phase, qualitative concept testing, consisted of a series of six (6) online focus groups conducted between September 28 and October 5, 2022. The target audiences included parents, guardians, and/or caregivers of youth ages 13 to 19. Participants were between the ages of 35 and 60. Four groups were conducted in English with residents of Atlantic Canada, Ontario, the Prairies, British Columbia, and the Territories, while two groups were conducted with residents of Quebec in French. Those residing in official language minority communities (OLMCs) were invited to participate in a group in the official language of their choice on a day and time that worked for them. The focus groups were approximately 90 minutes in length and participants received an honourarium of \$100 as a token of appreciation for their time.

The second phase, pre-campaign survey, utilized a quantitative methodology, and made use of an Advertising Campaign Evaluation Tool (ACET). This survey was conducted online using Leger's proprietary opt-in online panel prior to the campaign to set a baseline on which to measure aided and unaided recall, message retention, and effectiveness. The survey was conducted among 2,024 Canadians, including 1,017 youth (16 to 19) and young adults (20 to 34) who are changing careers, continuing schooling, or who intend to go back to school; as well as 1,007 parents and caregivers. The survey averaged 8 minutes in length. Fieldwork was conducted from October 3 to 11, 2022. The sample of youth (16 to 19) was weighted to be reflective of the overall population by gender and age within region. The data from the remaining respondents in Stream 1 or for those in Stream 2 were weighted using the incidence rates determined by the research itself. Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the weighting procedures and response rate can be found in Appendix E.

The third phase, qualitative research testing experiential marketing approaches, consisted of a series of four (4) online focus groups conducted December 5 and December 6, 2022. The target audiences included young adults ages 20 to 34 and youth ages 13 to 19. There were two discussion groups conducted with each target audience, one in English and one in French. Those living in official language minority communities (OLMCs) – Anglophones in Quebec and Francophones outside Quebec – participated in a group that fit with their language preference and schedule. The focus groups were approximately 90 minutes in length and participants received an honourarium of \$100 as a token of appreciation for their time.

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 fourth phase, stream 1 post-campaign survey utilized a quantitative methodology and made use of an Advertising Campaign Evaluation Tool (ACET). This survey was conducted online using Leger's proprietary opt-in online panel following an ESDC marketing campaign, targeted to youth aged 15 to 19 and young adults aged 20 to 34, to measure aided and unaided recall, message retention, and effectiveness. The survey was conducted among 1,017 youth (16 to 19)

and young adults (20 to 34) who are changing careers, continuing schooling, or who intend to go back to school. The survey averaged 10 minutes in length. Fieldwork was conducted from December 5 to 8, 2022. The sample of youth (16 to 19) was weighted to be reflective of the overall population by gender and age within region. The data from the remaining respondents in Stream 1 were weighted using the incidence rates determined by the research itself. Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the weighting procedures and response rate can be found in Appendix K.

The fifth phase, also utilizing a quantitative methodology, made use of an Advertising Campaign Evaluation Tool (ACET). The Stream 2 post-campaign survey was conducted online using Leger’s proprietary opt-in online panel following an ESDC marketing campaign, which targeted parents, guardians, and/or caregivers of youth ages 13 to 19. The survey included 1,008 respondents and fieldwork was conducted from March 17 to 22, 2023. The data were weighted using the incidence rates determined by the research itself. Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the sampling procedures and response rate can be found in Appendix N.

## Key findings

### Phase 1: Qualitative concept testing

#### Creative concepts

- None of the three creative concepts were deemed to be unacceptable or inappropriate for the Government of Canada to use in any way.
- When asked to select their preferred creative concept initially, participants’ explanations for their selections seemed to be more heavily influenced by the headline, and the message that “funding was available”, than by the overall look and feel of the concept.
- Participants tended to appreciate larger photos that better depicted the work of those in the skilled trades. They also appreciated the diversity of individuals featured in the ad(s).
- The icons of a wrench and spatula that appeared in some of the creative concepts were felt to be more of a distraction than an enhancement to the overall look and feel.
- Overall preference of the three concepts favoured Creative C. However, when asked their preferred creative based on overall look and feel (separating the headline from the concept), participants’ preferences were more evenly split between the three.
- Overall, Creative C was described as dynamic because it was more colourful, and the images were larger; Creative A was described as more attention-grabbing because of the bright yellow background; and Creative B was described as contemporary because of the different shapes and content placement.

## Campaign headlines

- The majority of participants preferred Headline B, “A career that pays, skills that last”. It seemed more complete (combination of all three headlines) and to touch on all of the elements they deemed most important as they reflected on the futures of their adolescent(s): career, pay, skills, last (longevity).
- Headline C, “A career that pays off”, was appreciated for its simplicity and the interpretation of the payoff of a career in the skilled trades that was not strictly financial but could also include experience, competence, accomplishment, success, helping others, etc.
- Headline A, “A career for the future” was also appreciated for being brief and to the point. It seemed to suggest one would find a lasting career, a career for life, and a career into which one could grow.

## Voice overs

- Both voice overs were very well received, and neither would be unacceptable or inappropriate for the Government of Canada.
- What participants liked about both voice overs was the comedic tone and humouristic approach. They described it as attention-grabbing and interesting.
- What seemed to differentiate the two was that Voice over B seemed to be more dynamic and impart more information about learning and the path toward a career in the skilled trades; whereas Voice over A seemed to be funnier and impart that one could turn a passion into a career.

## Radio concepts

- Overall, participants tended to prefer Radio C and B.
- Radio C was particularly compelling because it was direct to the point and informative. Participants were especially surprised and impressed about the need for “hundreds of thousands of skilled trades workers”. It implied a sense of urgency which participants felt might motivate someone to act.
- Reactions to Radio B were also generally positive. What participants liked most about this ad was the comedic approach in the use of the sounds of skilled trades to convey the message about the “three hundred available trades” and the specific mention of paid apprenticeships. They felt this concept was attention-grabbing, informative, funny, and memorable.
- Those who preferred Radio A felt it was simple and to the point. The main message was that the skilled trades are in demand. Those more critical of this concept questioned whether it would capture their attention, motivate them to act, or be memorable.

## Campaign messaging

- There seemed to be an overall preference for messages that highlighted that there are a variety of high-demand and life-long career options in the skilled trades and messages that spoke to the demand for skilled trades workers in Canada.

- The message, “Skilled trades offer flexible career options that stay in high demand at every stage of their career”, was very well received. The references to “flexible”, “high demand” and “at every stage of their career” were particularly compelling.
- The message, “Over 256,000 new apprentices are needed over the next five years to meet demand in Canada”, was well received because it conveyed the need or demand and immediacy for skilled trades workers in Canada over the next few years.
- Reaction to the message, “It’s rewarding for parents to see their children earning lucrative pay right away and creating a stable financial future”, was mixed. Most were uncertain as to the main message and thought the relationship to skilled trades was not explicit enough. Some appreciated the mention of “lucrative pay right away” and suggested that seeing their kids in stable, lucrative careers would be rewarding. Others were less comfortable with the word “lucrative” and tended to agree they want their children to have rewarding careers, however they choose to interpret the word.
- Similarly, reaction to the message, “Skilled trades offer high-demand careers aligned with the current direction of the economy”, was mixed. Some participants were reassured by the notion that someone was following employment trends and encouraging people to consider careers that are or will be in high demand. Other participants did not find that linkage all that compelling, arguing that not all skilled trades are in high demand.

## Phase 2: Quantitative pre-campaign survey (October 3 to 11, 2022)

### Stream 1 (youth aged 16 to 19 and young adults aged 20 to 34)

- In the past three weeks, just over half (54%) claim to have seen, read, or heard any advertising from the Government of Canada.
- The most common topics of ads recalled top-of-mind were COVID-19 or something relating to elections. In total, one in twenty (5%) of those who recall any Government of Canada ad mentioned something relating to employment opportunities.
- One in four (26%) claim to have seen, read or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.
- Of those claiming to have seen such an ad, YouTube (32%), Facebook (21%), television (19%) and Instagram (18%) were the most commonly cited points of contact.
- Among those who claim to have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the previous three weeks, promoting careers in skilled trades (17%), mentioning an incentive program to get people into the skilled trades (9%), unspecified messages about employment or work (9%), or promoting education or training (7%), are the most common messages they recall.

### Stream 2 (parents, guardians and/or caregivers)

- In the past three weeks, just under half (45%) claim to have seen, read, or heard any advertising from the Government of Canada.



- The most common topics of ads recalled top-of-mind were COVID-19 or something relating to elections. In total, less than one in twenty (3%) of those who recall any Government of Canada ad mentioned something relating to employment opportunities.
- Less than one in five (17%) claim to have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.
- Of those claiming to have seen such an ad, television (47%), Facebook (23%), YouTube (18%), radio (15%), and online news sites (11%) were the most commonly cited points of contact.
- Among those who claim to have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the previous three weeks, promoting careers in skilled trades (23%), mentioning an incentive program to get people into the skilled trades (12%), expressing there is a need for skilled trades workers (10%), promoting education or training (7%), or unspecified messages about employment or work (5%) are the most common messages they recall.

### Phase 3: Qualitative research testing experiential marketing approaches

#### Creative concepts

- None of the three creative concepts were deemed to be unacceptable or inappropriate for the Government of Canada to use in any way.
- Overall, participants reacted very positively to the notion of an experiential concept and described the idea as innovative, engaging, informative, and a unique way to make the skilled trades more accessible.
- Concept B was preferred by a plurality of participants who liked that it was engaging, interactive, and conveyed a lot of information. The hands-on and tactile nature of the concept was seen to complement the perceived manual nature of many trades nicely.
- A close runner up, those who preferred Concept A appreciated that it was visually appealing. They particularly appreciated the regional maps used to display employment data.
- Among those who preferred Concept C, the experiential and gamified experience was noted as unique and attractive. While this appealed to some, it was perceived as unprofessional by others who did not find it conducive to learning about a given profession.

#### Current mall behaviours

- The frequency with which participants went to malls varied considerably from multiple times a week to one a year. Many participants noted that they had shifted their shopping online.
- When asked about who they went to the mall with, there was a similar variety of answers with participants mentioning that they went by themselves, with family, or with friends.

## Digital experience

- Overall, most participants felt that a digital component would be a valuable complementary way to access additional information regardless of the concept employed, with some mentioning the possibility of using QR codes as a bridge between the physical and digital experiences.
- Despite favourable impressions of an online presence, most participants were not enthused by the incorporation of social media and questioned why it was being included.

## Message testing

- Overall participants liked messages which underscored the financial potential, be it the earning potential, the financial assistance, earning while learning or sense of reward/rewarding experience that comes with a career in the skilled trades.
- Other compelling messaging was around the variety of career options in the skilled trades and the high demand for skilled trades workers; as well as the specialized nature of the training such that one only needs to learn the skills necessary for the job (rather than theoretical learning that may not be directly applicable to the job).

## Phase 4: Stream 1 post-campaign survey (youth aged 16 to 19 and young adults aged 20 to 34) post-campaign survey (December 5 to 8, 2022)

- In the past three weeks, just over half (56%) claim to have seen, read, or heard any advertising from the Government of Canada.
- Three in ten (30%) claim to have seen, read or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.
- After being exposed to three ads used in the campaign, 26% of respondents claim to have seen one or more of these ads.
- Of those claiming to have seen the ad(s), television (49%), YouTube (44%), Instagram (22%) and Facebook (19%) were the most commonly cited points of contact.
- Over half (55%) of respondents say they did nothing as a result of seeing the ad(s), while one quarter (23%) say they spoke to someone about the skilled trades.
- After reviewing the ads used, interpretation of the main message varied, with the largest proportion of respondents (20%) claiming their message was to promote the skilled trades as a career, however a large majority of respondents (72%) agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades.

## Phase 5: Stream 2 post-campaign survey (parents, guardians and/or caregivers) post-campaign survey (March 17 to 22, 2023)

- In the past three weeks, half (49%) claim to have seen, read, or heard any advertising from the Government of Canada.
- One quarter of respondents (26%) claim to have seen, read or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.
- After being exposed to three ads used in the campaign, 25% of respondents claim to have seen one or more of these ads.
- Of those claiming to have seen the ad(s), television (62%), YouTube (23%), radio (22%), and Facebook (31%) were the most commonly cited points of contact.
- Half (50%) of respondents say they did nothing as a result of seeing the ad(s), while one quarter (25%) say they spoke to someone about the skilled trades.
- After reviewing the ads used, interpretation of the main message varied, with the largest proportion of respondents claiming the message was government funding or incentive program (19%), skilled trades are in demand (18%), promoting the skilled trades (14%) and promoting the skilled trades as a viable career option (14%).
- Furthermore, a large majority of respondents (83%) agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades.

Research Firm:

Earnscliffe Strategy Group (Earnscliffe)  
Contract Number: CW2237478-G9292-23-1683  
Contract award date: August 9, 2022

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 Policy on Communications and Federal Identity and Directive on the Management of Communications. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, and standings with the electorate or ratings of the performance of a political party or its leaders.

Signed:

Date: April 21, 2023



Stephanie Constable  
Principal, Earnscliffe

## Introduction

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) presenting the results of the qualitative research conducted to pre-test creative materials for the 2022-2023 National Skilled Trades Advertising Campaign, as well as the quantitative methodology report for three online surveys conducted pre- and post- campaign using the Advertising Campaign Evaluation Tool (ACET) issued by the Communications and Consultations Secretariat of the Privy Council Office (PCO).

In Budget 2019, the Government of Canada committed to investing \$6M over two years to create a national marketing and advertising campaign to promote skilled trades as a first-choice career for young people. The campaign goals were to: change the perception around apprenticeship and careers in the skilled trades by promoting their merits as viable, well paid and rewarding; and position apprenticeships and skilled trades as first-choice career paths (that is, a career in the skilled trades is a rewarding “Plan A” choice for youth and not a “Plan B” alternative).

Budget 2022 asserted that the skilled trades are vital to the future of the Canadian economy and offer workers rewarding careers in fields ranging from carpenters to electricians and boilermakers. It proposed to provide \$84.2 million over four years to double funding for the Union Training and Innovation Program (UTIP).

The demand for skilled trades continues to be high. After a successful campaign in Spring 2022, ESDC will continue and expand the National Skilled Trades Campaign. This year’s campaign will have two streams:

- **Stream 1** will use lessons learned from previous campaigns to streamline the media mix and more effectively reach the primary audiences (youth aged 15 to 19 and young adults aged 20 to 34); and,
- **Stream 2** will broaden its advertising tactics with ads designed specifically for the secondary audience (parents, guardians, and/or caregivers).

As part of this commitment, the Public Affairs and Stakeholder Relations Branch of ESDC is planning a national marketing and advertising campaign to promote the Skilled Trades as a first-choice career for young people. The Campaign will aim to change the perception around careers in the skilled trades, promoting their merits, including high-demand, high wages, and ongoing professional development. In addition, the Campaign will encourage Canadians to consider training and working in the skilled trades, addressing a potential labour shortage in the Red Seal Trades, and getting Canadians back to work after COVID-19 job losses.

To inform the campaign strategy, ESDC engaged Earnscliffe to conduct a five-phased research project involving pre- and post-campaign qualitative and quantitative research.

### Phase 1: Qualitative concept testing

The research program began with an initial qualitative phase to collect feedback on creative concepts to inform final creative development and to ensure the advertising campaign resonates with its intended target audience and meets its objectives.

Specifically, the main objectives of the initial qualitative research were to ensure the advertising campaign resonates with its intended target audience and meets its objectives, by:

- determining how well the main messages are understood and perceived;
- determining whether the ad concepts grab people’s attention and what components (design, vocabulary, imagery, tone) are successful or not successful;
- assessing the clarity of the concepts;
- assessing the strengths and weaknesses of the ad concepts;
- generating other suggestions for improvements; and,
- exploring audience media habits to further supplement or support the media mix data used to inform advertising campaign design.

The research will inform final creative development by determining the potential for effectiveness and the resonance of messages and concepts with target audiences.

To meet these objectives, Earncliffe conducted a multi-phased research project. The first phase consisted of a series of six (6) online focus groups conducted between September 28 and October 5, 2022. The target audiences included parents, guardians, and/or caregivers of youth ages 13 to 19. Participants were between the ages of 35 and 60. Four groups were conducted in English with residents of Atlantic Canada, Ontario, the Prairies, British Columbia, and the Territories, while two groups were conducted with residents of Quebec in French. Those residing in official language minority communities (OLMCs) were invited to participate in a group in the official language of their choice on a day/time that worked for them. The focus groups were approximately 90 minutes in length and participants received an honourarium of \$100 as a token of appreciation for their time.

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

Table 1. Number of focus group participants by group

<b>Region/Language</b>	<b>No of recruits</b>	<b>No of participants</b>
Quebec (French)	10	8
Quebec (French)	10	9
British Columbia/Territories (English)	10	9
Ontario (English)	10	8
Prairies (English)	10	10
Atlantic Canada (English)	10	7

Appended to this report are the detailed methodology, recruitment screener, discussion guide, and materials tested in the focus groups.

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.

## Phase 2: Quantitative pre-campaign survey

The second phase, utilizing a quantitative methodology, made use of an Advertising Campaign Evaluation Tool (ACET). The pre-campaign survey was conducted online using Leger’s proprietary opt-in online panel prior to the campaign to set a baseline on which to measure aided and unaided recall, message retention, and effectiveness.

The survey included 2,024 Canadians, including 1,017 youth (16 to 19) and young adults (20 to 34) who are changing careers, continuing schooling, or who intend to go back to school; as well as 1,007 parents and caregivers. The survey averaged 8 minutes in length. Fieldwork was conducted from October 3 to 11, 2022.

The sample of youth (16 to 19) was weighted to be reflective of the overall population by gender and age within region. The data from the remaining respondents in Stream 1 or for those in Stream 2 were weighted using the incidence rates determined by the research itself.

Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the weighting procedures and response rate can be found in Appendix E.

## Phase 3: Qualitative research testing experiential marketing approaches

This was followed by a third phase which consisted of a series of four (4) online focus groups conducted December 5 and 6, 2022. The target audiences included young adults ages 20 to 34 and youth ages 13 to 19. There were two discussions groups conducted with each target audience, one in English and one in French. Those living in official language minority communities (OLMCs) – Anglophones in Quebec and Francophones outside Quebec – participated in a group that fit with their language preference and schedule. The focus groups were approximately 90 minutes in length and participants received an honourarium of \$100 as a token of appreciation for their time.

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

Table 2. Number of focus group participants by group

Demographic/Language	No of recruits	No of participants
Young adults (English)	10	9
Young adults (French)	10	8
Youth (English)	10	7
Youth (French)	10	8

Appended to this report are the detailed methodology, recruitment screener, discussion guide, and materials tested in the focus groups.

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.

### **Phase 4: Stream 1 post-campaign survey**

The fourth phase, utilizing a quantitative methodology, made use of an Advertising Campaign Evaluation Tool (ACET). The Stream 1 post-campaign survey was conducted online using Leger’s proprietary opt-in online panel prior to the campaign to set a baseline on which to measure aided and unaided recall, message retention, and effectiveness.

The survey included 1,017 youth (16 to 19) and young adults (20 to 34) who are changing careers, continuing schooling, or who intend to go back to school. Fieldwork was conducted from December 5 to 8, 2022.

The sample of youth (16 to 19) was weighted to be reflective of the overall population by gender and age within region. The data from the remaining respondents in Stream 1 were weighted using the incidence rates determined by the research itself.

Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the weighting procedures and response rate can be found in Appendix K.

### **Phase 5: Stream 2 post-campaign survey**

The fifth phase, utilizing a quantitative methodology, made use of an Advertising Campaign Evaluation Tool (ACET). The Stream 2 post-campaign survey was conducted online using Leger’s proprietary opt-in online panel following an ESDC marketing campaign, which targeted parents, guardians, and/or caregivers of youth ages 13 to 19. The survey was conducted to measure aided and unaided recall, message retention, and effectiveness.

The survey included 1,008 parents and caregivers. Fieldwork was conducted from March 17 to 22, 2023. The data were weighted using the incidence rates determined by the research itself.

Since a sample drawn from an Internet panel is non-probabilistic in nature, the margin of error cannot be calculated for this survey. Details regarding the sampling procedures and response rate can be found in Appendix N.

## Detailed findings

This report details the findings of the multi-phased research project undertaken by Earnscliffe Strategy Group on behalf of ESDC. The report outlines each phase of the project, in chronological order, as follows:

- Phase 1: Qualitative concept testing
- Phase 2: Quantitative pre-campaign survey
- Phase 3: Qualitative research testing experiential marketing approaches
- Phase 4: Stream 1 post-campaign survey
- Phase 5: Stream 2 post-campaign survey

### Phase 1: Qualitative concept testing

Reporting of the Phase 1 Qualitative concept testing results is divided in five sections that present participants' reactions to the different campaign elements: creative concepts, campaign headlines, voice overs, radio concepts, and campaign messaging.

The findings across region and demographics were generally consistent. Except where specifically identified, the findings also represent the combined results regardless of audience, region, or language (English and French). Quotations used throughout the report were selected to bring the analysis to life and provide unique verbatim commentary from participants across the country.

Before we address reactions to the various campaign elements, it is worth noting that none of the concepts were deemed to be unacceptable or inappropriate for the Government of Canada to use in any way. In fact, as one participant in Ontario noted, "This [campaign] is a breath of fresh air in this time of doom and gloom."

The results also suggest that for some, perceptions of the skilled trades changed over the course of the discussion with acknowledgment of a shift in perception.

"It's opening people's minds that it [a job in the skilled trades] can be fun and interesting. That it isn't behind a desk. You think of a crane operator; that's all math!"  
– Atlantic Canada

"My daughter just started in the skilled trades and now I want to tell her how happy I am about her choice. It affirmed her choices." – Ontario

### Creative concepts

Participants were presented with three creative concepts. For each concept, three examples of communications mediums were used to convey the overall look and feel of the concept. These examples included an image depicting a social media story, an image depicting an example of a social media post with a rotating carousel central image and two additional images, and a website banner ad. Participants were asked to select their preferred creative concept, with an emphasis on the overall look and feel, as the headline was investigated separately.



When asked to select their preferred creative concept initially, participants’ explanations for their selections seemed to be more heavily influenced by the headline, and the message that “funding was available”, than by the overall look and feel of the concept.

The majority of participants felt that the message, “Funding is available”, was an integral element of the campaign that communicated an important message about the availability of financial assistance to pursue a career in the skilled trades. Some also conveyed that this message was what would most likely motivate them to act.

“The ones that say that funding is available are the ones that motivate me to do something. It would make me look at what funding is available with my child and see what trades there are.” – Prairies

From a design perspective, the treatment and placement of that message was more visible in Creative C, than Creative A. In fact, one participant in Atlantic Canada with a visual impairment noted that the white font on the dark background was much more legible, “and not blending in” in Creative C as it does in Creative A. The inclusion of the message, “Funding is available” was a frequently mentioned suggested improvement for Creative B.

Participants tended to appreciate photos, the larger photos especially, over the cropped photos, as they better showcased and depicted the work of those in the skilled trades.

They also noted and appreciated the diversity of individuals featured in the ad(s).

“You see women in a different role. In Creative A, I didn’t register that.” – British Columbia and the Territories

“I like the format. The pictures are bigger, and you can see more. There’s also diversity.” – British Columbia and the Territories

The icons of a wrench and spatula that appeared in some of the creatives were felt to be more of a distraction than an enhancement to the overall look and feel. Participants felt that it was basic and unnecessary because the photos do a much better job of depicting a career in the skilled trades. They also argued that depicting only two skilled trades was limiting especially given there are so many varied professions; these felt a little predictable.

“I don’t like the little pictures of the spatula or wrench. It’s kind of childish.” Atlantic Canada

“I don’t understand why they have to put a spatula in. It’s limited to just a cook or chef.” – Ontario

Overall preference of the three concepts favoured Creative C.

Table 3. Preferred creative concept overall  
Which of the three creative concepts do you prefer?

Category	Creative A	Creative B	Creative C
Total	12	12	27

However, when asked their preferred creative based on overall look and feel (separating the headline from the concept), participants’ preferences were more evenly split between the three.

Table 4. Preferred creative concept based on design

Which of the three creative concepts do you prefer, based strictly on the overall look and feel?

Category	Creative A	Creative B	Creative C
Total	19	14	18

Overall, Creative A was described as more attention-grabbing because of the bright yellow background; Creative C was described as dynamic because it was more colourful, and the images were larger; and Creative B was described as contemporary because of the different shapes and content placement. Each will be discussed in order of preference (as illustrated above).

Those who preferred Creative A argued it was a clean design, professional, attractive (pleasing to the eye with a good balance of positive and negative space), and attention-grabbing because of the bright yellow background. Participants felt that all of the visual components had their place and that the space was well used. To improve the concept, participants suggested including the message “Funding is available” in a box as in Creative C as they felt it was not as noticeable the way it was depicted here.

“It’s right to the point about the skills and you see the skills right there.” – British Columbia and the Territories

“I liked it because the yellow stood out and the funding was clear.” – Prairies

“It’s classy. It’s not too busy. There is space for everything.” – Quebec

For those who preferred Creative C, there was a sense that it was a little more dynamic. What made it more dynamic was that there seemed to be more and larger images which better depicted the work of skilled trades workers. The larger images also added to the sense that the ad was more colourful than the other two concepts. As mentioned, participants also preferred the placement of the message, “Funding is available”, which they felt was distinguished by the box that encases it making it more visible. The one design element that some participants felt seemed to detract rather than enhance the creative was the yellow box in the middle with the rectangular shapes. Many questioned what it represented, while several suggested they felt it represented buildings or tiles. Also worth noting, some felt that the background (cream) colour was not all that attention-grabbing; and those who preferred another concept, felt this one was too busy.

“I like that you can see all their faces. You can see their expression and how they are interacting with their trade.” – British Columbia and the Territories

“It really emphasizes and accentuates the trades and craftsmanship.” – Quebec

Participants felt that Creative B was a little more contemporary, both because of the green background colour selection and unusual shapes. Those who preferred this creative also praised the flow (from top left to bottom right), which they described as more organic, in that it did not look like one big rectangle.

“It’s not blocky, it takes my eye from the top left to the bottom right. Down there would be a good spot to say the financial piece.” – Atlantic Canada

Participants did feel that it would be improved with the addition of the “Funding is available” message and a few suggested including it at the bottom right where one’s eye naturally flows.

## Campaign headlines

Participants were then presented with three different headlines and asked to select and substantiate their preference.

- Headline A: A career for the future
- Headline B: A career that pays, skills that last
- Headline C: A career that pays off

Table 5. Preferred headline  
Which of the three headlines do you prefer?

Category	Headline A	Headline B	Headline C	Headline A & B
Total	9	26.5	9.5	6

The majority of participants preferred Headline B, “A career that pays, skills that last”. It seemed more complete (combination of all three headlines) and to touch on all of the elements they deemed most important as they reflected on the futures of their adolescent(s): career, pay, skills, last (longevity). One participant from Ontario remarked, “I also took it as skills that last, implied skills that are transferable.” Participants also argued that they thought it would resonate with their adolescent(s) because it speaks to what they are most preoccupied with and that is how much they can make.

“If you have skills that last, it’s something you can carry forward if you need to adapt quickly to disruption.” – Atlantic Canada

Headline C, “A career that pays off”, was appreciated for its simplicity (it is short and to the point) and the interpretation of the payoff of a career in the skilled trades. Those who preferred this headline did not feel it inferred a strictly financial payoff, though that was understood. They praised the interpretation that a career can pay off in a variety of ways: financial, but also experience, competence, accomplishment, success, helping others, etc.

“It’s not a financial payoff, it’s a personal payoff.” – Atlantic Canada

“Pays off can mean money, experience, competence.” – Quebec

Headline A, “A career for the future” was also appreciated for being brief and to the point. Those who preferred this headline suggested that it was less subjective than the other two in that there is only one way to interpret it. It seemed to suggest one would find a lasting career, a career for life, and a career into which one could grow.

“It’s the cleanest and least subjective.” – Atlantic Canada

“The key word is ‘career’ because it shows evolvment and advancement.” – British Columbia and the Territories

“For me, this means a career for life.” – Quebec

In some of the groups, participants suggested combining headlines A and B, “A career for the future, skills that last”. This combination seemed to accentuate the longevity of a career in the skilled trades, rather than the strictly financial benefit, which they appreciated.

“Career for the future, with skills that last, that is my recommendation. Pay is important but I don’t feel like that’s the most important part. Is it going to be sustainable?” – Ontario

## Voice overs

Participants were then shown a video advertisement with two different voice overs. They were asked to focus on the messages conveyed in the voice over and to select and substantiate their preference.

As is illustrated below, both voice overs were very well received, and neither would be unacceptable or inappropriate for the Government of Canada.

Table 6. Preferred voice over  
Which of the voice overs do you prefer?

Category	Voice over A	Voice over B
Total	25.5	25.5

What participants liked about both voice overs was the comedic tone and humoristic approach. They described it as attention-grabbing and interesting.

“I have a positive reaction to both. Voice over A seems to focus on someone who is lost or general population. Voice over B dwells more on if this is a passion. It focuses on something that is going to be enjoyable for you. It also mentions the funding. So, it’s well-rounded.” – Ontario

What seemed to differentiate the two was that Voice over B seemed to be more dynamic and to impart more information about learning and the path toward a career in the skilled trades; whereas Voice over A seemed funnier and to impart that one could get better at something they enjoy.

“This one [Voice over B] is a bit more empowering than the other one [Voice over A].” – British Columbia and the Territories

Those who preferred Voice over B argued that it was more dynamic and faster paced and kept their interest. They especially appreciated the information it conveyed, one could get the appropriate training, that training is fast, that there are many choices of careers, and that there were paid apprenticeships (that is, that funding is available). As one participant in Ontario said, “I like that it focused on what someone could do to improve.”

“I like this one. Even if you’re not good, we’ll train you and help you. Training is faster and your training is compensated.” – Quebec

Those who preferred Voice over A appreciated the simplicity and that it was short and to the point. They found the tone of the message more relaxed and encouraging because the narrator was not trying to impart a lot of information, and they could simply enjoy the humour of the ad.

“It was easier to follow and a more personal message.” – Atlantic Canada

“I felt like this one was more encouraging to do something they might not have thought of. Why not make it a career if you enjoy doing it?” – Ontario

“I liked the humour. It showed people who are uncoordinated but have a passion. It said if you follow courses in your passion, maybe you could get better and make a career of it.” – Quebec

However, worth noting, several mentioned that while they found Voice over A funny, they did not feel motivated to do anything as a result. Also, while not detected in any other groups, in Atlantic Canada, preference for the concepts was split based on gender. Those who identify as women preferred Voice over B and those who identify as men preferred Voice over A.

## Radio concepts

Participants were then shown the scripts for three radio advertisements and asked to select and substantiate their preference.

Overall, participants tended to prefer Radio C and B. Radio A was a distant third. Across all three concepts, the main messages that most resonated with participants were: hundreds of thousands of jobs; three hundred trades; paid apprenticeships; funding is available; skills that last; and career for the future (stability).

Table 7. Preferred radio concept  
Which of the three radio concepts do you prefer?

Category	Radio A	Radio B	Radio C
Total*	7	20	23

\*Total does not equal 51 participants as one rating in the group with residents of British Columbia and the Territories was not recorded.

What participants found particularly compelling about Radio C was that it was direct, to the point, and informative. Participants were especially surprised and impressed about the need for “hundreds of thousands of skilled trades workers”. The main message was that skilled trades workers are in demand, that there are a variety of careers in the skilled trades, that there is stability in the skilled trades, and that funding is available. There was also a sense that the tone of the ad implied a sense of urgency and might motivate someone to act, which participants thought would work well for radio.

“I found the other two too dramatic. I don’t want to be convinced; I just want the facts. Then it’s a decision I can make on my own.” – Ontario

“Right away, it’s encouraging. You’re probably going to find a job in your career rather quickly. A stable career, not just a job.” – Ontario

“It would make me have a conversation with my child. That first line does it.” – Ontario

“It [the ad] says what it needs to say. It’s direct. It’s clear. We need workers. There are lots of professional jobs and resources or financing is available.” – Quebec

Reactions to Radio B were also generally positive. What participants liked most about this ad was the comedic approach with the narrator shouting above the sounds of different skilled trades to convey the message about the diversity of trades and paid apprenticeships.

“It was kind of funny. The other ones were kind of dry.” – British Columbia

“I didn’t know apprentices were paid. That’s a selling feature.” – Ontario

“I’m on the road a lot. The sounds of those jobs would get my attention.” – Quebec

Most thought that hearing the sounds of different skilled trades would be attention-grabbing, informative, and correlates with the message about the “three hundred available trades”, which was surprising and well received. Participants felt that the auditory elements of this concept worked really well for radio. The overall tone of this concept was humouristic though a few wondered if the potential nuisance of the loud sounds at the beginning of the ad would become irritating, though they acknowledged it would be attention-grabbing and memorable.

“I like this one. It gives a good sense of the variety of trades. The different sounds would get my attention.” – Quebec

“Three hundred trades is interesting. It would make me want to look into which would be good for my son.” – Ontario

“With radio, you kind of remember the ones that were annoying.” – Atlantic Canada

“It might be confusing the first time you heard it. Like ‘what was that?’ And then you’d hear it again and you’d be interested.” – British Columbia and the Territories

In terms of improvement for Radio B, a few mentioned adding, “Funding is available” to highlight that fact.

Finally, the one other differentiator (between Radio concepts C and B), that one participant from Atlantic Canada signalled was that “Radio B was directed to the person actually doing the job, whereas C was directed to the parent.”

With respect to Radio A, those who preferred this concept appreciated its simplicity. It was described as direct and to the point. The main message was that the skilled trades are in demand. Those more critical of this concept questioned whether it would capture their attention, motivate them to act, or be memorable.

“I liked that it stated the problem of Canada needing more skilled trades workers.” – Atlantic Canada

## Campaign messaging

The final part of the discussion explored participants’ reactions to four campaign messages:

- “Skilled trades offer flexible career options that stay in high demand at every stage of their career.”

- “It’s rewarding for parents to see their children earning lucrative pay right away and creating a stable financial future.”
- “Skilled trades offer high-demand careers aligned with the current direction of the economy.”
- “Over 256,000 new apprentices are needed over the next five years to meet demand in Canada.”

There seemed to be an overall preference for messages that highlighted that there are a variety of high-demand and life-long career options in the skilled trades and messages that spoke to the demand for skilled trades workers in Canada.

The message, “Skilled trades offer flexible career options that stay in high demand at every stage of their career”, was very well received by the majority of participants. The elements of this message that were particularly compelling were, “flexible”, “high demand”, and “at every stage of their career”. The notion of flexibility spoke to their career, but also to their work schedules or hours of work, location, etc., which seems to be particularly relevant in the current context of the changing workplace post-pandemic.

“I really like the concept of flexibility. It’s important for quality of life.” – Quebec

“High demand” was important in terms of conveying the need and availability of careers in the skilled trades, though there was some sensitivity around this messaging, particularly out West.

“What is in high demand now, might not be in high demand tomorrow.” – British Columbia and the Territories

“Kind of a harsh comment to make. Look at oil and gas.” – British Columbia and the Territories

“At every stage of their career” conveyed progression and advancement which was appealing. Some also argued that the message was relevant for anyone – young and old – as it implied that it is never too late and that anyone can change their careers.

“Sounds like you can be successful at 19 or when you’re old like me!” – Atlantic Canada

Along these lines, a few participants suggested that the concept of transferability could be amplified; that a career in the skilled trades can not only last a lifetime, but it can take you all over the country (you can do this work anywhere). A few felt this was particularly relevant with the shift during the pandemic of people leaving urban centres.

Participants also appreciated the message, “Over 256,000 new apprentices are needed over the next five years to meet demand in Canada”, because it conveyed the need or demand and immediacy for skilled trades workers in Canada over the next few years. Again, messaging about the size of demand or number of jobs were very compelling. Participants also inferred that the possibility of a career at the end of school was more realistic. In some groups, some participants spoke of the uncertainty of a career or job outcome of a general university degree as compared to the benefits of specialized, on-the-job training.

“That’s a wow factor for me.” – British Columbia and the Territories

“It makes me think there’s so many choices. There’s got to be one that fits.” – Ontario

“This one is my favourite because it gives you an actual number and uses that word ‘needed’ which is encouraging.” – Ontario

Reaction to the message, “It’s rewarding for parents to see their children earning lucrative pay right away and creating a stable financial future”, was mixed. Most were uncertain as to the main message; did not appreciate the onus this puts on parents (and the tension it could add to the relationship with their children) and thought the relationship to skilled trades was not explicit enough. Some, especially in Atlantic Canada, appreciated the mention of “lucrative pay right away” and suggested that seeing their kids in stable, lucrative careers would be rewarding. They also said that for those who are paying for or contributing financially to their child(ren)’s education, this is reassuring of their investment. Others were less comfortable with the word “lucrative” and tended to agree they want their children to have rewarding careers, however they choose to interpret the word. They also wondered:

“Maybe your kids won’t have to live with you until they’re 30!” – Atlantic Canada

“Isn’t it the children’s decision?” – Ontario

“I thought it was kind of snobbish.” – Prairies

“You don’t want your kids to pursue something for you.” – British Columbia and the Territories

Reaction to the message, “Skilled trades offer high-demand careers aligned with the current direction of the economy”, was also mixed. Some participants were reassured by the notion that someone was following employment trends and encouraging people to consider careers that are or will be in high demand. Other participants did not find the main message and linkage to “careers aligned with the current direction of the economy” all that compelling. They argued that not all skilled trades are in high-demand and that this statement is subjective. A few parents were concerned about the implication this message might turn their child(ren) away from certain careers or that it was describing a situation that is temporary and unreliable. “Aligned with the future” was suggested by a few participants as being an improvement.

“I like that it is tied to the economy.” – Prairies

“What if the economy changes? Puts seeds of doubt into what trade would be best.” – Ontario

“If the economy is going into recession, these skills will always be in demand.” – Prairies



## Phase 2: Quantitative pre-campaign survey

Reporting of the pre-campaign survey results is divided in two sections that presents the results among respondents in Stream 1 and 2.

### Stream 1 (youth aged 16 to 19 and young adults aged 20 to 34)

Respondents were asked if, in the past three weeks, they have seen, read, or heard any advertising from the Government of Canada. Just over half (54%) claim to have seen, read, or heard any advertising from the Government of Canada over the previous three weeks.

Of those claiming to have noticed any advertising from the Government of Canada, the most common topics of ads recalled top-of-mind were COVID-19 or something relating to elections. In total, one in twenty (5%) of those who recall any Government of Canada ad mentioned something relating to employment opportunities. This represents just over 2% of the entire weighted sample of Stream 1. Although the sample is fairly small, those aged 20 to 34 years who are planning on changing careers were more likely (10%) than youth aged 16 to 19 (2%) to claim to have seen an ad from the Government of Canada about employment opportunities.

Respondents were then asked if, in the past three weeks, they have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades. One in four respondents (26%) claim to have seen, read, or heard any such ads on this topic on behalf of the federal government. There is little variance by subgroup, but those aged 20 to 34 who are intending to go back to school are more likely than all others to claim to have noticed such an ad (35%).

Of those claiming to have seen such an ad, YouTube is most commonly cited as where they saw it (32%), with Facebook (21%), television (19%), and Instagram (18%) all roughly tied for second most common point of contact.

It is worth noting that those aged 20 to 34 who are intending to change careers are less likely than all others to name YouTube (14%) as where they saw the ad and more likely to name LinkedIn (21%).

In terms of what message they recall, those who claim to have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the previous three weeks are most likely to recall the ad promoting careers in skilled trades (17%), mentioning an incentive program to get people into the skilled trades (9%), unspecified messages about employment or work (9%), or promoting education or training (7%).

When asked to rate their familiarity with skilled trades, few Stream 1 respondents (7%) say they are not at all familiar with what is meant by skilled trades, while 37% describe themselves as either very familiar (13%) or familiar (24%). There is little variance among the key subgroups of Stream 1, but those aged 20 to 34 who are intending to go back to school are more likely than all others to be at least somewhat familiar (44%) with what is meant by skilled trades.

Respondents were asked to list types of jobs they associate with the skilled trades. The vast majority of respondents (81%) are able to name at least one job they associate with the skilled trades. There are several types of jobs mentioned far more often than all others, including:

- Plumber (43%);
- Electrician (40%);
- Carpenter (26%);
- Mechanic (19%);
- Welder (17%); and,
- Construction worker (17%).

No other job was mentioned by more than 8% of respondents.

When asked to rate the impression they have of skilled trades, roughly half of Stream 1 respondents (52%) say they have a favourable impression of skilled trades, while almost none (2%) hold a negative impression. The plurality offer either a neutral impression (40%) or no impression (6%). The only variance among the key subsets is a higher tendency for respondents aged 16 to 19 years to hold a neutral impression (46%) or have no impression at all (10%).

Looking at the responses to these questions among those who recall seeing an ad from the Government of Canada on the topic of skilled trades, finds no statistically significant difference in the proportions holding positive views.

Respondents were asked to consider the following definition of the skilled trades for the remainder of the survey:

The skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning, and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.

Six statements were tested to better understand views of skilled trades. On all of them, the results show there is a tendency to hold favourable rather than unfavourable opinions, but the results certainly varied based upon the statement.

Strong majorities agree with “the skilled trades provide financial opportunities from a young age” (75%), “the skilled trades provide job stability from a young age” (70%), and “a job in the skilled trades is a personally rewarding career option for young people” (70%). Disagreement with any of these statements is never higher than 7%.

Levels of agreement for the final three statements is lower. Two thirds of respondents (66%) agree “the skilled trades provide me with career opportunities” while only 11% disagree. Over half or respondents (56%) agree “the skilled trades provide flexibility in my career” while only 12% disagree. Finally, just under half of respondents (44%) agree “a job in the skilled trades is a great way to pursue my passion” while one quarter (24%) disagree.

Agreement with three statements is significantly higher among those who recall seeing an ad from the Government of Canada on the topic of skilled trades, including:

- Three in four (75%) of those with recall agree “the skilled trades provide me with career opportunities” compared to 63% with no recall;
- Two-thirds (67%) of those with recall agree “the skilled trades provide flexibility in my career” compared to 51% with no recall; and
- Over half (54%) agree “a job in the skilled trades is a great way to pursue my passion” compared to 41% with no recall.

When asked about their experience in or consideration of a career in the skilled trades, one in five respondents (20%) say they either work or have worked in the skilled trades and 43% say they have considered it. Among those who have never worked in a skilled trade, those who recall seeing an ad from the Government of Canada on the topic of skilled trades are more likely to say it is something they have considered (51% versus 41% among those who have never worked in a skilled trade and have no recall of such an ad).

Furthermore, a majority (57%) say they have recommended or considered recommending a career in the skilled trades to someone, and this number is 69% among those who recall seeing an ad from the Government of Canada.

Respondents were asked how likely they would be to recommend, use, or visit each of six specific sources for information about the skilled trades, and about half or more offer the top-two-box ratings on a 5-point scale for any of the sources tested, including:

- University and community college websites (65%);
- Career/education planning sites (61%);
- Trade unions, certification or accreditation bodies, or industry experts (53%);
- Provincial Government websites (52%);
- Government of Canada websites (52%); and,
- Recruitment sites (47%).

The survey also gauged the awareness of 11 programs or services related to skilled trades and found several with very similar proportions aware of them. About half of respondents (53%) claimed to be aware of at least one of these programs or services, while 47% were not aware of any of the listed programs or services:

- Canada Apprenticeship Grant Program (19%);
- Apprenticeship Service (16%);
- Tuition Tax Credit and Licensing Examination Fees (14%);
- Employment Insurance for Apprentices (14%);
- Canada Apprenticeship Incentive Grant (12%);
- Canada Apprentice Loan Program (12%);
- Canada Apprenticeship Completion Grant (12%);
- The Skilled Trades Awareness and Readiness Program (12%);
- Canada Apprenticeship Incentive Grant for Women (12%);
- The Union Training and Innovation Program (7%); and,
- The Tradesperson's Tools Deduction (6%).

## Stream 2 (parents, guardians, and/or caregivers)

Respondents were asked if, in the past three weeks, they have seen, read, or heard any advertising from the Government of Canada. Just under half (45%) claim to have seen, read, or heard any advertising from the Government of Canada over the previous three weeks.

Of those claiming to have noticed any advertising from the Government of Canada, the most common topics of ads recalled top-of-mind were COVID-19 or something relating to elections. In total, less than one in twenty (3%) of those who recall any Government of Canada ad mentioned something relating to employment opportunities. This represents just over 1% of the entire weighted sample of Stream 2.

Respondents were then asked if, in the past three weeks, they have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades. Less than one in five respondents (17%) claim to have seen, read, or heard any Government of Canada advertising about this topic over the previous three weeks.

Of those claiming to have seen such an ad, television is, by far, the most commonly cited as where they saw it (47%), with Facebook (23%), YouTube (18%), radio (15%), and online news sites (11%) all also offered as the point of contact.

In terms of what message they recall, those who claim to have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the previous three weeks are most likely to recall the ad promoting careers in skilled trades (23%), mentioning an incentive program to get people into the skilled trades (12%), expressing there is a need for skilled trades workers (10%), promoting education or training (7%), or unspecified messages about employment or work (5%).

When asked to rate their familiarity with skilled trades, few Stream 2 respondents (16%) say they are not familiar with what is meant by skilled trades, while half (51%) describe themselves as either very familiar (26%) or familiar (25%).

Respondents were asked to list types of jobs they associate with the skilled trades. The vast majority of respondents (92%) are able to name at least one job they associate with the skilled trades. There are several types of jobs mentioned far more often than all others, including:

- Plumber (60%);
- Electrician (60%);
- Carpenter (38%);
- Mechanic (23%);
- Welder (22%); and,
- Construction worker (13%).

While many other jobs were named, no other job was mentioned by more than 9% of respondents.

When asked to rate the impression they have of skilled trades, the majority of parents and guardians (70%) have a positive impression of skilled trades, while almost none (2%) hold a negative impression. One in four offer a neutral impression (26%), while 3% offer no impression.

Looking at the responses to these question among those who recall seeing an ad from the Government of Canada on the topic of skilled trades, finds no statistically significant difference in the proportions holding positive views.

Respondents were asked to consider the following definition of the skilled trades for the remainder of the survey:

The skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning, and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.

Six statements were tested to better understand views of skilled trades. On all of them, the results show there is a tendency to hold favourable rather than unfavourable opinions, but the results certainly varied based upon the statement.

For example, strong majorities agree with “the skilled trades provide financial opportunities from a young age” (85%), “the skilled trades provide job stability from a young age” (79%) and “a job in the skilled trades is a personally rewarding career option for young people” (78%) and disagreement with any of these statements is never higher than 5%. Slightly fewer, at almost three quarters (73%), agree “the skilled trades provide me with career opportunities” while only 10% disagree.

And finally, over half (61%) agree “the skilled trades provide flexibility in my career” while only 11% disagree; and a about as many (60%) agree “a job in the skilled trades is a great way to pursue my passion” while 12% disagree.

Among those who recall seeing an ad from the Government of Canada on the topic of skilled trades, agreement with two statements is significantly higher. Specifically, more than two-thirds (70%) of those with recall agree “the skilled trades provide flexibility in my career” compared to 59% with no recall; and more than two-thirds (70%) agree “a job in the skilled trades is a great way to pursue my passion” compared to 58% with no recall.

When asked about their experience in or consideration of a career in the skilled trades, one in five (21%) say they either work or have worked in the skilled trades while 31% say they have considered it. Among those who have never worked in a skilled trade, those who recall seeing an ad from the Government of Canada on the topic of skilled trades are more likely to say it is something they have considered (46% versus 28% among those who have never worked in a skilled trade and have no recall of such an ad).

Among parents and guardians, two-thirds (67%) say they have recommended or considered recommending a career in the skilled trades to someone, and this number is 81% among those who recall seeing an ad from the Government of Canada.

When asked how likely they would be to recommend, use, or visit each of six specific sources for information about the skilled trades, about half or more offer the top-two-box ratings on a 5-point scale for any of the sources tested, including:

- Career/education planning sites (68%);
- University and community college websites (66%);
- Recruitment sites (61%);
- Trade unions, certification or accreditation bodies, or industry experts (61%);

- Provincial Government websites (57%); and,
- Government of Canada websites (53%).

The survey also gauged the awareness of 11 programs or services related to skilled trades and found several with very similar proportions aware of them. About half of respondents (48%) claimed to be aware of at least one of these programs or services:

- Canada Apprenticeship Grant Program (17%);
- Tuition Tax Credit and Licensing Examination Fees (16%);
- Employment Insurance for Apprentices (14%);
- Apprenticeship Service (14%);
- Canada Apprenticeship Incentive Grant (13%);
- The Tradesperson's Tools Deduction (12%);
- Canada Apprentice Loan Program (12%);
- The Skilled Trades Awareness and Readiness Program (12%);
- Canada Apprenticeship Incentive Grant for Women (11%);
- Canada Apprenticeship Completion Grant (10%); and,
- The Union Training and Innovation Program (7%).

### Phase 3: Qualitative research testing experiential marketing approaches

Reporting of the phase 3 results is divided in four sections that present participants' reactions to the creative concepts, current mall behaviours, thoughts on the digital experience, and message testing.

The findings across region and demographics were generally consistent. Except where specifically identified, the findings also represent the combined results regardless of audience, region, or language (English and French). Quotations used throughout the report were selected to bring the analysis to life and provide unique verbatim commentary from participants across the country.

#### Creative concepts

Participants were presented with three experiential concepts (i.e., exhibits you experience in person or digitally) in randomized order. For each concept, between five and six illustrations were used to convey the overall look and feel of the concept. These examples included an overall activation slide, which contextualized how you might encounter the concept; three to four slides which detailed the specific features of the concept; and then a final slide which summarized the entire concept. Participants were asked to select their preferred creative concept, with an emphasis on the overall look, feel, and whether it would be something that would draw them in personally.

Worth noting off the top, the reaction to an experiential concept was overwhelmingly positive regardless of which concept was displayed first. Many participants expressed that this was something that they had never experienced before, and described the idea as innovative, engaging, informative, and a unique way of making the trades more accessible. Indeed, none of

the concepts were deemed to be unacceptable or inappropriate for the Government of Canada to use.

“It’s very original, it’s very innovative, and it’s very 2022. I’ve never seen anything like this before.” – Young adults, French

Table 8. Preferred concept  
Which of the three concepts do you prefer?

Category	Concept A	Concept B	Concept C
Total	12	15	5

## Concept B

Overall, a plurality of participants preferred Concept B. Those who selected Concept B found that it was engaging, interactive, and information rich. That it was hands-on and introduced a tactile element was seen as a natural complement to the manual nature of many trades.

“I think this [Concept B] is the most engaging of the three, and it allows people to experience the trade hands-on.” – Young adults, English

“The fact that you can do things with your hands is attractive, it’s not just reading descriptions.” – Youth, French

The availability of onsite guides to offer additional resources and ask questions of was additionally identified another substantial benefit of this concept.

“The attendant idea is the most ideal [of the concepts].” – Young adults, English

Participants also highlighted that Concept B offered an individualized experience that could be explored on one’s own time. While this was a highlight for some, others noted that the boxes were somewhat closed and detracted from the overall experience – notably some highlighted that they would be reluctant to engage if others were already in the boxes.

“Physically B is a lot more intriguing to me because it’s an individualized experience, you get to experience it on your own and not in a cluster of people. That being said, there needs to be sources of information all around the box so I don’t necessarily need to go in the box.” – Young adults, English

“I don’t think I’m sold on these boxed off designs – they feel very far apart.” – Youth, English

## Concept A

A close second, Concept A was described as visually appealing and tech-forward. The standout feature of this concept was the regional maps used to display employment data, with many highlighting that this was a compelling way to communicate relevant information. Among those who chose Concept B or Concept C as their preferred concept underscored that they would like to see similar maps integrated as part of their preferred choice, as well as included in the digital experience.

“Lots of information, I like the use of technology.” – Young adults, French

“I really like the idea of the map with the in-demand jobs.” – Young adults, French

“My favourite part is the interactive map. Just seeing where all the different jobs would be, I think that’s really sick. I personally would be really interested looking at that.” – Youth, English

“I really like how concept A provides the map and telling you where in the country those trades are popular. I think that could be put into concept B and it could even just be a small screen on one of the walls.” – Youth, English

In contrast with Concept B, participants appreciated that more people could potentially enjoy Concept A simultaneously given its open activation that enabled it to be enjoyed solo or as part of a group.

“I like that it’s open. It invites you in as you’re walking by it – it’s not something difficult.” – Youth, French

## Concept C

Among those who preferred Concept C, the experiential and gamified experience was noted as unique and attractive. Although this appealed to some participants, it was perceived as unprofessional by others who did not find it conducive to learning about a given profession.

“I think this is great because people will learn more while playing a game, but not really realizing that they’re doing so.” – Youth, French

“I really like the idea, the concept, it’s super engaging – something like a pop-up shop in a highly populated area.” – Young adults, English

“This is absolutely the wrong approach to get someone into the trades.” – Young adults, English

“Concept C doesn’t feel very professional.” – Youth, English

Another concern with Concept C raised by participants was the timing. Some noted that the 10-minute time limit was not long enough to properly engage with content that might potentially bear on important future decisions, while others mentioned that they would be put off by potentially having to wait in line.

“The idea of having to wait in line turns me off.” – Young adults, French



## Current mall behaviours

Participants were asked how often they go to a mall and, when they go, why they do so and with whom.

Overall, there was a significant diversity in terms of participants' experiences with malls. On the high end some participants went multiple times a week whereas, on the low end, others went as little as once or twice a year.

“I use to go all the time before the pandemic, but now I go around once a month.” – Young adults, French

“I'm definitely at the mall more than I should be – I'm going to say once every two weeks.” – Young adults, English

“To be honest, I don't ever go to the mall.” – Youth, English

When asked about who they went to the mall with, there was a similar variety of answers with participants mentioning that they went by themselves, with family, or with friends.

Many participants mentioned that a substantial portion of their shopping now took place online, with visits to the mall reserved for specific items that they wanted to try on or see in-person.

In lieu of going to the mall, when prompted about where else these concepts could potentially be placed, participants suggested public parks, music festivals, community centres, transit stations, sporting events, and school campuses.

“Personally, I think it would be interesting to put this in a school campus – this would be the perfect thing to do during a break.” – Youth, French

“I can imagine this in a community centre.” – Youth, English

“I could see this more in public parks – places where you're more likely to walk and explore.” – Youth, French

## Digital strategies

Participants were then presented with digital strategies which were designed to complement each of the three Concepts previously presented.

Overall, most participants felt that a digital component would be a valuable complementary way to access additional information – regardless of the concept employed. Despite the favourable reception of a digital component, most participants remained unenthused by the incorporation of social media into any of the concepts.

“I don't really like that they incorporate, or that they want you to use snapchat or Instagram – I think that takes away from the experience. But maybe if there was a link that you could go to learn more about the trade, I think that would be more beneficial than a snapchat filter.” – Young adults, English

“I hate connecting my social media to government stuff, so do all of my friends.” – Young adults, English

When prompted, participants wondered why they were being encouraged to share what was perceived to be an individualized learning experience. While it was not deemed as inappropriate for social media to be used in this context, a majority of participants noted that they would not engage with it personally. A few raised that emphasizing social media felt forced, awkward, or unnecessarily pandering to younger audiences.

“I don’t think it’s relevant – it’s not something that would grab me more.” – Youth, French

“When I’ve seen stuff like this before, it kind of seems very forced and alienating. It feels very controlled and awkward.” – Youth, English

In contrast with social media, reactions to the inclusion of online games was a little more positive. It was suggested that mini-quizzes or aptitude tests could be beneficial, specifically one which pointed users to a skilled trade that matched their interests or talents.

Several participants mentioned unprovoked in the initial discussion of the concepts that having an easy way to follow-up and get more information was essential, with a few suggesting that QR codes could be a potential way to make that link.

### Message testing

In the final part of the discussion participants were presented with eleven different messages that could be used in the campaign. After given some time to review the concepts, participants were asked to select their top three messages and substantiate their answer.

Table 9. Preferred messages  
Which of the three concepts do you prefer?

Message	First Choice	Second Choice	Third Choice	Total
<b>Start earning good pay right away.</b>	6	3	5	14
It’s a <b>hands-on experience</b> . It’s creative and rewarding.	9	4	0	13
Skilled trades offer a <b>wide variety of career options</b> that are in <b>high demand</b> .	3	6	3	12
<b>Earn while you learn.</b>	6	3	1	10
In trades, every project offers <b>new challenges</b> with <b>rewarding results</b> .	4	3	2	9
Apprenticeship training (in-school technical and on-the-job) <b>allows you to learn exactly what you need for work</b> .	0	2	7	9
Skilled trades are more than you think.	2	4	2	8
There are financial supports available (e.g., loans, tax deductions, grants)	0	4	3	7
Skilled trades offer career progression opportunities (e.g., supervisor, estimator, or self-employment as a contractor).	0	1	6	7
Skilled trades offer job autonomy. You’re directly responsible for the job you do.	2	0	3	5

A career in the skilled trades builds well-respected, transferable skills.	0	2	0	2
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Overall participants liked messages which underscored the rewards offered by a career in the skilled trades, be it the earning potential, the financial assistance provided during training, or the sense that skilled trades were rewarding experiences.

“There are lots of jobs where it takes time to earn well so knowing that you could get a good salary right off the bat is attractive.” – Youth, French

“The idea that you could earn money while you study is appealing.” – Young adults, French

In addition to messaging which emphasized the rewards offered by a career in the skilled trades, participants also found messaging which underscored the high demand for skilled trades workers – as well as the specialized nature of the hands-on training required – to be compelling.

“I really liked how it said ‘in high demand’ as people are going to want a job they can find work in.” – Young adults, English

## Phase 4: Stream 1 post-campaign survey

Stream 1 of the advertising campaign targeted youth aged 15 to 19 and young adults aged 20 to 34. Phase 4, the stream 1 post-campaign survey, took place after this stream ran in the media. These results are presented below.

Respondents were asked if, in the past three weeks, they have seen, read, or heard any advertising from the Government of Canada. Over half (56%) claim to have seen, read, or heard any advertising from the Government of Canada over the previous three weeks.

Of those claiming to have noticed any advertising from the Government of Canada, the most common topics of ads recalled top-of-mind were COVID-19 or something relating to healthcare. In total, one in twenty (4%) of those who recall any Government of Canada ad mentioned something relating to employment opportunities. This represents just over 2% of the entire weighted sample of Stream 1.

Compared to the baseline survey Stream 1 results, there was no statistical difference in the number of respondents who claim to have seen, read or heard any advertising from the Government of Canada in the past three weeks (54% in the baseline survey versus 56% in the post-campaign survey), or in the proportion who claim to have seen an advertisement about employment options in this post-campaign survey (5% baseline versus 4% post-campaign).

Respondents were then asked if, in the past three weeks, they have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades. Three in ten respondents (30%) claim to have seen, read, or heard any such ads on this topic on behalf of the federal government. There is no variance by subgroup.

Of those claiming to have seen such an ad, YouTube is most commonly cited as where they saw it (35%), with television (22%) and Instagram (21%) ranking closely for second and third most common point of contact.

It is worth noting that those aged 16 to 19 are more likely than all others to name Instagram (29%) as where they saw the ad and less likely to name Service Canada Centre or Passport Canada office (2%).

Compared to the baseline survey, there was no statistical difference in the number of respondents claim to have seen, read, or heard advertising from the Government of Canada about exploring a career or training in the skilled trades in the past three weeks (26% in the baseline survey versus 30% in the post-campaign survey), or in the point of contacts cited.

In terms of what message they recall, those who claim to have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the previous three weeks are most likely to recall the ad promoting careers in skilled trades (14%), unspecified messages about employment or work (8%), mentioning an incentive program to get people into the skilled trades (7%), or promoting education or training (6%).

Young adults (20 to 34) who are considering a change in career are more likely to cite an unspecified message about employment or work (19%), while young adults (20 to 34) who plan to continue schooling are more likely to interpret the message of the advertisement as promoting the incentive program (18%).

There is no statistically significant difference in the message recollection of the advertisement exposed to respondents.

When asked to rate their familiarity with skilled trades, few respondents (5%) say they are not at all familiar with what is meant by skilled trades, while 42% describe themselves as either familiar (25%) or very familiar (17%). Looking at the subgroups, youth aged 16 to 19 are significantly less likely to say they are familiar with the skilled trades (32%), compared to those aged 20 to 34.

Compared to the baseline survey, post-campaign survey respondents are more likely to say they are very familiar with the skilled trades (13% versus 17%).

Respondents were asked to list types of jobs they associate with the skilled trades. Surpassing baseline survey results, the vast majority of post-campaign survey respondents (89% versus 81%) are able to name at least one job they associate with the skilled trades.

Mirroring the baseline survey results, there are several types of jobs mentioned far more often than all others, including:

- Electrician (43%);
- Plumber (41%);
- Carpenter (29%);
- Mechanic (19%);
- Welder (19%); and,
- Construction worker (18%).

No other job was mentioned by more than 8% of respondents.

When asked to rate the impression they have of skilled trades, roughly half of respondents (55%) say they have a favourable impression of skilled trades, while almost none (2%) hold a negative impression. The remainder offer either a neutral impression (38%) or no impression (5%). The only variance among the key subsets is a higher tendency for respondents aged 16 to 19 years to hold a neutral impression (45%) or have no impression at all (10%). Results were consistent between the baseline and post-campaign surveys.

Looking at the responses to these questions among those who recall seeing an ad from the Government of Canada on the topic of skilled trades, finds that those who were exposed to such an ad are significantly more likely to hold a positive impression (61%) compared to those who have not seen, read or heard such an ad in the past three weeks (53%).

Respondents were asked to consider the following definition of the skilled trades for the remainder of the survey:

The skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning, and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.

Six statements were tested to better understand views of skilled trades. On all of them, the results show there is a tendency to hold favourable rather than unfavourable opinions, but the results certainly varied based upon the statement.

Strong majorities agree with “the skilled trades provide financial opportunities from a young age” (75%), “a job in the skilled trades is a personally rewarding career option for young people” (71%), and “the skilled trades provide job stability from a young age” (70%). Disagreement with any of these statements is never higher than 8%.

Levels of agreement for the final three statements is lower. Two thirds of respondents (67%) agree “the skilled trades provide me with career opportunities” while only 8% disagree. Over half or respondents (54%) agree “the skilled trades provide flexibility in my career” while only 11% disagree. Finally, half of respondents (49%) agree “a job in the skilled trades is a great way to pursue my passion” while one in five (20%) disagree.

Looking specifically at respondents who claim to have been exposed to a Government of Canada ad about skilled trades, or any other topic, only one statement stands out as statistically different than respondents who did not see, or hear any such ad. That is, agreement with “The skilled trades provide job stability from a young age” is significantly higher among those who recall seeing an ad from the Government of Canada on the topic of skilled trades (76%) than those who have not (67%).

Level of agreement of all six statements is similar between both the baseline and post-campaign surveys.

When asked about their experience in or consideration of a career in the skilled trades, one in five respondents (22%) say they either work or have worked in the skilled trades and 51% say they have considered it. Compared to the baseline survey, more respondents in the post-campaign survey say they would consider a career in the skilled trades (51% versus 43%). Young adults (20 to 34) considering going back to school are also more likely to say that they have considered having a career in the skilled trades (64%).

Furthermore, a majority (61%) say they have recommended or considered recommending a career in the skilled trades to someone, and this number is 67% among those who recall seeing any ad from the Government of Canada and 71% among those who recall a Government of Canada ad about skilled trades.

Respondents were asked how likely they would be to recommend, use, or visit each of six specific sources for information about the skilled trades, and about half or more offer the top-two-box ratings on a 5-point scale for any of the sources tested, including:

- University and community college websites (63%);
- Career/education planning sites (61%);
- Trade unions, certification or accreditation bodies, or industry experts (53%);
- Government of Canada websites (52%);
- Provincial Government websites (50%); and,
- Recruitment sites (50%).

The survey also gauged the awareness of 11 programs or services related to skilled trades and found several with very similar proportions aware of them. Topping baseline survey results (53%), six in ten (59%) stream 1 post-campaign survey respondents claimed to be aware of at least one of these programs or services:

- Canada Apprenticeship Grant Program (20%);
- Apprenticeship Service (19%);
- Employment Insurance for Apprentices (17%);
- Canada Apprentice Loan Program (16%);
- The Skilled Trades Awareness and Readiness Program (15%);
- Tuition Tax Credit and Licensing Examination Fees (14%);
- Canada Apprenticeship Completion Grant (14%);
- Canada Apprenticeship Incentive Grant (13%);
- Canada Apprenticeship Incentive Grant for Women (13%);
- The Tradesperson's Tools Deduction (8%); and,
- The Union Training and Innovation Program (8%).

All respondents were shown a series of three advertisements (that is, video, print and web banner, available in Appendix M), and were asked if they recall seeing them over the past three weeks; one quarter (26%) of respondents recall seeing at least one of the advertisements. Youth aged 16 to 19 are significantly more likely to have seen these ads (34%) than young adults aged 20 to 34.

Of those claiming to have seen one or more of the ads, television is most commonly cited as where they saw it (49%), followed by YouTube (44%). Instagram (22%) and Facebook (19%) rank third and fourth for the point of contact with respondents.

Over half of respondents (55%) who recall the ad(s) say they did not do anything as a result of seeing the ad(s). However, one quarter (23%) of respondents say they spoke to someone about the skilled trades as a result of seeing the ad(s), while fewer say they visited the Government of Canada website (16%), encouraged someone to consider the skilled trades (15%) or searched for more information (14%). Young adults (20 to 34) who are considering a career change are more likely to say they answered a call to action, with only one third (34%) claiming to have done nothing as a result of seeing the ad(s).

After reviewing the ads, all respondents were asked to state the main message the ads were trying to get across. Responses were varied, with the top messages being promoting the skilled trades (20%) and turn your passion into a profession (12%). No other main message was cited by more than 8% of respondents.

Respondents were asked to consider a series of statements about the ads shown and state their level of agreement with each. A majority of respondents agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades (72%), the ads talk about an important topic (64%), and the ads do not favour one political party (63%), and 10% or fewer respondents say they disagree with these statements. Seven in ten respondents (70%) disagree that the ads are difficult to follow, while 12% agree that they are.

Half or fewer agree the ads caught their attention (52% agree; 14% disagree), provide new information (51% agree; 12% disagree), or are relevant (36% agree; 25% disagree).

## Phase 5: Stream 2 post-campaign survey

Stream 2 of the advertising campaign targeted parents, guardians, and/or caregivers of youth ages 13 to 19. Phase 5 of the research, the stream 2 post-campaign survey, took place after this stream of the campaign ran in the media. These results are presented below.

Respondents were asked if, in the past three weeks, they have seen, read, or heard any advertising from the Government of Canada. Half (49%) claim to have seen, read, or heard any advertising from the Government of Canada over the previous three weeks.

Of those claiming to have noticed any advertising from the Government of Canada, the most common topics of ads recalled top-of-mind were tax benefits or rebates (11%), climate change (6%), and housing (5%). In total, 2% of those who recall any Government of Canada ad mentioned something relating to employment opportunities. This represents 1% of the entire weighted sample of Stream 2.

Compared to the baseline survey Stream 2 results, there was no statistical difference in the number of respondents who claim to have seen, read or heard any advertising from the Government of Canada in the past three weeks (45% in the baseline survey versus 49% in the post-campaign survey), or in the proportion who claim to have seen an advertisement about employment options in this post-campaign survey (3% baseline versus 2% post-campaign).

Respondents were then asked if, in the past three weeks, they have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades. One quarter of respondents (26%) claim to have seen, read, or heard any such ads on this topic on behalf of the federal government.

Of those claiming to have seen such an ad, television is most commonly cited as where they saw it (47%), with Facebook (27%) and radio (18%) ranking second and third most common point of contact.

Compared to the baseline survey, more respondents claim to have seen, read, or heard advertising from the Government of Canada about exploring a career or training in the skilled

trades in the past three weeks (17% in the baseline survey versus 26% in the post-campaign survey). More respondents in the post-campaign survey say they have encountered this type of ad through a web search (12% compared to 3% in the baseline survey).

In terms of the message they recall, respondents were most likely to recall the ad promoting careers in skilled trades (20%), detailing an incentive program to get people into skilled trades (15%), or unspecified promotion of education or training (10%).

When asked to rate their familiarity with skilled trades, few respondents (2%) say they are not at all familiar with what is meant by skilled trades, while 50% describe themselves as either familiar (27%) or very familiar (23%). Respondents who claim to recall an ad about the skilled trades are more likely to say that they are familiar with what is meant by skilled trades than those who say they have not (57% versus 48%).

There is no difference in level of familiarity in the baseline and post-campaign surveys.

Respondents were asked to list types of jobs they associate with the skilled trades. As in the baseline survey (92%), the vast majority of post-campaign survey respondents (94%) are able to name at least one job they associate with the skilled trades.

Mirroring the baseline survey results, there are several types of jobs mentioned far more often than all others, including:

- Plumber (54%);
- Electrician (53%);
- Carpenter (34%);
- Mechanic (23%);
- Welder (23%); and,
- Construction worker (17%).

No other job was mentioned by more than 9% of respondents.

When asked to rate the impression they have of skilled trades, seven in ten respondents (72%) say they have a favourable impression of skilled trades, while almost none (1%) hold a negative impression. The remainder offer either a neutral impression (24%) or no impression (3%). Results were consistent between the baseline and post-campaign surveys, and among survey who claim and do not claim to recall seeing an ad from the Government of Canada on the topic of skilled trades.

Six statements were tested to better understand views of skilled trades. On all of them, the results show there is a tendency to hold favourable rather than unfavourable opinions, but the results certainly varied based upon the statement.

Strong majorities agree with “the skilled trades provide financial opportunities from a young age” (85%), “a job in the skilled trades is a personally rewarding career option for young people” (83%), and “the skilled trades provide job stability from a young age” (80%). Disagreement with any of these statements is never higher than 3%.

Levels of agreement for the final three statements is somewhat lower. Three quarters of respondents (77%) agree “the skilled trades provide me with career opportunities” while 10%



disagree. Two-thirds of respondents agree “the skilled trades provide flexibility in my career” (66% while only 8% disagree) and agree “a job in the skilled trades is a great way to pursue my passion” (64% while only 7% disagree).

Looking specifically at respondents who claim to have been exposed to a Government of Canada ad about skilled trades, only two statements stand out as statistically different than respondents who did not see, or hear any such ad. That is, agreement is significantly higher among those who recall seeing an ad from the Government of Canada on the topic of skilled trades than those who have not for the statements “the skilled trades provide flexibility in my career” (75% versus 63%) and “a job in the skilled trades is a great way to pursue my passion” (69% versus 62%).

Level of agreement of the statement “a job in the skilled trades is a personally rewarding career option for young people” is higher in the post-campaign than baseline survey (83% versus 78%).

Respondents were asked to consider the following definition of the skilled trades for the remainder of the survey:

*The skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning, and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.*

When asked about their experience in or consideration of a career in the skilled trades, on quarter of respondents (24%) say they either work or have worked in the skilled trades and 31% say they have considered it, which mirrors results from the baseline survey.

Furthermore, a majority (68%) say they have recommended or considered recommending a career in the skilled trades to someone, and this number is 76% among those who recall seeing any ad from the Government of Canada and 78% among those who recall a Government of Canada ad about skilled trades.

Respondents were asked how likely they would be to recommend, use, or visit each of six specific sources for information about the skilled trades, and about half or more offer the top-two-box ratings on a 5-point scale for any of the sources tested, including:

- Career/education planning sites (71%);
- University and community college websites (68%);
- Recruitment sites (60%);
- Trade unions, certification or accreditation bodies, or industry experts (60%);
- Provincial Government websites (59%); and,
- Government of Canada websites (56%).

The survey also gauged the awareness of 11 programs or services related to skilled trades and found several with very similar proportions aware of them, which is unchanged from the baseline survey. Half (50%) of stream 2 post-campaign survey respondents claimed to be aware of at least one of these programs or services:

- Tuition Tax Credit and Licensing Examination Fees (18%);
- Canada Apprenticeship Grant Program (17%);

- Employment Insurance for Apprentices (16%);
- Apprenticeship Service (14%);
- Canada Apprentice Loan Program (13%);
- Canada Apprenticeship Incentive Grant (13%);
- Canada Apprenticeship Incentive Grant for Women (12%);
- The Skilled Trades Awareness and Readiness Program (12%);
- The Tradesperson's Tools Deduction (10%);
- Canada Apprenticeship Completion Grant (9%); and,
- The Union Training and Innovation Program (8%).

All respondents were shown a series of advertisements (that is, video, print and web banner, available in Appendix P), and were asked if they recall seeing them over the past three weeks; one quarter (25%) of respondents recall seeing at least one of the advertisements.

Of those claiming to have seen one or more of the ads, television is most cited as where they saw it (62%), followed by YouTube (23%), radio (22%), and Facebook (21%). Unspecified website (13%) tops the top five points of contact with respondents.

Over half of respondents (50%) who recall the ad(s) say they did not do anything as a result of seeing the ad(s). However, one quarter (25%) of respondents say they spoke to someone about the skilled trades as a result of seeing the ad(s), while fewer say they encouraged someone to consider the skilled trades (21%), visited the Government of Canada website (21%), searched for more information (15%), or decided to pursue training, a job or a career in the skilled trades (4%).

After reviewing the ads, all respondents were asked to state the main message the ads were trying to get across. Responses were varied, with the top messages being government funding or incentive program (19%), skilled trades are in demand (18%), promoting the skilled trades (14%) and promoting the skilled trades as a viable career option (14%). No other main message was cited by more than 6% of respondents.

Respondents were asked to consider a series of statements about the ads shown and state their level of agreement with each. A majority of respondents agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades (83%), the ads talk about an important topic (77%), the ads do not favour one political party (70%), and these ads provide new information (62%), and 11% or fewer respondents say they disagree with these statements. Three quarters of respondents (76%) disagree that the ads are difficult to follow, while 11% agree that they are.

Fewer agree the ads caught their attention (55% agree; 12% disagree) or are relevant (33% agree; 35% disagree).

## Conclusions

### Phase 1: Qualitative concept testing

To the extent that the purpose of the initial qualitative phase was to pre-test creative materials to gauge whether they were attention-grabbing, memorable, and motivating, in terms of encouraging the intended audiences – parents, guardians, and/or caregivers for youth ages 13 to 19 – to consider a career in the skilled trades, the findings suggest that there were some compelling and persuasive elements worth considering. And, while there were preferences across the different creative concepts, headlines, voice overs, radio concepts, and campaign messages tested, there did not appear to be any major negative sentiment or reactions. It is certainly acceptable and appropriate for the Government of Canada to communicate in this way.

Regardless of the campaign element or specific concept, several key messages emerged as particularly relevant and compelling. First, there is funding and/or assistance to help you get the training you need, including paid internships. Second, the high demand for new employees. References to such usually created a sense of urgency and conveyed certainty about a decision to pursue a career in the skilled trades. Third, the vast array of different trades available and the consequent variety of career options. Fourth, these are skills that last and that you can make a lifelong career in the skilled trades. And, lastly, these are rewarding careers; not just financially but also personally rewarding.

In terms of the creative concepts, Creative A was described as more attention-grabbing because of the bright yellow background. Creative C was described as dynamic because the images were larger which better depicted the work of those in the skilled trades and conveyed a sense that the concept was more vibrant and colourful. Participants also appreciated the diversity of people depicted in the images. Creative B was described as contemporary because of the distinctive green background colour, different shapes, and content placement though the vast majority recommended adding the wording, “Funding is available” to this concept.

Among the headlines, Headline B was preferred overall. It touched on a number of elements that parents, guardians, and/or caregivers desired for their children: career, pay, and skills that last. Preference for Headline C and A was equal and much smaller. Headline C was appreciated for the inference of the payoff that is both financial and personal (that is, experience, competence, accomplishment, success, and helping others). Headline A was appreciated for its simplicity. Participants liked the message that a career in the skilled trades would be a lifelong career.

As for the voice overs, participants were evenly split. Regardless of the voice over, the vast majority appreciated the comedic tone and approach of the ad. Voice over B seemed to be more dynamic and imparted more information about how to pursue a career in the skilled trades and that there was an opportunity to earn money while learning. Voice over A seemed to be more relaxed and imparted the sense that one can improve at something they enjoy doing and turn it into a career.

With respect to the radio concepts, the majority of participants gravitated toward Radio C and B. Radio C was direct to the point and informative. Participants took note of the high demand for skilled trades workers and thought it implied a sense of urgency that might motivate someone to act. Radio B’s comedic approach was attention-grabbing as was the message about the vast array of trades in the skilled trades. Preference for Radio A was far lower than the other two and

participants questioned whether it would capture their attention, motivate them to act, or be memorable.

Finally, campaign messages that focused on the key messages outlined above – the high demand, vast array of different trades, that the skills are lasting, that one can have a rewarding and lifelong career and that funding is available – were the most compelling. Messaging that put the onus on parents to encourage their children to consider the skilled trades or that linked demand for skilled trades to the current direction of the Canadian economy were less compelling.

## **Phase 2: Quantitative pre-campaign survey**

As a baseline measure, just over half of Stream 1 (youth aged 16 to 19 and young adults aged 20 to 34) and just under half of Stream 2 (parents, guardians, and/or caregivers) claim to have seen, read, or heard any advertising from the Government of Canada. More specifically, 26% of Stream 1 and 17% of Stream 2 have seen, read, or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.

## **Phase 3: Qualitative research testing experiential marketing approaches**

To the extent that the purpose of the additional qualitative phase was to pre-test creative materials to gauge whether they were attention-grabbing, memorable, and engaging, in terms of encouraging the intended audiences – young adults aged 20 to 34 and youth aged 13 to 19 – to consider a career in the skilled trades, the findings suggest that there were some compelling and persuasive elements worth considering. And, while there were preferences across the different concepts and campaign messages tested, there did not appear to be any major negative sentiment or reactions. It is certainly acceptable and appropriate for the Government of Canada to communicate in this way.

When it came to the concepts tested, Concept B was described as engaging, interactive, information rich, and a great opportunity to explore what was offered by the skilled trades in a hands-on and individualized way. Creative A was lauded for being tech forward and visually appealing, with participants particularly appreciating the interactive cartographic component. As for Concept C, reactions were mixed with some participants perceived it as a fun and unique way to learn, while others raised concerns about the time limit and whether it was the best representation of the skilled trades.

There was a diversity cross section responses when it came to mall-going behaviour, with many participants noting that their shopping increasingly took place online. In terms of other locations where these concepts might be placed, participants suggested other public areas such as parks or festivals, as well as more targeted locations such as school campuses.

While a majority of participants agreed that a digital component was a natural complement to the physical exhibits regardless of the concept chosen, most remained unenthused about integrating social media. Participants expressed that, for them, a digital component was more about accessing additional information about their skilled trade of choice than it was sharing something on social media.

Finally, among the campaign messages tested, those which emphasized the potential rewards of the skilled trades – both financial and more experiential – were well received. Additionally, participants appreciated messaging which emphasized the in-demand nature of many skilled trades.

#### **Phase 4: Stream 1 post-campaign survey**

In the baseline survey, one quarter (26%) of Stream 1 (youth aged 16 to 19 and young adults aged 20 to 34) claimed to have seen, read, or heard an advertisement from the Government of Canada on the topic of skilled trades. Following the campaign released by ESDC, a similar number of youth and young adults (30%) say they have seen, read or heard a Government of Canada ad on this topic, representing no change since the baseline measure. After being exposed to the ads used, 26% say they have seen one or more of these ads. These ads were most commonly seen on television (49%) and YouTube (44%). While over half (55%) say they did not do anything as a result of seeing the ad(s), one quarter (23%) say they spoke to someone about the skilled trades.

After reviewing the ads, the largest proportion of respondents interpreted the main message as promoting/encouraging a job in the skilled trades (20%), while a majority agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades (72%), the ads talk about an important topic (64%) and do not favour one political party (63%).

#### **Phase 5: Stream 2 post-campaign survey**

In the baseline survey, 17% of Stream 2 respondents (parents and caregivers) claimed to have seen, read, or heard an advertisement from the Government of Canada on the topic of skilled trades. Following the campaign released by ESDC, 26% of parents and caregivers say they have seen, read or heard a Government of Canada ad on this topic, representing a significant increase since the baseline measure. After being exposed to the ads used, 25% say they have seen one or more of these ads, and these ads were most commonly seen on television (62%). While half (50%) say they did not do anything as a result of seeing the ad(s), one quarter (25%) say they spoke to someone about the skilled trades.

After reviewing the ads, the largest proportion of respondents interpreted the main message as government funding or incentive program (19%) or skilled trades are in demand (18%), while a majority agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades (83%), the ads talk about an important topic (77%) and do not favour one political party (70%).

## Appendix A – Phase 1: Qualitative concept testing – Methodology report

### Methodology

The target audiences included parents, guardians, and/or caregivers of youth ages 13 to 19. Participants were between the ages of 35 and 60.

The groups were conducted with residents of Atlantic Canada, Quebec, Ontario, the Prairies, British Columbia, and the Territories. The groups with residents of Quebec were conducted in French while all other groups were conducted in English. Those residing in official language minority communities (OLMCs) were invited to participate in a group in the official language of their choice on a day/time that worked for them. In total, three OLMCs participated in the research, as illustrated below.

Table 7. Schedule and composition of the groups

Region/Language	No of recruits	No of participants	Date/Time
Quebec (French) - 1 OLMC from New Brunswick	10	8	Wednesday, September 28, 2022 6:00 pm ET
Quebec (French) - 1 OLMC from Manitoba	10	9	Wednesday, September 28, 2022 8:00 pm ET
British Columbia/Territories (English)	10	9	Wednesday, September 28, 2022 8:00 pm ET / 5:00 pm PT
Ontario (English)	10	8	Thursday, September 29, 2022 5:00 pm ET
Prairies (English)	10	10	Thursday, September 29, 2022 7:00 pm ET / 6:00 pm CST / 5:00 pm CT/MT
Atlantic Canada (English) - 1 OLMC from Quebec	10	7	Wednesday, October 5, 2022 4:00 pm ET / 5:00 pm AT / 5:30 pm NT

The focus group participants received an honorarium of \$100 as a token of appreciation for their time. All focus groups were conducted between September 28 and October 5, 2022.

### Recruitment

Participants were recruited using a recruitment screener (see Appendix B).

The target audience was parents, guardians, and/or caregivers of youth ages 13 to 19. Participants were 35 to 60 years of age.

In addition to these characteristics, each group was recruited to include at least one new Canadian/Immigrant, two individuals who identify as members of a visible minority group and one person with a disability. We also aimed to ensure that each group included a good mix of gender, age, income, community size (urban/rural), employment and education status.

Our field work subcontractor, Quality Response, and their selected suppliers reached out to members of their respective databases first via email and followed up with telephone calls to pre-qualify participants. They then conducted telephone recruitment to supplement in each market.

## Moderation

Given the accelerated timeline, two moderators were used to conduct 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.

Table 11. Glossary of qualitative terms

Generalization	Interpretation
Few	Few is used when less than 10% of participants have responded with similar answers.
Several	Several is used when fewer than 20% of the participants responded with similar answers.
Some	Some is used when more than 20% but significantly fewer than 50% of participants with similar answers.
Many	Many is used when nearly 50% of participants responded with similar answers.
Majority/Plurality	Majority or plurality are used when more than 50% but fewer than 75% of the participants responded with similar answers.
Most	Most is used when more than 75% of the participants responded with similar answers.
Vast majority	Vast majority is used when nearly all participants responded with similar answers, but several had differing views.
Unanimous/Almost all	Unanimous or almost all 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 – Phase 1: Qualitative concept testing – Recruitment screener

### Focus Group Summary

- Recruit 10 participants per group for 8 to 10 to show.
- Groups are 90 minutes in length.
- 6 groups in total.
- Groups are with parents, guardians and/or caregivers of youth (13 to 19) (Q6 & Q7).
- Aim to include at least two participants overall who are part of an official language minority community (OLMCs) in English and in French (Q3).
- All are between the ages of 35 and 60 (Q5).
- Each group includes at least two self-identified visible minority (Q9).
- Each group includes at least one new Canadian (Q10 & Q11).
- Each group includes at least one individual with a disability (Q12).
- Must ensure a good mix of all other demographics (age, gender, income, education, etc.).

Group #	Audience	Region/Language	Time
Wednesday, September 28, 2022			
2	Parents/Guardians/Caregivers of youth (13-19)	Quebec (FR)	6:00 pm ET
3	Parents/Guardians/Caregivers of youth (13-19)	Quebec (FR)	8:00 pm ET
4	Parents/Guardians/Caregivers of youth (13-19)	BC/Territories (EN)	8:00 pm ET / 5:00 pm PT
Thursday, September 29, 2022			
5	Parents/Guardians/Caregivers of youth (13-19)	Ontario (EN)	5:00 pm ET
6	Parents/Guardians/Caregivers of youth (13-19)	Prairies	7:00 pm ET / 6:00 pm CST / 5:00 pm CT/MT
Wednesday, October 5, 2022			
1	Parents/Guardians/Caregivers of youth (13-19)	Atlantic Canada (EN)	4:00 pm ET / 5:00 pm AT / 5:30 pm NT

Respondent's name:  
 Respondent's phone number: (cell)  
 Respondent's email:  
 Sample source: panel random client referral

Interviewer:  
 Date:  
 Validated:  
 Quality  
 Central:  
 On list:  
 On quotas:

Hello/Bonjour, this is \_\_\_\_\_ calling on behalf of Earnscliffe, a national public opinion research firm. We are organizing a series of 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 will be an online group 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

**Monitoring text:**

**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.

1. 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
A political party	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**

2. Which province or territory do you live in? (ensure good mix within region)

<b>Atlantic Canada (group 1)</b>		
Newfoundland and Labrador	1	
Nova Scotia	2	
Prince Edward Island	3	
New Brunswick	4	
<b>Quebec (group 2 and 3)</b>	5	
<b>Ontario (group 5)</b>	6	
<b>Prairies (group 6)</b>		
Manitoba	7	
Saskatchewan	8	
Alberta	9	
<b>British Columbia/Territories (group 4)</b>		
British Columbia	10	
Yukon	11	
Northwest Territories	12	
Nunavut	13	
Prefer not to answer	99	thank and terminate

3. What language do you speak most often at home?

English	1	
French	2	
Other	3	
Prefer not to answer	99	thank and terminate

**Aim to include at least two OLMC participants overall (in English and in French)**

4. Please indicate your gender. Do you identify as...? [ensure good mix]

Male	1
Female	2
Gender diverse	3
Don't know/Prefer not to answer	99

5. Which of the following age categories do you fall in to? Are you...? [ensure good mix]

Under 18 years	1	thank and terminate
18-24 years	2	thank and terminate
25-34 years	3	thank and terminate
35-44 years	4	
45-54 years	5	
55-60 years	6	
60+ years	7	thank and terminate
Don't know/Prefer not to answer	99	thank and terminate

6. Are you a parent, guardian, or caregiver of a child or children between the ages of 13 and 19? [ensure good mix]

Yes, I am a parent or guardian of a child/children 13-19	1	continue
Yes, I am a caregiver of a child/children 13-19	2	skip to q8
No, I am not a parent, guardian or caregiver of a child/children 13-19	3	thank and terminate
Don't know/Prefer not to answer	99	thank and terminate

7. Does the child or children between the ages of 13 and 19 live with you at least part of the time?

Yes	1	continue
No	2	thank and terminate
Don't know/Prefer not to answer	99	thank and terminate

8. What is your marital status?

Single, never married	1	
Married or common-law	2	
Widowed	3	
Divorced	4	
Separated	5	
Don't know/Prefer not to answer	99	thank and terminate

9. 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 answer	99	thank and terminate

**Aim for 2 per group who identify as non-Caucasian**

10. Were you born in Canada?

Yes	1	skip to q12
No	2	ask q11
Prefer not to answer	3	thank and terminate

11. [If not] How long have you lived in Canada?

5 years or less	1	
6 years or more	2	
Prefer not to answer	3	thank and terminate

**Aim for 1 per group who identifies as a new Canadian (says no to q9 and 5 years or less to q10).**

12. 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 answer	9

**Minimum 1 per group identifies as a person with a disability.**

13. Which of the following categories best describes your total household income; that is, the total income of all persons in your household combined, before taxes? [read list] [ensure good mix]

Under \$20,000	1	
\$20,000 to under \$40,000	2	
\$40,000 to under \$60,000	3	
\$60,000 to under \$80,000	4	
\$80,000 to under \$100,000	5	
\$100,000 to under \$150,000	6	
\$150,000 or more	7	
Don't know/Prefer not to answer	9	thank and terminate

14. What is the highest level of schooling that you have completed? [ensure good mix]

Grade 8 or less	1
Some high school	2
High school diploma or equivalent	3
Registered apprenticeship or other trades certificate or diploma	4
College, CEGEP or other non-university certificate or diploma	5
University certificate or diploma below bachelor's level	6
Bachelor's degree	7
Post graduate degree above bachelor's level	8
Don't know/Prefer not to answer	9

15. How would you describe the area in which you live? [ensure good mix]

Large urban population centre, that is, it has a population 100,000 or greater	1
Medium urban population centre, that is, it has a population of 30,000 to 99,999	2
Small urban population centre, that is, it has a population of 1,000 to 29,999	3
Rural area, that is, it has a population of less than 1,000	4
Remote area, that is, it has a population of less than 1,000 and you are isolated from communities	5
Don't know/Prefer not to answer	9

This research may require participating in a video call online.

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

Yes	continue
No	thank and terminate

17. [IF YES] 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

18. [IF YES] Do you have a personal email address that is currently active and available to you?

Yes	continue
No	thank and terminate

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

Yes	1	max 2 per group, ask q16, q17
No	2	skip to q19
Don't know/Prefer not to answer	9	thank and terminate

20. 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
Don't know/Prefer not to answer	9	thank and terminate

21. 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
Don't know/Prefer not to answer	9	thank and terminate

### Invitation

22. 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
Don't know/Prefer not to answer	9	thank and terminate

23. 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 q24
No	2	skip to q26
Don't know/Prefer not to answer	9	thank and terminate

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

Yes	1	ask q25
No	2	thank and terminate
Don't know/Prefer not to answer	9	thank and terminate

25. What specifically? [open end]

**Interviewer to note for potential accommodation (i.e., one-on-one interview)**

26. Based on your responses, it looks like you fit the criteria 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 [date]

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 advertising campaign. The discussion will consist of 8 to 10 people and will be very informal.

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

Yes	1	recruit
No	2	thank and terminate
Don't know/Prefer not to answer	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 and the creative agency working with the Government of Canada to develop the advertising campaign may also be online to observe the groups.

Do you agree to be observed by Government of Canada employees and employees of the creative agency?

- 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 and employees of the creative agency hired to develop an advertising campaign by the Government of Canada, 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 and employees of the creative agency?

- Yes 1 thank & go to invitation
- No 2 thank & terminate

Wonderful, you qualify to participate in one of our discussion sessions.

Group #	Audience	Region/Language	Time
Wednesday, September 28, 2022			
2	Parents/Guardians/Caregivers of youth (13-19)	Quebec (FR)	6:00 pm ET
3	Parents/Guardians/Caregivers of youth (13-19)	Quebec (FR)	8:00 pm ET
4	Parents/Guardians/Caregivers of youth (13-19)	BC/Territories (EN)	8:00 pm ET / 5:00 pm PT
Thursday, September 29, 2022			
5	Parents/Guardians/Caregivers of youth (13-19)	Ontario (EN)	5:00 pm ET
6	Parents/Guardians/Caregivers of youth (13-19)	Prairies	7:00 pm ET / 6:00 pm CST / 5:00 pm CT/MT
Wednesday, October 5, 2022			
1	Parents/Guardians/Caregivers of youth (13-19)	Atlantic Canada (EN)	4:00 pm ET / 5:00 pm AT / 5:30 pm NT



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

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.**

## Appendix C – Phase 1: Qualitative concept testing – Discussion guide

### Introduction (10-minute section / 10 minutes total)

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 (that is, 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 of the specific settings such as: how to mute and unmute themselves; where the hand raise button is; and the chat box. Don't be afraid to use the chat box if you have something to contribute but are having trouble jumping in verbally.
- As mentioned, when we invited you to participate in this discussion group, we're conducting research on behalf of the Government of Canada and Employment and Social Development Canada, more specifically. The focus of our discussion is to gather your feedback and reactions to some new advertising concepts.

Moderator will go around the table and ask participants to introduce themselves.

- **Introduction of participants:** To get started, please tell us your first name, what you do during the day, and one of your favourite interests or hobbies.

### Concept testing (30-minute section / 40 minutes total)

In the coming months, the Government of Canada is launching an advertising campaign aimed at raising awareness of the skilled trades.

For the purposes of our discussion today/tonight, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training. To name a few, these include occupations such as: carpenter, mechanic, hairstylist, cook.

The purpose of our discussion today/tonight is to show you a series of draft advertising concepts and to gauge your reactions. We will be looking at a variety of different concepts.

Before we begin, it is important to note that as these are still in the draft stage, I want you to use your imagination to consider them as fully executed/produced ads, and not get caught up in the production/technical components of what I'm showing you today.

### Visual treatments

[Moderator to display each visual concept in randomized order one at a time on screen. Moderator to lead a discussion for each concept separately to understand reactions to each concept. Moderator to probe for each:]

- What is your overall reaction to this concept? What, if anything, do you like? What, if anything, do you dislike? Why?
- What did you take away as the main message?
- How does it make you feel, especially about careers in the skilled trades? Why?
- What do you think of the design? Imagery? Tone? Why?
- Would you notice it/Would it capture your attention? Is it memorable? Why or why not?
- If you saw this concept, would it motivate you to do anything? Why or why not?
  - If yes, what would you be motivated to do?
  - If you saw it on social media, would you be likely to like it or share it? Why or why not?
  - If you saw it, would you be motivated to talk to your child/children about considering a career in the skilled trades? Why or why not?
- As far as you're concerned, is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
- Was it credible/believable? Why or why not?
- Was anything confusing or unclear? How so?
- How could it be improved? Is there anything missing that should be communicated through ads like these?

### Concept wrap-up:

Now that we have reviewed each of the three concepts, I'd like to understand your overall preferences.

- [poll] Which of the three concepts do you prefer? Why?
- [poll] And, which is your second choice? Why?
- Are there any that would be unacceptable or inappropriate for the Government to use? Why?
- Which would be most likely to motivate you to do something (i.e., speak to your child/children about considering a career in the skilled trades)? Why?
- Which, if any, makes you think differently (in a positive way) about careers in the skilled trades? Why?

### Voice overs

To accompany any one of these visual treatments, we have two different voice overs to share with you. We do not have the voice overs recorded and will share the scripts with you on screen.

[Moderator to read the voice overs in randomized order one at a time. Moderator to lead a discussion for each voice over separately to understand reactions. Moderator to probe for each:]

- What is your overall reaction to this voice over? What, if anything, do you like? What, if anything, do you dislike? Why?

- What did you take away as the main message?
- How does it make you feel, especially about careers in the skilled trades? Why?
- If you saw this concept, would it motivate you to do anything? Why or why not?
  - If yes, what would you be motivated to do?
- How could it be improved? Is there anything missing that should be communicated through ads like these?

Voice over wrap-up:

Now that we have reviewed both voice overs, I'd like to understand your overall preferences.

- Which of the two do you prefer? Why?

### Reactions to the concept headlines (10-minute section / 50 minutes total)

Now let's focus on the headline. There were three different headlines used throughout the concepts:

- ***A career for the future***
  - ***A career that pays, skills that last.***
  - ***A career that pays off.***
- Overall, what did you think of the headline? Why?
  - What thoughts/feelings did it evoke for you?
  - Does it fit with the concepts? Does it fit with some better than others? Why?
  - Is it memorable? Why or why not?
  - What did this headline mean or suggest to you, particularly about careers in the skilled trades? Why?
  - Is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
  - How, if at all, could it be improved? Why?
- Which headline do you prefer? Why?
  - What about the symbols used with some of the headlines? What did you think of those? Why?

### Reaction to radio concepts (25-minute section / 75 minutes total)

Now I would like to play a few radio concepts for you. We have three radio concepts to share with you.

Again, you will need to use your imagination to imagine these as fully produced radio concepts with professional voices, music, other sounds, etc.

- What is your overall reaction to this concept? What, if anything, do you like? What, if anything, do you dislike? Why?
- What did you take away as the main message?
- How does it make you feel, especially about a career in the skilled trades? Why?
- What do you think of the tone? Why?
- Would it capture your attention? Is it memorable? Why or why not?

- As far as you're concerned, is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
- Was anything confusing or unclear? How so?
- If you heard this concept, would it motivate you to do anything? Why or why not?
  - If yes, what would you be motivated to do?
  - Would you be motivated to talk to your child/children about considering a career in the skilled trades? Why or why not?
- How could it be improved? Why?

Concept wrap-up:

Now that we have reviewed each of the three concepts, I'd like to understand your overall preferences.

- [poll] Which of the three radio concepts do you prefer? Why?
- [poll] And, which is your second choice? Why?
- Are there any that would be unacceptable or inappropriate for the Government to use? Why?
- Which would be most likely to motivate you to do something (i.e., speak to your child/children about considering a career in the skilled trades)? Why?
- Which, if any, makes you think differently (in a positive way) about careers in the skilled trades? Why?

### Message testing [if time permits]

The concepts may also use additional text in different ways throughout. Please take a moment to review this messaging and then we will discuss your thoughts as a group.

[Moderator to show on screen]

- *Skilled trades offer flexible career options that stay in high demand at every stage of their career.*
  - *It's rewarding for parents to see their children earning lucrative pay right away and creating a stable financial future.*
  - *Skilled trades offer high-demand careers aligned with the current direction of the economy.*
  - *Over 256,000 new Red Seal apprentices are needed over the next five years to meet demand in Canada.*
- What do you think of this messaging?
  - Which specific words or phrases (if any) were particularly compelling? Why?
    - Were there any that were not all that compelling or problematic in some way? Which ones? Why?

## Conclusion (5-minute section / 90 minutes total)

[moderator to request additional questions are sent via the chat box directly to the moderator and probe on any additional areas of interest]

This concludes what we needed to cover tonight.

- Do you have any final thoughts or any advice for ESDC and their creative agency as they move to the production stage?

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

## Appendix D – Phase 1: Qualitative concept testing – Testing materials

### Creative Concepts

For each creative concept, a collage of five images was displayed on screen at once that depicted three examples of the concept applied to three different communications mediums. On the left, there was an example of a social media story. In the middle there was an example of a social media post which included a carousel (rotating) image and two additional images at the top and middle right. At the bottom right, there was an example of a website banner ad.

### Creative A

This concept featured a bright yellow background and a prominent headline in the middle, that read: “A career for the future”. Different images in squares and rectangles depicting workers in the skilled trades were used throughout.

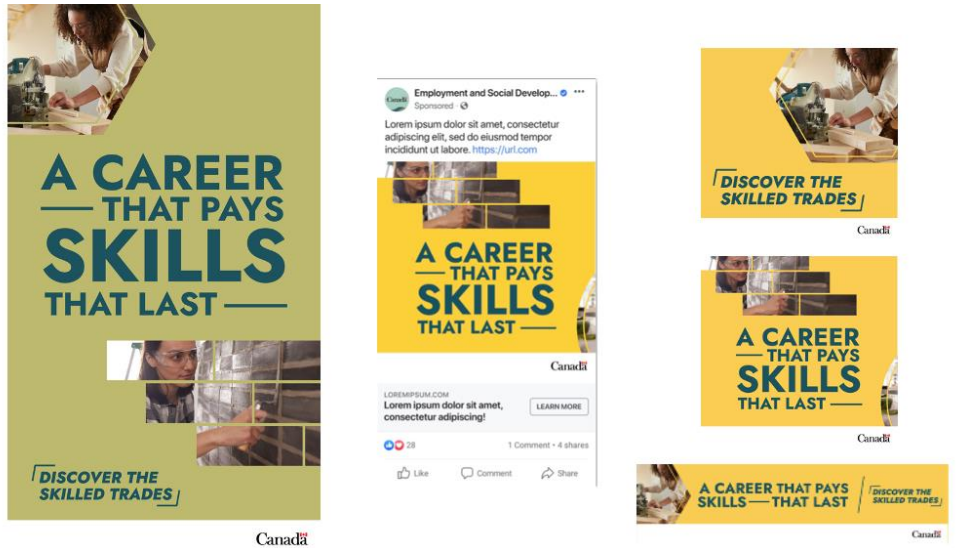
Exhibit 1. Creative A



### Creative B

This concept featured an olive-coloured background with a prominent headline in the middle, that read: “A career that pays, skills that last”. Different images in pentagons and tiled rectangles depicting workers in the skilled trades were used throughout.

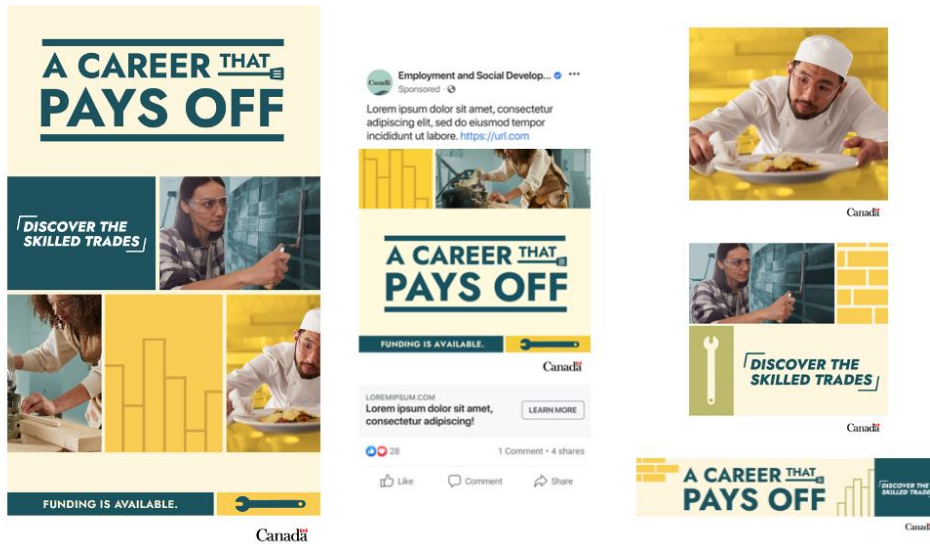
Exhibit 2. Creative B



### Creative C

This concept featured a cream-coloured background with a prominent headline at the top, that read: “A career that pays off”. Different images in rectangles depicting workers in the skilled trades were used throughout.

Exhibit 3. Creative C





## Headlines

The three headlines were displayed on screen for participants.

- Headline A: A career for the future
- Headline B: A career that pays, skills that last.
- Headline C: A career that pays off.

## Voice overs

The two voice overs were presented in video format on screen for participants. The video for both concepts was the same. It featured different people attempting to do things like cook, build a bookshelf, and tile a wall but with little success. Later in the video, these same people are depicted getting the necessary training to become a trained chef, carpenter and a tile and marble setter and are depicted working in their new professions showcasing their products. The voice over scripts for each concept were as follows:

Exhibit 4. Voice over A

### Version 1 – Perspective Shift

NARRATOR (V.O.)

Recently, someone you know may have picked up a new interest.

NARRATOR (V.O.)

Like cooking.

NARRATOR (V.O.)

Or...

NARRATOR (V.O.)

...building things?

NARRATOR (V.O.)

And maybe they just need a push...

NARRATOR (V.O.)

...in the right direction.

NARRATOR (V.O.)

Learning a skilled trade can turn what they love...

NARRATOR (V.O.)

...into what they do.

NARRATOR (V.O.)

Discover the skilled trades.

Funding is available. Visit [canada.ca/skilled-trades](https://canada.ca/skilled-trades)

A message from The Government of Canada.

Exhibit 5. Voice over B

### Version 2 – Story Shift

NARRATOR (V.O.)

New skills can...

NARRATOR (V.O.)

...take some time to develop.

NARRATOR (V.O.)

But maybe there's a faster way than always falling down...

NARRATOR (V.O.)

...and building back up.

NARRATOR (V.O.)

Studying a skilled trade can help.

NARRATOR (V.O.)

With shorter than average post-secondary programs...

NARRATOR (V.O.)

...paid apprenticeships...

NARRATOR (V.O.)

...and many different career paths.

NARRATOR (V.O.)

Discover the skilled trades.

Funding is available. Visit [canada.ca/skilled-trades](https://canada.ca/skilled-trades)

A message from The Government of Canada

## Radio Concepts

The scripts for three radio concepts were presented on screen for participants.

Exhibit 6. Radio A

### Version 1 – Recognition and Desire

VO: What ARE the skilled trades?

VO: They're the people who bring our world to life with stone and steel, heat and power.

VO: The heart behind every salon, restaurant, and auto shop.

VO: Jobs that make you think: "wow... I wish I could do that."

VO: And now, they're in demand...

VO: ...meaning more opportunities and funding to get started.

VO: The ideal choice for a career.

VO: Discover the skilled trades. Visit [canada.ca/skilled-trades](https://canada.ca/skilled-trades).

VO: A message from The Government of Canada.

## Exhibit 7. Radio B

### Version 2 – The Sound of the Trades

SFX: (fade in) The bustling sounds of job sites for carpenters, cooks, auto mechanics, welders, hairstylists, bricklayers, plumbers, construction workers, crane operators, and pipefitters.

VO: (yelling over SFX) This is the sound of ten of the most in-demand skilled trades across Canada.

VO: (speaking louder) Trades jobs--

SFX: (background noise interrupts VO, then cuts out)

VO: --Okay, maybe the trades don't make for great radio...

VO: ...but they do make for great careers.

VO: Apprentices can get paid while they train, enter the workforce faster, and join one of over three hundred available trades in Canada.

VO: Discover the skilled trades. Visit [canada.ca/skilled-trades](https://canada.ca/skilled-trades)

VO: A message from The Government of Canada.

## Exhibit 8. Radio C

### Version 3 – Stats

VO: Did you know that Canada needs hundreds of thousands of skilled trades workers?

VO: That means huge demand and competitive wages in stable careers like auto technicians, carpenters, cooks, and hair stylists.

VO: The kinds of jobs where career GROWTH...

VO: ...comes from learning REAL-life skills.

VO: So, if you know someone looking for success, why not support their passion and suggest the skilled trades.

VO: Funding is available. Visit [canada.ca/skilled-trades](https://canada.ca/skilled-trades).

VO: A message from The Government of Canada.

## Campaign messaging

Four campaign messages were displayed on screen for participants.

- Skilled trades offer flexible career options that stay in high demand at every stage of their career.
- It's rewarding for parents to see their children earning lucrative pay right away and creating a stable financial future.

- Skilled trades offer high-demand careers aligned with the current direction of the economy.
- Over 256,000 new apprentices are needed over the next five years to meet demand in Canada.

## Appendix E – Phase 2: Quantitative pre-campaign survey – Methodology report

### Survey methodology

Earnscliffe Strategy Group's overall approach for this study was to conduct an online survey of a minimum of 2,000 respondents using an online panel sample. A detailed discussion of the approach used to complete this research is presented below.

### Questionnaire design

The questionnaires for this study were designed by ESDC, using the Advertising Evaluation Campaign Tool (ACET), and were provided to Earnscliffe for feedback. The surveys were offered to respondents in both English and French and completed based on their preferences.

### Sample design and selection

For both phases of the research, quotas were set for gender and age within region for the sample of youth (16 to 19) in Stream 1. Since the profiles of young adults (20 to 34) looking to switch careers or go back to school and parents, guardians, and/or caregivers of youth aged 13 to 19 were unknown at the outset of the first study, no quotas were set in the pre-campaign wave.

Based upon the experience surveying the sample of youth and young adults in both November 2021 and March 2022, the expected and final distribution for Stream 1 is detailed below:

Target Audience	Expected count	Final sample size
Region		
British Columbia/Territories	142	106
Alberta	126	117
Saskatchewan/Manitoba	59	43
Ontario	407	397
Quebec	208	287
Atlantic	58	67
Gender		
Female	509	427
Male	473	560
Other	18	20
Age		
16 to 19	500	499

20 to 24	164	148
25 to 34	336	370

The sample was drawn from Leger’s proprietary, opt-in online panel. The Leger Opinion panel is the largest Canadian owned proprietary panel in Canada with over 400,000 members. Because the recruitment method can greatly influence the quality of a panel, Leger Opinion’s panel is primarily based on random selection using traditional and mobile telephone methodologies.

## Data Collection

The online survey was completed by 2,024, including the following:

Audience	Sample size
<b>Stream 1</b>	
Youth (16 to 19)	499
Young adults (20 to 34)	518
Change careers	182
Continue schooling	170
Go back to school	166
Total	1,017
<b>Stream 2</b>	
Parent	983
Caregiver	24
Total	1,007

The online survey was conducted in English and French from October 3 to 11, 2022 and took an average of 8 minutes to complete. The survey was undertaken by Leger using their proprietary online panel.

## Weighting

Within Stream 1, data from respondents aged 16 to 19 years old were weighted by gender and age within region. The data from the remaining respondents in Stream 1 or for those in Stream 2 were weighted using the incidence rates determined by the research itself. With incidence weighting every potential respondent who starts the survey is weighted to Census proportions then is filtered by those who are eligible to complete the survey. This determines the profile for the target group and the resulting weight.

## Quality Controls

Prior to launching the survey, Earnscliffe tested the links to ensure programming matched the questionnaires. Leger conducted a pre-test of the surveys, and the data was reviewed by Earnscliffe prior to a full launch of the surveys. Upon completion of the pre-test, Earnscliffe reviewed the data to ensure all skip patterns were working and the questionnaire was easily understood by all respondents.

## Results

### Final dispositions

A total of 4,525 individuals entered the online survey, of which 2,024 qualified as valid and completed the survey. The response rate for this survey was 7.9%.

Total entered survey: 4,525  
Completed: 2,049  
Not qualified/screen out: 2,088  
Over quota: 167  
Suspend/drop-off: 221

Unresolved (U): 25,731  
Email invitation bounce-backs: 19  
Email invitations unanswered: 25,712

In-scope non-responding (IS): 221  
Qualified respondent break-off: 221

In-scope responding (R): 2,216  
Completed surveys disqualified – quota filled: 167  
Completed surveys disqualified – other reasons: 25  
Completed surveys – valid: 2,024

Response rate =  $R/(U+IS+R)$ : 7.9%

### Nonresponse

Respondents for the online survey were selected from among those who have volunteered to participate in online surveys by joining an online opt-in panel. The notion of nonresponse is more complex than for random probability studies that begin with a sample universe that can, at least theoretically, include the entire population being studied. In such cases, nonresponse can occur at a number of points before being invited to participate in this particular survey, let alone in deciding to answer any particular question within the survey.



## Margin of error

Respondents for the online survey were selected from among those who have volunteered or registered to participate in online surveys. Because the sample is based on those who initially self-selected for participation in the panel, no estimates of sampling error can be calculated. The results of such surveys cannot be described as statistically projectable to the target population. The treatment here of the non-probability sample is aligned with the Standards for the Conduct of Government of Canada Public Opinion Research - Online Surveys.

## Appendix F – Phase 2: Quantitative pre-campaign survey – Questionnaire

### Introduction

Thank you for taking a few minutes to complete this survey on current issues that matter to Canadians. Si vous préférez répondre à ce sondage en français, veuillez cliquer sur **français** [SWITCH TO FRENCH VERSION].

**Your participation is voluntary, and your responses will be kept entirely confidential.** The survey takes about 10 minutes to complete.

Click here if you wish to verify the authenticity of this survey. To view our privacy policy, click here.

If you require any technical assistance, please contact [leo@legeropinion.com](mailto:leo@legeropinion.com).

a. Does anyone in your household work for any of the following organizations?

**SELECT ALL THAT APPLY**

- A marketing research firm
- A magazine or newspaper
- An advertising agency or graphic design firm
- A political party
- A radio or television station
- A public relations company
- The federal or provincial government
- None of these organizations

**IF “NONE OF THESE ORGANIZATIONS” CONTINUE.  
OTHERWISE THANK AND TERMINATE.**

b. What is your gender?

- Male
- Female
- Gender diverse
- Prefer not to answer

c. In what year were you born?

- YYYY

**ADMISSIBLE RANGE 1962-2006 (16 to 60 years old)  
ASK D IF QUESTION C IS LEFT BLANK**

d. In which of the following age categories do you belong?

**SELECT ONE ONLY**

- Less than 16 years old => **THANK AND TERMINATE**
- 16 to 19 – **Qualified as STREAM 1**
- 20 to 24 – **Possible STREAM 1 (will be asked f below)**
- 25 to 34 – **Possible STREAM 1 (will be asked f below)**
- 35 to 44 – **Possible STREAM 2 (will be asked g and h below)**
- 45 to 54 – **Possible STREAM 2 (will be asked g and h below)**
- 55 to 60 – **Possible STREAM 2 (will be asked g and h below)**
- 61 or older => **THANK AND TERMINATE**

**IF “LESS THAN 16 YEARS OLD” OR “BLANK”, THANK AND TERMINATE  
IF “61 OR OLDER”, THANK AND TERMINATE**

e. In which province or territory do you live?

**SELECT ONE ONLY**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

**IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE**

Additional screening questions

**STREAM 1: Screening question for those who select an age category from “20 to 34” to target as looking to change careers or go to school in next 5 years: ASK**

- f. In the next few years, do you plan or are you thinking about changing careers, continuing your schooling or going back to school?
- Yes, change careers – **Qualified as STREAM 1**
  - Yes, continue schooling – **Qualified as STREAM 1**
  - Yes, go back to school – **Qualified as STREAM 1**
  - None of the above => **THANK AND TERMINATE**
  - Don't know/Prefer not to say=> **THANK AND TERMINATE**

**STREAM 2: Screening question for those who select an age category from “35 to 60” to target as parents, guardians, and/or caregivers of youth (for this group youth is defined as aged 13 to 19): ASK**

- g. Are you a parent, guardian, or caregiver of a child or children between the ages of 13 and 19 years old?
- Yes, I am a parent or guardian –Possible STREAM 2 (ASK h)
  - Yes, I am a caregiver **Qualified as STREAM 2 => GO TO Q1**
  - No => **THANK AND TERMINATE**
- h. **Does the child or children between the ages of 13 and 19 live with you, at least part of the time?**
- Yes **Qualified as STREAM 2 => GO TO Q1**
  - No => **THANK AND TERMINATE**

Core questions

**ASK ALL RESPONDENTS**

**Q1:** Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- Yes
- No => **GO TO T1A**

**Q3:** Think about the most recent Government of Canada ad that comes to mind. What do you remember about this ad?

- OPEN-ENDED** \_\_\_\_\_

Campaign-specific questions

**ASK ALL RESPONDENTS**

**T1A:** Over the past three weeks, have you seen, read or heard any Government of Canada advertising about **exploring a career or training in the skilled trades?**

- Yes
- No => GO TO T1D**

**T1B:** Where have you seen, read or heard this Government of Canada ad about **exploring a career or training in the skilled trades?** [ROTATE STATEMENTS]

**SELECT ALL THAT APPLY**

- Print magazine
- Radio
- Television

- Digital/Streaming TV (e.g. Netflix, Disney+)
- Facebook
- In a mobile app
- Instagram
- Internet website
- LinkedIn
- Online news sites
- Snapchat
- Digital/Streaming radio (e.g. Spotify, Podcast)
- TikTok
- Twitch
- Video game
- Web search (e.g. Google, Bing)
- YouTube
- Service Canada Centre / Passport Canada office
- Other, please specify:

**T1C:** What do you remember about this ad?

- **OPEN-ENDED** \_\_\_\_\_

**ASK ALL RESPONDENTS**

**T1D-1:** How familiar would you say you are with what is meant by skilled trades?

- Not at all familiar
- Not very familiar
- Somewhat familiar
- Familiar
- Very familiar
- Unsure / don't know

**T1D-3:** Please list types of jobs you associated with the skilled trades:

- **OPEN-ENDED** \_\_\_\_\_

**T1D-4:** When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

- Positive
- Neutral
- Negative
- Unsure / don't know

**For the purposes of this survey, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.**

**T1D-2a:** Please indicate your level of agreement with the following statements:

- A job in the skilled trades is a great way to pursue my passion.
- The skilled trades provide me with career opportunities.
- The skilled trades provide flexibility in my career.

- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree
- Unsure / don't know

**T1D-2b: Please indicate your level of agreement with the following statements:**

- The skilled trades provide financial opportunities from a young age.
- The skilled trades provide job stability from a young age.
- A job in the skilled trades is a personally rewarding career option for young people.

- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree
- Unsure / don't know

**T1D-5: Do you currently or have you ever worked in the skilled trades?**

- Yes [If yes, skip to T1D-7]
- No [Ask T1D-6]

**T1D-6: Have you ever considered having a career in the skilled trades?**

- Yes
- No

**T1D-7: [ASK ALL] Have you ever recommended or considered recommending a career in the skilled trades to someone?**

- Yes
- No

**T1D-8: Please rate how likely you would be to recommend, use, or visit the following sources for information about **the skilled trades** using a 5-point scale where 1 means “Definitely would not recommend, use, or visit” and 5 means “Definitely would recommend, use, or visit”:**

**[ROTATE STATEMENTS]**

- Government of Canada websites
- Provincial Government websites
- Career/education planning sites

- University and community college websites
- Recruitment sites
- Trade unions, certification or accreditation bodies, or industry experts

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

Unsure / don't know

**T1D-9:** Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of? Select all that apply:

**[ROTATE STATEMENTS]**

- Canada Apprentice Loan Program
- Canada Apprenticeship Grant Program
- Canada Apprenticeship Incentive Grant for Women
- Canada Apprenticeship Incentive Grant
- Canada Apprenticeship Completion Grant
- Employment Insurance for Apprentices
- Tuition Tax Credit and Licensing Examination Fees
- The Tradesperson's Tools Deduction
- The Skilled Trades Awareness and Readiness Program
- The Union Training and Innovation Program
- Apprenticeship Service
- None of the above

Demographic questions

**D1:** Which of the following categories best describes your current employment status? Are you...

**SELECT ONE ONLY**

- Working full-time (30 or more hours per week)
- Working part-time (less than 30 hours per week)
- Self-employed
- Unemployed, but looking for work
- Student attending school full-time
- Retired
- Not in the workforce (Full-time homemaker or unemployed but not looking for work)
- Other employment status

**D2:** What is the highest level of formal education that you have completed?

**SELECT ONE ONLY**

- Grade 8 or less
- Some high school
- High school diploma or equivalent
- Registered Apprenticeship or other trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- University certificate or diploma below bachelor's level
- Bachelor's degree
- Postgraduate degree above bachelor's level
- Prefer not to answer

**D3:** Are there any children under the age of 18 currently living in your household?

- Yes
- No
- Prefer not to answer

**D4:** Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

**SELECT ONE ONLY**

- Under \$20,000
- Between \$20,000 and \$40,000
- Between \$40,000 and \$60,000
- Between \$60,000 and \$80,000
- Between \$80,000 and \$100,000
- Between \$100,000 and \$150,000
- Between \$150,000 and \$200,000
- \$200,000 and above
- Prefer not to answer

**D5:** Where were you born?

- Born in Canada
- Born outside Canada
  - Specify the country: \_\_\_\_\_

**ASK IF D5=BORN OUTSIDE CANADA**

**D6:** In what year did you first move to Canada?

- YYYY

**ADMISSIBLE RANGE: 1900-2022**



**D7:** What is the language you first learned at home as a child and still understand?

**SELECT UP TO TWO**

- English
- French
- Other language, specify: \_\_\_\_\_
- Prefer not to answer

**D8:** Does anyone in your immediate family or household work in a skilled trade?

- Yes
- No
- Prefer not to say

**D9:** Beyond people in your immediate family or household, is there anyone else in your family or circle of friends that works in a skilled trade?

- Yes
- No
- Prefer not to say

**D10:** Do you identify as a member of the 2SLGBTQIA+ community?

- Yes
- No
- Prefer not to say

**D11: Disability:** 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
- No
- Don't know
- Prefer not to answer

**D12:** What are the first three characters of your postal code?

- First three characters of your postal code: \_ \_ \_
- Prefer not to say

**That concludes the survey. This survey was conducted on behalf of Employment and Social Development Canada.**

**In the coming months the report will be available from Library and Archives Canada.**

**We thank you very much for taking the time to answer this survey, it is greatly appreciated.**

## Appendix G – Phase 3: Qualitative research testing experiential marketing approaches – Methodology report

### Methodology

The target audiences included youth ages 16 to 19 and young adults (20 to 34) who were planning on changing careers, continuing schooling, or going back to school.

There were two discussions groups conducted with each target audience, one in English and one in French. Those living in official language minority communities (OLMCs) – Anglophones in Quebec and Francophones outside Quebec – participated in a group that fit with their language preference and schedule.

Audience/Language	No of recruits	No of participants	Date/Time
Young adults (French)	10	8	Monday, December 5, 2022 5:00 pm ET
Young adults (English)	10	9	Monday, December 5, 2022 7:00 pm ET
Youth (French)	10	8	Tuesday, December 6, 2022 5:00 pm ET
Youth (English)	10	7	Tuesday, December 6, 2022 7:00 pm ET

The focus group participants received an honorarium of \$100 as a token of appreciation for their time. All focus groups were conducted between December 5 and December 6, 2022.

### Recruitment

Participants were recruited using a recruitment screener (see Appendix H).

The target audience were young adults ages 20 to 34 and youth ages 16 to 19.

In addition to these characteristics, each group was recruited to include both those in and out of school, as well as a minimum of one not-employed-or-in-education-or-training (NEET) (aim for two, minimum one NEET). Each group was also recruited to include at least one new Canadian/Immigrant, two individuals who identify as members of a visible minority group and one person with a disability. We also aimed to ensure that each group included a good mix of gender, age, income, employment, and education status.

Our field work subcontractor, Quality Response, and their selected suppliers reached out to members of their respective databases first via email and followed up with telephone calls to pre-qualify participants. They then conducted telephone recruitment to supplement in each market.

### Moderation

One moderator as used to conduct the focus groups. The moderator took notes and summarized their groups and 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.

Table 11. Glossary of qualitative terms

Generalization	Interpretation
Few	Few is used when less than 10% of participants have responded with similar answers.
Several	Several is used when fewer than 20% of the participants responded with similar answers.
Some	Some is used when more than 20% but significantly fewer than 50% of participants with similar answers.
Many	Many is used when nearly 50% of participants responded with similar answers.
Majority/Plurality	Majority or plurality are used when more than 50% but fewer than 75% of the participants responded with similar answers.
Most	Most is used when more than 75% of the participants responded with similar answers.
Vast majority	Vast majority is used when nearly all participants responded with similar answers, but several had differing views.
Unanimous/Almost all	Unanimous or almost all 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 H – Phase 3: Qualitative research testing experiential marketing approaches – Recruitment screener

### Focus Group Summary

- Recruit 10 participants per group for 8-10 to show.
- Groups are 90 minutes in length.
- Groups are with youth (16 to 19) and young adults (20 to 34) (Q6).
  - Two groups with youth (16 to 19) both in and out of school and not-employed-or-in-education-or-training (NEET) (aim for two, minimum one NEET) (Q8 & Q9).
  - Two groups with young adults (20 to 34) in and out of school and not-employed-or-in-education-or-training (NEET) (aim for two, minimum one NEET) (Q8 & Q9).
    - ☞ All in these groups must be looking to change career, continue their schooling, or go back to school in the next five years (Q7).
- All must reside in a large urban population centre (Q4).
- Aim to include at least one participant in each group who are part of an official language minority community (OLMCs) in English and in French (Q9) (Q2 & Q3).
- Each group includes at least two self-identified visible minority (Q12).
- Each group includes at least one new Canadian (Q13 & Q14).
- Each group includes at least one individual with a disability (Q15).
- Must ensure a good mix of all other demographics (age, gender, income, education, etc.).

Group #	Audience	Region/Language	Time
Monday, December 5, 2022			
1	Young adults (20 to 34)	French	5:00 pm ET / 6:00 pm AT / 6:30 pm NT / 4:00 pm CT / 3:00 pm MT / 2:00 pm PT
2	Young adults (20 to 34)	English	7:00 pm ET / 8:00 pm AT / 8:30 pm NT / 6:00 pm CT / 5:00 pm MT / 4:00 pm PT
Tuesday, December 6, 2022			
3	Youth (16 to 19)	French	5:00 pm ET / 6:00 pm AT / 6:30 pm NT / 4:00 pm CT / 3:00 pm MT / 2:00 pm PT
4	Youth (16 to 19)	English	7:00 pm ET / 8:00 pm AT / 8:30 pm NT / 6:00 pm CT / 5:00 pm MT / 4:00 pm PT

Hello/Bonjour, this is \_\_\_\_\_ calling on behalf of Earncliffe, a national public opinion research firm. We are organizing a series of 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 will be an online group 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

**Monitoring text:**

**READ TO ALL:** “This call may be monitored or recorded 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 programming and methodology – we’re asking the right questions to meet our clients’ research requirements – kind of like pre-testing)
- If the call is recorded, 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 recordings are destroyed after the evaluation.

1. 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
A political party	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
<b>IF “YES” TO ANY OF THE ABOVE, THANK AND TERMINATE</b>		

2. What language do you speak most often at home?

English	1	
French	2	
Other	3	
Prefer not to answer	99	THANK AND TERMINATE

3. Which province or territory do you live in? (ENSURE GOOD MIX WITHIN REGION)

**REGIONAL QUOTAS:**

**ENGLISH GROUPS: 2 Atlantic Canada, 1 Quebec, 3 Ontario, 2 Prairies, 2 British Columbia/Territories**

**FRENCH GROUPS: 9 Quebec, 1 from any other region/province**

**ATLANTIC CANADA**

Newfoundland and Labrador	1
Nova Scotia	2
Prince Edward Island	3
New Brunswick	4

**QUEBEC** 5

**ONTARIO** 6

**PRAIRIES**

Manitoba	7
Saskatchewan	8
Alberta	9

**BRITISH COLUMBIA/TERRITORIES**

British Columbia	10
Yukon	11
Northwest Territories	12
Nunavut	13

Prefer not to answer 99 THANK AND TERMINATE

4. How would you describe the area in which you live? [ENSURE GOOD MIX]

Large urban population centre, that is, it has a population 100,000 or greater	1
Medium urban population centre, that is, it has a population of 30,000 to 99,999	2
Small urban population centre, that is, it has a population of 1,000 to 29,999	3
Rural area, that is, it has a population of less than 1,000	4
Remote area, that is, it has a population of less than 1,000 and you are isolated from other communities	5
Don't know/Prefer not to say	9

**MAX TWO PER GROUP FROM A RURAL/REMOTE AREA.**

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

Male	1
Female	2
Gender diverse	3
Don't know/Prefer not to answer	99

6. How old are you? [RECORD NUMBER] ENSURE GOOD MIX

16 to 19 years	1	CONTINUE FOR GROUPS 3 & 4, GO TO Q8
20 to 34 years	2	CONTINUE FOR GROUPS 1 & 2, GO TO Q7
35+ years	3	THANK AND TERMINATE
Prefer not to say	9	THANK AND TERMINATE

7. [IF 20 TO 34] In the next five years, do you plan on changing careers, continuing your schooling, or going back to school?

Yes, change careers	1	
Yes, continuing schooling	2	
Yes, go back to school	3	
None of the above	4	THANK AND TERMINATE
Don't know/Prefer not to say	9	THANK AND TERMINATE

8. Are you a currently a student studying either full-time or part-time? [ENSURE GOOD MIX]

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

9. What is your current employment status?

Student (full time or part time)	1	SKIP TO Q11
Employed (full time or part time)	2	GO TO Q10
Unemployed	3	SKIP TO Q11
Don't know/Prefer not to say	9	

**MINIMUM OF 2 PER GROUP ARE NOT STUDENTS (NO TO Q8) AND ARE UNEMPLOYED (Q9).**

10. [IF EMPLOYED FULL TIME OR PART TIME] What do you do for work?

**MAXIMUM TWO WORKING IN THE SKILLED TRADES**

11. What is the highest level of schooling that you have completed? [ENSURE GOOD MIX]

Grade 8 or less	1
Some high school	2
High school diploma or equivalent	3
Registered apprenticeship or other trades certificate or diploma	4
College, CEGEP or other non-university certificate or diploma	5
University certificate or diploma below bachelor's level	6
Bachelor's degree	7
Post graduate degree above bachelor's level	8
Don't know/Prefer not to answer	9

12. 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 answer	99	THANK AND TERMINATE

**AIM FOR 2 PER GROUP WHO IDENTIFY AS NON-CAUCASIAN**



13. Were you born in Canada?

Yes	1	SKIP TO Q15
No	2	ASK Q14
Prefer not to answer	3	THANK AND TERMINATE

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

5 years or less	1	
6 years or more	2	
Prefer not to answer	3	THANK AND TERMINATE

**AIM FOR 1 PER GROUP WHO IDENTIFIES AS A NEW CANADIAN (SAYS NO TO Q13 AND 5 YEARS OR LESS TO Q14).**

15. 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 answer		9

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

16. Which of the following categories best describes your total household income; that is, the total income of all persons in your household combined, before taxes? [READ LIST] [ENSURE GOOD MIX]

Under \$20,000	1	
\$20,000 to under \$40,000	2	
\$40,000 to under \$60,000	3	
\$60,000 to under \$80,000	4	
\$80,000 to under \$100,000	5	
\$100,000 to under \$150,000	6	
\$150,000 or more	7	
Don't know/Prefer not to answer	9	THANK AND TERMINATE

This research will require participating in a video call online.

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

Yes        CONTINUE  
 No         THANK AND TERMINATE

18. [IF YES] 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

19. [IF YES] Do you have a personal email address that is currently active and available to you?

Yes        CONTINUE  
 No         THANK AND TERMINATE

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

Yes	1	MAX 2 PER GROUP, ASK Q21, Q22
No	2	SKIP TO Q23
Don't know/Prefer not to answer	9	THANK AND TERMINATE

21. 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
Don't know/Prefer not to answer	9	THANK AND TERMINATE

22. 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
Don't know/Prefer not to answer	9	THANK AND TERMINATE

**INVITATION**

23. 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
Don't know/Prefer not to answer	9	THANK AND TERMINATE

24. 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 Q25
No	2	SKIP TO Q27
Don't know/Prefer not to answer	9	THANK AND TERMINATE

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

Yes	1	ASK Q26
No	2	THANK AND TERMINATE
Don't know/Prefer not to answer	9	THANK AND TERMINATE

26. What specifically? [OPEN END]

***INTERVIEWER TO NOTE FOR POTENTIAL ACCOMMODATION (I.E., ONE-ON-ONE INTERVIEW)***

27. Based on your responses, it looks like you fit the criteria 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 [DATE]

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 advertising campaign. The discussion will consist of 8 to 10 people and will be very informal.

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

Yes	1	RECRUIT
No	2	THANK AND TERMINATE
Don't know/Prefer not to answer	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 and the creative agency working with the Government of Canada to develop the advertising campaign may also be online to observe the groups.

Do you agree to be observed by Government of Canada employees and employees of the creative agency?

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 and employees of the creative agency hired to develop an advertising campaign by the Government of Canada, 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 and employees of the creative agency?

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

**INVITATION:**

Wonderful, you qualify to participate in one of our discussion sessions.

Group #	Audience	Region/Language	Time
Monday, December 5, 2022			
1	Young adults (20 to 34)	French	5:00 pm ET / 6:00 pm AT / 6:30 pm NT / 4:00 pm CT / 3:00 pm MT / 2:00 pm PT
2	Young adults (20 to 34)	English	7:00 pm ET / 8:00 pm AT / 8:30 pm NT / 6:00 pm CT / 5:00 pm MT / 4:00 pm PT
Tuesday, December 6, 2022			
3	Youth (16 to 19)	French	5:00 pm ET / 6:00 pm AT / 6:30 pm NT / 4:00 pm CT / 3:00 pm MT / 2:00 pm PT
4	Youth (16 to 19)	French	7:00 pm ET / 8:00 pm AT / 8:30 pm NT / 6:00 pm CT / 5:00 pm MT / 4:00 pm PT

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

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.**

## Appendix I – Phase 3: Qualitative research testing experiential marketing approaches – Discussion guide

### Introduction (10-minute section / 10 minutes total)

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 of the specific settings such as: how to mute and unmute themselves; where the hand raise button is; and the chat box. Don't be afraid to use the chat box if you have something to contribute but are having trouble jumping in verbally.
- As mentioned, when we invited you to participate in this discussion group, we're conducting research on behalf of the Government of Canada and Employment and Social Development Canada, more specifically. The focus of our discussion is to gather your feedback and reactions to some new advertising concepts.

*Moderator will go around the table and ask participants to introduce themselves.*

- **Introduction of participants:** To get started, please tell us your first name, what you do during the day, and one of your favourite interests or hobbies.

### Concept testing (45-minute section / 55 minutes total)

In the coming months, the Government of Canada is launching an advertising campaign aimed at raising awareness of the skilled trades.

For the purposes of our discussion today/tonight, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training. To name a few, these include occupations such as: carpenter, mechanic, hairstylist, cook.

Today/tonight we are going to review three draft experiential concepts and I would like to gauge your reactions to them. The concepts that we are going to be looking at are experiential

concepts. What I meant by that is these concepts will be exhibits that you would visit and experience in person, though there may be a digital experience that goes along with it.

Before we begin, it is important to note that these concepts are in the draft stage. I will be sharing my screen to show you different visuals that will give you a sense as to the experience one might have if they were to participate in one of these experiential concepts. The visuals we will be reviewing are drawings which means you will have to use your imagination to consider them as fully executed exhibits/experiences, and not get caught up in the production/technical components of what I'm showing you today.

### **Experiential concepts**

*MODERATOR TO DISPLAY EACH CONCEPT IN ROTATED ORDER, WALKING PARTICIPANTS THROUGH THE IMAGES FOR EACH CONCEPT ONE AT A TIME ON SCREEN. MODERATOR TO LEAD A DISCUSSION FOR EACH CONCEPT SEPERATELY TO UNDERSTAND REACTIONS. MODERATOR TO PROBE FOR EACH:*

- What is your overall reaction to this concept?
  - What, if anything, do you like? What, if anything, do you dislike? Why?
- What do you think you would get out of this experience?
- What do you think of the design? Why?
- What do you think of the interactive elements? Why?
- Would you notice it/Would it capture your attention? Is it memorable? Why or why not?
- Would you be likely to stop and participate if you happened to walk by it in a shopping mall? Why or why not?
  - If you did participate, do you think you would be motivated to do anything? Why or why not?
  - If yes, what would you be motivated to do?
    - ∞ Would you be likely to post about it on social media? Why or why not?
    - ∞ Would you tell your friends about it? Why or why not?
    - ∞ Would you post online about it? Why or why not?
      - What if there was a chance of your post appearing on a billboard?
- How does it make you feel, especially about careers in the skilled trades? Why?
- Was anything confusing or unclear? How so?
- As far as you're concerned, is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
- Has anyone ever seen or experienced something like this before? When and how would you describe your experience?
- How could it be improved? Why?

### *CONCEPT WRAP-UP:*

Now that we have reviewed each of the three concepts, I'd like to understand your overall preferences.

- [POLL] Which of the three concepts do you prefer? Why?
- Which would be most likely to motivate you to do something? Why?
- Which, if any, might make you think differently (in a positive way) about careers in the skilled trades? Why?



- Are there any elements of one of the other concepts that you would recommend bringing into your preferred concept? Why?

### Current mall behaviours (10-minute section / 65 minutes total)

As you know, the experiential concept will be a traveling exhibit that will be staged at different malls across the country.

- How often would you say you go to the mall or hangout at the mall? Can you describe when you go to the mall, who you go with, what you do?

*Probe:*

- Do you only go to the mall when you need/want to buy something, or do you go to hang out/ for something to do, or do you go for some other reason?
- Do you usually go alone or with someone else?
- What do you do when you're there? Do you hang out, walk around, shop?
- Where would you want to see an event like this take place if not at a shopping centre?
- Probe: partnership with sports teams/leagues?

### Digital experience (10-minute section / 75 minutes total)

As part of the campaign, they are also contemplating an online version, or a website connected to the event. Again, please use your imagination to contemplate this type of experience online.

- What would you expect or like to see as part of the digital version/experience?
- Have you experienced something digitally that would be relevant/interesting as part of this concept? Can you please describe it for us?
- Is there a way to leverage your social media feeds as part of the digital experience of this concept? Which ones? How?

*Probe:*

- What about a snapchat filter? Or a TikTok filter? Why or why not?
- What about online games? Why or why not?

### Message testing (10-minute section / 85 minutes total)

Finally, I would like to spend a few minutes reviewing a series of messages that could be used as part of the campaign. Please take a moment and write down in the chat your top 3 preferred messages (in order).

- Skilled trades offer job autonomy. You're directly responsible for the job you do.
- It's a hands-on experience. It's creative and rewarding.
- Skilled trades offer a wide variety of career options that are in high demand.
- Start earning good pay right away.
- A career in skilled trades builds well-respected, transferable skills.
- In trades, every project offers new challenges with rewarding results.
- Skilled trades are more than you think.
- Earn while you learn.

- There are financial supports available (e.g. loans, tax deductions, grants)
  - Apprenticeship training (in-school technical and on-the-job) allows you to learn exactly what you need for work.
  - Skilled trades offer career progression opportunities (e.g. supervisor, estimator, or self-employment as a contractor).
- 
- Which were your top three messages? Why?
  - What do you think of this messaging?
  - Which specific words or phrases (if any) were particularly compelling? Why?
  - Were there any that were not all that compelling or problematic in some way? Which ones? Why?

### Conclusion (5-minute section / 90 minutes total)

*[MODERATOR TO REQUEST ADDITIONAL QUESTIONS ARE SENT VIA THE CHAT BOX DIRECTLY TO THE MODERATOR AND PROBE ON ANY ADDITIONAL AREAS OF INTEREST]*

This concludes what we needed to cover tonight.

- Do you have any final thoughts or any advice for ESDC and their creative agency as they move to the production stage?

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

## Appendix J – Phase 3: Qualitative research testing experiential marketing approaches – Testing materials

### Creative Concepts

For each creative concept, a collage of five images was displayed on screen at once that depicted three examples of the concept applied to three different communications mediums. On the left, there was an example of a social media story. In the middle there was an example of a social media post which included a carousel (rotating) image and two additional images at the top and middle right. At the bottom right, there was an example of a website banner ad.

#### Concept A

This concept featured a several highly visual three-sided digital displays which read “What’s your passion?” when viewed from a specific angle. The other sides of these displays featured either videos of specific professions or interactive maps with additional information. The experience leads to an augmented reality mirror that allows you to visualize yourself in a trade of your choice.

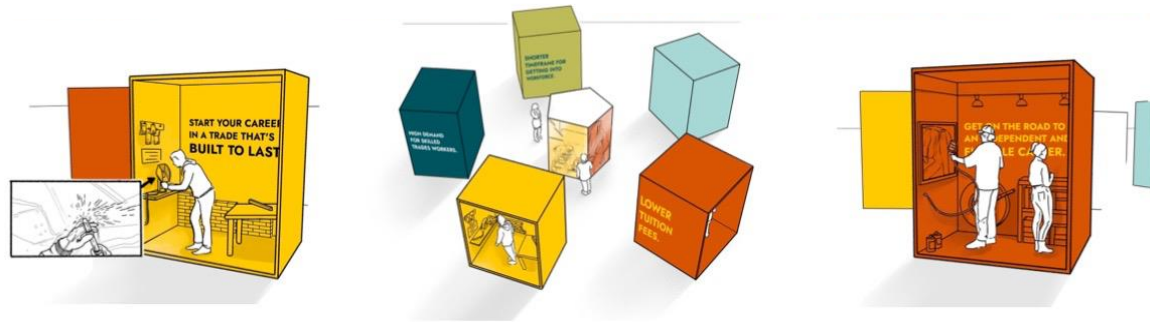
Exhibit 9. Concept A



#### Concept B

This concept features colourful booths, each representing a different skilled trade sector. Attendants encourage those engaging with the exhibit to explore the interactive booths that most interest them. The booths are arranged around a central pillar which features video screens playing slow-motion videos of the skilled trades.

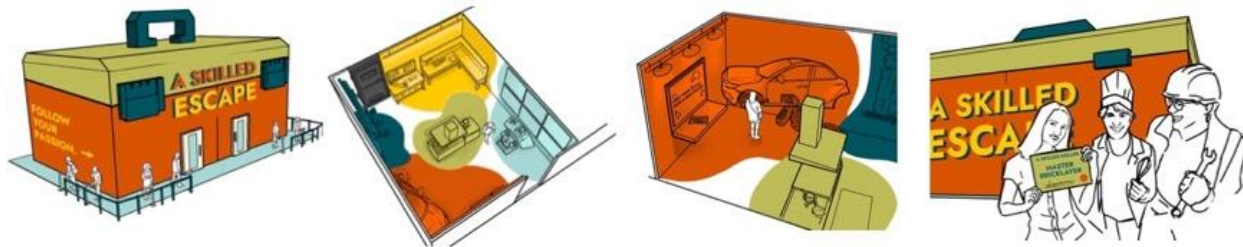
Exhibit 10. Concept B



### Concept C

This concept features an escape room. On the outside of the escape room there are a number of digital displays playing footage of skilled trades. Inside, the experience is divided into five distinct skilled trade environments. Over 10 minutes you are encouraged to find clues and solve puzzles related to the specific trades. Upon completion, you receive a certificate which directs you to further information on the trade of your choice.

Exhibit 11. Concept C



### Campaign messaging

Eleven campaign messages were displayed on screen for participants.

- Start earning good pay right away.
- It's a hands-on experience. It's creative and rewarding.
- Skilled trades offer a wide variety of career options that are in high demand.
- Earn while you learn.
- In trades, every project offers new challenges with rewarding results.
- Apprenticeship training (in-school technical and on-the-job) allows you to learn exactly what you need for work.
- Skilled trades are more than you think.
- There are financial supports available (e.g., loans, tax deductions, grants)
- Skilled trades offer career progression opportunities (e.g., supervisor, estimator, or self-employment as a contractor).
- Skilled trades offer job autonomy. You're directly responsible for the job you do.
- A career in the skilled trades builds well-respected, transferable skills.

## Appendix K – Phase 4: Stream 1 post-campaign survey – Methodology report

### Survey methodology

Earnscliffe Strategy Group's overall approach for this study was to conduct an online survey of a minimum of 1,000 respondents using an online panel sample. A detailed discussion of the approach used to complete this research is presented below.

### Questionnaire design

The questionnaires for this study were designed by ESDC and provided to Earnscliffe for feedback. The surveys were offered to respondents in both English and French and completed based on their preferences.

### Sample design and selection

Quotas were set for gender and age within region for the sample of youth (16 to 19) in Stream 1. Since the profiles of young adults (20 to 34) looking to switch careers or go back to school were unknown at the outset of the first study, no quotas were set in the pre-campaign wave.

Based upon the experience surveying the sample of youth and young adults in both November 2021 and March 2022, the expected and final distribution for Stream 1 is detailed below:

Target Audience	Expected count	Final sample size
Region		
British Columbia/Territories	142	101
Alberta	126	104
Saskatchewan/Manitoba	59	61
Ontario	407	396
Quebec	208	286
Atlantic	58	69
Gender		
Female	509	558
Male	473	438
Other	18	19
Age		
16 to 19	500	506
20 to 24	164	127
25 to 34	336	384

The sample was drawn from Leger’s proprietary, opt-in online panel. The Leger Opinion panel is the largest Canadian owned proprietary panel in Canada with over 400,000 members. Because the recruitment method can greatly influence the quality of a panel, Leger Opinion’s panel is primarily based on random selection using traditional and mobile telephone methodologies.

## Data Collection

The online survey was completed by 1,017, including the following:

Audience	Sample size
Stream 1	
Youth (16 to 19)	506
Young adults (20 to 34)	511
Change careers	176
Continue schooling	198
Go back to school	137
Total	1,017

The online survey was conducted in English and French from December 5 to 8, 2022 and took an average of 10 minutes to complete. The survey was undertaken by Leger using their proprietary online panel.

## Weighting

Data from respondents aged 16 to 19 years old were weighted by gender and age within region. The data from the remaining respondents in Stream 1 were weighted using the incidence rates determined by the research itself. With incidence weighting every potential respondent who starts the survey is weighted to Census proportions then is filtered by those who are eligible to complete the survey. This determines the profile for the target group and the resulting weight.

## Quality Controls

Prior to launching the survey, Earnscliffe tested the links to ensure programming matched the questionnaires. Leger conducted a pre-test of the surveys, and the data was reviewed by Earnscliffe prior to a full launch of the surveys. Upon completion of the pre-test, Earnscliffe reviewed the data to ensure all skip patterns were working and the questionnaire was easily understood by all respondents.

## Results

### Final dispositions

A total of 2,065 individuals entered the online survey, of which 1,017 qualified as valid and completed the survey. The response rate for this survey was 4.7%.

Total entered survey: 2,065  
Completed: 1,017  
Not qualified/screen out: 883  
Over quota: 31  
Suspend/drop-off: 134

Unresolved (U): 21,524  
Email invitation bounce-backs: 7  
Email invitations unanswered: 21,517

In-scope non-responding (IS): 134  
Qualified respondent break-off: 134

In-scope responding (R): 1,064  
Completed surveys disqualified – quota filled: 0  
Completed surveys disqualified – other reasons: 47  
Completed surveys – valid: 1,017

Response rate =  $R/(U+IS+R)$ : 4.7%

### Nonresponse

Respondents for the online survey were selected from among those who have volunteered to participate in online surveys by joining an online opt-in panel. The notion of nonresponse is more complex than for random probability studies that begin with a sample universe that can, at least theoretically, include the entire population being studied. In such cases, nonresponse can occur at a number of points before being invited to participate in this particular survey, let alone in deciding to answer any particular question within the survey.

## Margin of error

Respondents for the online survey were selected from among those who have volunteered or registered to participate in online surveys. Because the sample is based on those who initially self-selected for participation in the panel, no estimates of sampling error can be calculated. The results of such surveys cannot be described as statistically projectable to the target population. The treatment here of the non-probability sample is aligned with the Standards for the Conduct of Government of Canada Public Opinion Research - Online Surveys.



## Appendix L – Phase 4: Stream 1 post-campaign survey – Questionnaire

### Introduction

Thank you for taking a few minutes to complete this survey on current issues that matter to Canadians. Si vous préférez répondre à ce sondage en français, veuillez cliquer sur **français** **[SWITCH TO FRENCH VERSION]**.

**Your participation is voluntary, and your responses will be kept entirely confidential.** The survey takes about 10 minutes to complete.

Click here if you wish to verify the authenticity of this survey. To view our privacy policy, click here.

If you require any technical assistance, please contact [leo@legeropinion.com](mailto:leo@legeropinion.com).

a. Does anyone in your household work for any of the following organizations?

**SELECT ALL THAT APPLY**

- A marketing research firm
- A magazine or newspaper
- An advertising agency or graphic design firm
- A political party
- A radio or television station
- A public relations company
- The federal or provincial government
- None of these organizations

**IF “NONE OF THESE ORGANIZATIONS” CONTINUE.  
OTHERWISE THANK AND TERMINATE.**

b. What is your gender?

- Male
- Female
- Gender diverse
- Prefer not to answer

c. In what year were you born?

- YYYY

**ADMISSIBLE RANGE 1962-2006 (16 to 60 years old)  
ASK D IF QUESTION C IS LEFT BLANK**

d. In which of the following age categories do you belong?

**SELECT ONE ONLY**

- Less than 16 years old => **THANK AND TERMINATE**
- 16 to 19 – **Qualified as STREAM 1**
- 20 to 24 – **Possible STREAM 1 (will be asked f below)**
- 25 to 34 – **Possible STREAM 1 (will be asked f below)**
- 35 to 44 – **THANK AND TERMINATE**
- 45 to 54 – **THANK AND TERMINATE**
- 55 to 60 – **THANK AND TERMINATE**
- 61 or older => **THANK AND TERMINATE**

**IF “LESS THAN 16 YEARS OLD”, “BLANK”, OR 35+, THANK AND TERMINATE**

e. In which province or territory do you live?

**SELECT ONE ONLY**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

**IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE**

**Additional screening questions**

**STREAM 1: Screening question for those who select an age category from “20 to 34” to target as looking to change careers or go to school in next 5 years: ASK**

f. In the next few years, do you plan or are you thinking about changing careers, continuing your schooling or going back to school?

- Yes, change careers – **Qualified as STREAM 1**
- Yes, continue schooling – **Qualified as STREAM 1**
- Yes, go back to school – **Qualified as STREAM 1**
- None of the above => **THANK AND TERMINATE**
- Don't know/Prefer not to say=> **THANK AND TERMINATE**

## Core questions

### ASK ALL RESPONDENTS

**Q1:** Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- Yes
- No => **GO TO T1A**

**Q3:** Think about the most recent Government of Canada ad that comes to mind. What do you remember about this ad?

- OPEN-ENDED** \_\_\_\_\_

## Campaign-specific questions

### ASK ALL RESPONDENTS

**T1A:** Over the past three weeks, have you seen, read or heard any Government of Canada advertising about **exploring a career or training in the skilled trades?**

- Yes
- No => GO TO T1D**

**T1B:** Where have you seen, read or heard this Government of Canada ad about **exploring a career or training in the skilled trades?** [ROTATE STATEMENTS]

### SELECT ALL THAT APPLY

- Print magazine
- Radio
- Television
- Digital/Streaming TV (e.g. Netflix, Disney+)
- Facebook
- In a mobile app
- Instagram
- Internet website
- LinkedIn
- Online news sites
- Snapchat
- Digital/Streaming radio (e.g. Spotify, Podcast)
- TikTok
- Twitch
- Video game
- Web search (e.g. Google, Bing)
- YouTube
- Service Canada Centre / Passport Canada office
- Other, please specify:

**T1C:** What do you remember about this ad?

- **OPEN-ENDED** \_\_\_\_\_

**ASK ALL RESPONDENTS**

**T1D-1:** How familiar would you say you are with what is meant by skilled trades?

- Not at all familiar
- Not very familiar
- Somewhat familiar
- Familiar
- Very familiar
- Unsure / don't know

**T1D-3:** Please list types of jobs you associated with the skilled trades:

- **OPEN-ENDED** \_\_\_\_\_

**T1D-4:** When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

- Positive
- Neutral
- Negative
- Unsure / don't know

**For the purposes of this survey, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.**

**T1D-2a:** Please indicate your level of agreement with the following statements:

- A job in the skilled trades is a great way to pursue my passion.
- The skilled trades provide me with career opportunities.
- The skilled trades provide flexibility in my career.
  
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree
- Unsure / don't know

**T1D-2b: Please indicate your level of agreement with the following statements:**

- The skilled trades provide financial opportunities from a young age.
- The skilled trades provide job stability from a young age.
- A job in the skilled trades is a personally rewarding career option for young people.
  
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree
- Unsure / don't know

**T1D-5: Do you currently or have you ever worked in the skilled trades?**

- Yes [If yes, skip to T1D-7]
- No [Ask T1D-6]

**T1D-6: Have you ever considered having a career in the skilled trades?**

- Yes
- No

**T1D-7: [ASK ALL] Have you ever recommended or considered recommending a career in the skilled trades to someone?**

- Yes
- No

**T1D-8: Please rate how likely you would be to recommend, use, or visit the following sources for information about **the skilled trades** using a 5-point scale where 1 means “Definitely would not recommend, use, or visit” and 5 means “Definitely would recommend, use, or visit”:**

**[ROTATE STATEMENTS]**

- Government of Canada websites
- Provincial Government websites
- Career/education planning sites
- University and community college websites
- Recruitment sites
- Trade unions, certification or accreditation bodies, or industry experts

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

Unsure / don't know

**T1D-9:** Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of? Select all that apply:

**[ROTATE STATEMENTS]**

- Canada Apprentice Loan Program
- Canada Apprenticeship Grant Program
- Canada Apprenticeship Incentive Grant for Women
- Canada Apprenticeship Incentive Grant
- Canada Apprenticeship Completion Grant
- Employment Insurance for Apprentices
- Tuition Tax Credit and Licensing Examination Fees
- The Tradesperson's Tools Deduction
- The Skilled Trades Awareness and Readiness Program
- The Union Training and Innovation Program
- Apprenticeship Service
- None of the above

**Ad recall questions**

Here are some ads that have recently been broadcast on various media. Click here to watch.

**[INSERT VIDEO AND PRINT ADS]  
[CLICK TO GO TO THE NEXT PAGE]**

**T1H:**

Over the past three weeks, have you seen, read or heard these ads?

- Yes
- No => **GO TO T1J**

**T1I:**

Where have you seen, read or heard these ads?

**SELECT ALL THAT APPLY**

- Print magazine
- Radio
- Television
- Digital/Streaming TV (e.g. Netflix, Disney+)
- Facebook
- In a mobile app
- Instagram
- Internet website
- LinkedIn
- Online news sites
- Snapchat
- Digital/Streaming radio (e.g. Spotify, Podcast)
- TikTok
- Twitch

- Video game
- Web search (e.g. Google, Bing)
- YouTube
- Service Canada Centre / Passport Canada office
- Other, please specify:

**T1I: (Ask only to those who said “Yes” in T1H)**  
**Did you do anything as a result of seeing these ads?**

**SELECT ALL THAT APPLY**

- Visited the Government of Canada website
- Talked about the skilled trades with someone
- Searched for more information about the skilled trades
- Decided to pursue training, a job or a career in the skilled trades
- Encouraged someone to consider the skilled trades as an option for themselves
- Other, please specify \_\_\_\_\_
- None of the above

**T1J:**

What do you think is the **main** point these ads are trying to get across?

- **OPEN-ENDED** \_\_\_\_\_

**T1K:**

Please indicate your level of agreement with the following statements about these ads?

**RANDOMIZE STATEMENTS**

	1 Strongly Disagree	2	3	4	5 Strongly Agree
These ads catch my attention	○	○	○	○	○
These ads are relevant to me	○	○	○	○	○
These ads are difficult to follow	○	○	○	○	○
These ads do not favour one political party over another	○	○	○	○	○
These ads talk about an important topic	○	○	○	○	○
These ads provide new information	○	○	○	○	○
These ads clearly convey that the Government of Canada <b>wants to encourage people to join the skilled trades.</b>	○	○	○	○	○

## Demographic questions

**D1:** Which of the following categories best describes your current employment status? Are you...

### **SELECT ONE ONLY**

- Working full-time (30 or more hours per week)
- Working part-time (less than 30 hours per week)
- Self-employed
- Unemployed, but looking for work
- Student attending school full-time
- Retired
- Not in the workforce (Full-time homemaker or unemployed but not looking for work)
- Other employment status

**D2:** What is the highest level of formal education that you have completed?

### **SELECT ONE ONLY**

- Grade 8 or less
- Some high school
- High school diploma or equivalent
- Registered Apprenticeship or other trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- University certificate or diploma below bachelor's level
- Bachelor's degree
- Postgraduate degree above bachelor's level
- Prefer not to answer

**D3:** Are there any children under the age of 18 currently living in your household?

- Yes
- No
- Prefer not to answer

**D4:** Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

### **SELECT ONE ONLY**

- Under \$20,000
- Between \$20,000 and \$40,000
- Between \$40,000 and \$60,000
- Between \$60,000 and \$80,000
- Between \$80,000 and \$100,000
- Between \$100,000 and \$150,000
- Between \$150,000 and \$200,000
- \$200,000 and above
- Prefer not to answer



**D5:** Where were you born?

- Born in Canada
- Born outside Canada
  - Specify the country: \_\_\_\_\_

**ASK IF D5=BORN OUTSIDE CANADA**

**D6:** In what year did you first move to Canada?

- YYYY

**ADMISSIBLE RANGE: 1900-2022**

**D7:** What is the language you first learned at home as a child and still understand?

**SELECT UP TO TWO**

- English
- French
- Other language, specify: \_\_\_\_\_
- Prefer not to answer

**D8:** Does anyone in your immediate family or household work in a skilled trade?

- Yes
- No
- Prefer not to say

**D9:** Beyond people in your immediate family or household, is there anyone else in your family or circle of friends that works in a skilled trade?

- Yes
- No
- Prefer not to say

**D10:** Do you identify as a member of the 2SLGBTQIA+ community?

- Yes
- No
- Prefer not to say

**D11: Disability:** 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
- No
- Don't know
- Prefer not to answer

**D12:** What are the first three characters of your postal code?

- First three characters of your postal code: \_ \_ \_
- Prefer not to say

**That concludes the survey. This survey was conducted on behalf of Employment and Social Development Canada.**

**In the coming months the report will be available from Library and Archives Canada.**

**We thank you very much for taking the time to answer this survey, it is greatly appreciated.**

## Appendix M – Phase 4: Stream 1 post-campaign survey – Ad recall materials

The following are examples of elements of the campaign that went to market.

### 30 second video advertisement



The video advertisement featured different people attempting to do things like cook, build a bookshelf, and tile a wall but with little success. Later in the video, these same people are depicted getting the necessary training to become a trained chef, carpenter and a tile and marble setter and are depicted working in their new professions showcasing their products.

This commercial seeks to connect with young audiences contemplating their future career paths. Using humour while relating to personal hobbies or interests, the video ad highlights how following passions can grow into successful careers in the skilled trades.

### Static 9x16 advertisement



Phil proudly plates a dish he learned to prepare while following his passion in the culinary skilled trade. The text reads, “Follow your passion / find your skilled trade.”

### Web banner advertisement



Lucy safely cuts a piece of trim using the skills she gained while pursuing a skilled trade in carpentry. The text reads, “Follow your passion / find your skilled trade.”

## Appendix N – Phase 5: Stream 2 post-campaign survey – Methodology report

### Survey methodology

Earnscliffe Strategy Group’s overall approach for this study was to conduct an online survey of a minimum of 1,000 respondents using an online panel sample. A detailed discussion of the approach used to complete this research is presented below.

### Questionnaire design

The questionnaires for this study were designed by ESDC, using the Advertising Evaluation Campaign Tool (ACET), and were provided to Earnscliffe for feedback. The surveys were offered to respondents in both English and French and completed based on their preferences.

### Sample design and selection

To achieve a consistent profile, survey completions for the pre-campaign served as the foundation for quotas in the post-campaign survey. Specifically, quotas were set for region, gender, and age.

The expected and final distribution for Stream 2 is detailed below:

Target Audience	Expected count	Final sample size
Region		
West	308	308
Atlantic	73	73
Ontario	389	389
Quebec	237	238
Gender		
Female	504	505
Male	502	503
Age		
35 to 44	396	395
45 to 60	611	613

The sample was drawn from Leger’s proprietary, opt-in online panel. The Leger Opinion panel is the largest Canadian owned proprietary panel in Canada with over 400,000 members. Because

the recruitment method can greatly influence the quality of a panel, Leger Opinion’s panel is primarily based on random selection using traditional and mobile telephone methodologies.

## Data Collection

The online survey was completed by 1,008, including the following:

Audience	Sample size
Stream 2	
Parent	972
Caregiver	36
Total	1,008

The online survey was conducted in English and French from March 17 to 22, 2023 and took an average of 10 minutes to complete. The survey was undertaken by Leger using their proprietary online panel.

## Weighting

The data were weighted using the incidence rates determined by the research itself. With incidence weighting every potential respondent who starts the survey is weighted to Census proportions then is filtered by those who are eligible to complete the survey. This determines the profile for the target group and the resulting weight.

## Quality Controls

Prior to launching the survey, Earnscliffe tested the links to ensure programming matched the questionnaires. Leger conducted a pre-test of the surveys, and the data was reviewed by Earnscliffe prior to a full launch of the surveys. Upon completion of the pre-test, Earnscliffe reviewed the data to ensure all skip patterns were working and the questionnaire was easily understood by all respondents.

## Results

### Final dispositions

A total of 3,392 individuals entered the online survey, of which 1,008 qualified as valid and completed the survey. The response rate for this survey was 9.7%.

Total entered survey: 3,392  
 Completed: 1,008

Not qualified/screen out: 2,235

Over quota: 52

Suspend/drop-off: 97

Unresolved (U): 9,643

Email invitation bounce-backs: 23

Email invitations unanswered: 9,620

In-scope non-responding (IS): 97

Qualified respondent break-off: 97

In-scope responding (R): 1,048

Completed surveys disqualified – quota filled: 0

Completed surveys disqualified – other reasons: 40

Completed surveys – valid: 1,008

Response rate =  $R/(U+IS+R)$ : 9.7%

## Nonresponse

Respondents for the online survey were selected from among those who have volunteered to participate in online surveys by joining an online opt-in panel. The notion of nonresponse is more complex than for random probability studies that begin with a sample universe that can, at least theoretically, include the entire population being studied. In such cases, nonresponse can occur at a number of points before being invited to participate in this particular survey, let alone in deciding to answer any particular question within the survey.

## Margin of error

Respondents for the online survey were selected from among those who have volunteered or registered to participate in online surveys. Because the sample is based on those who initially self-selected for participation in the panel, no estimates of sampling error can be calculated. The results of such surveys cannot be described as statistically projectable to the target population. The treatment here of the non-probability sample is aligned with the Standards for the Conduct of Government of Canada Public Opinion Research - Online Surveys.

## Appendix M – Phase 5: Stream 2 post-campaign survey – Questionnaire

### Introduction

Thank you for taking a few minutes to complete this survey on current issues that matter to Canadians. Si vous préférez répondre à ce sondage en français, veuillez cliquer sur **français** **[SWITCH TO FRENCH VERSION]**.

**Your participation is voluntary, and your responses will be kept entirely confidential.** The survey takes about 10 minutes to complete.

Click here if you wish to verify the authenticity of this survey. To view our privacy policy, click here.

If you require any technical assistance, please contact [leo@legeropinion.com](mailto:leo@legeropinion.com).

a) Does anyone in your household work for any of the following organizations?

#### **SELECT ALL THAT APPLY**

- A marketing research firm
- A magazine or newspaper
- An advertising agency or graphic design firm
- A political party
- A radio or television station
- A public relations company
- The federal or provincial government
- None of these organizations

**IF “NONE OF THESE ORGANIZATIONS” CONTINUE.  
OTHERWISE THANK AND TERMINATE.**

b) What is your gender?

- Male
- Female
- Gender diverse
- Prefer not to answer

c) In what year were you born?

- YYYY

**ADMISSIBLE RANGE 1962-2006 (16 to 60 years old)  
ASK D IF QUESTION C IS LEFT BLANK**



d) In which of the following age categories do you belong?

**SELECT ONE ONLY – NOTE: DUE TO SEPARATE TIMING OF STREAM 1 AND STREAM 2 POST-CAMPAIGN SURVEYS, THOSE WHO DO NOT QUALIFY FOR THE SPECIFIC STREAM BEING STUDIED POST-CAMPAIGN ARE “THANK AND TERMINATE”**

- Less than 16 years old => **THANK AND TERMINATE**
- 16 to 19 – **Qualified as STREAM 1**
- 20 to 24 – **Possible STREAM 1 (will be asked f below)**
- 25 to 34 – **Possible STREAM 1 (will be asked f below)**
- 35 to 44 – **Possible STREAM 2 (will be asked g and h below)**
- 45 to 54 – **Possible STREAM 2 (will be asked g and h below)**
- 55 to 60 – **Possible STREAM 2 (will be asked g and h below)**
- 61 or older => **THANK AND TERMINATE**

**IF “LESS THAN 16 YEARS OLD”, “BLANK”, OR 35+, THANK AND TERMINATE  
IF “61 OR OLDER”, THANK AND TERMINATE**

e) In which province or territory do you live?

**SELECT ONE ONLY**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

**IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE**

### Additional screening questions

**STREAM 1: Screening question for those who select an age category from “20 to 34” to target as looking to change careers or go to school in next 5 years: ASK**

- f) In the next few years, do you plan or are you thinking about changing careers, continuing your schooling or going back to school?
- Yes, change careers – **Qualified as STREAM 1**
  - Yes, continue schooling – **Qualified as STREAM 1**

- Yes, go back to school – **Qualified as STREAM 1**
- None of the above => **THANK AND TERMINATE**
- Don't know/Prefer not to say=> **THANK AND TERMINATE**

**STREAM 2: Screening question for those who select an age category from “35 to 60” to target as parents, guardians, and/or caregivers of youth (for this group youth is defined as aged 13 to 19): ASK**

- g) **Are you a parent, guardian, or caregiver of a child or children between the ages of 13 and 19 years old?**
- Yes, I am a parent or guardian –**Possible STREAM 2 (ASK h)**
  - Yes, I am a caregiver **Qualified as STREAM 2 => GO TO Q1**
  - No => **THANK AND TERMINATE**
- h) **Does the child or children between the ages of 13 and 19 live with you, at least part of the time?**
- Yes **Qualified as STREAM 2 => GO TO Q1**
- No => **THANK AND TERMINATE**

### Core questions

#### ASK ALL RESPONDENTS

**Q1:** Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

- Yes
- No => **GO TO T1A**

**Q3:** Think about the most recent Government of Canada ad that comes to mind. What do you remember about this ad?

- **OPEN-ENDED** \_\_\_\_\_

### Campaign-specific questions

#### ASK ALL RESPONDENTS

**T1A:** Over the past three weeks, have you seen, read or heard any Government of Canada advertising about **exploring a career or training in the skilled trades?**

- Yes
- No => **GO TO T1D**

**T1B:** Where have you seen, read or heard this Government of Canada ad about **exploring a career or training in the skilled trades?** [ROTATE STATEMENTS]

#### SELECT ALL THAT APPLY

- Print magazine
- Radio
- Television
- Digital/Streaming TV (e.g. Netflix, Disney+)
- Facebook
- In a mobile app
- Instagram
- Internet website
- LinkedIn
- Online news sites
- Snapchat
- Digital/Streaming radio (e.g. Spotify, Podcast)
- TikTok
- Twitch
- Video game
- Web search (e.g. Google, Bing)
- YouTube
- Service Canada Centre / Passport Canada office
- Other, please specify:

**T1C:** What do you remember about this ad?

- **OPEN-ENDED** \_\_\_\_\_

**ASK ALL RESPONDENTS**

**T1D-1:** How familiar would you say you are with what is meant by skilled trades?

- Not at all familiar
- Not very familiar
- Somewhat familiar
- Familiar
- Very familiar
- Unsure / don't know

**T1D-3:** Please list types of jobs you associated with the skilled trades:

- **OPEN-ENDED** \_\_\_\_\_

**T1D-4:** When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

- Positive
- Neutral
- Negative
- Unsure / don't know

**For the purposes of this survey, the skilled trades refers to professional occupations that require hands-on work, involve on-the-job learning and requires specialized knowledge and training, such as bricklayer, cook, hairstylist, carpenter, and plumber.**

**T1D-2a:** Please indicate your level of agreement with the following statements:

- A job in the skilled trades is a great way to pursue my passion.
  - The skilled trades provide me with career opportunities.
  - The skilled trades provide flexibility in my career.
- 
- Strongly Disagree
  - Disagree
  - Neither Agree/Disagree
  - Agree
  - Strongly Agree
  - Unsure / don't know

**T1D-2b:** Please indicate your level of agreement with the following statements:

- The skilled trades provide financial opportunities from a young age.
  - The skilled trades provide job stability from a young age.
  - A job in the skilled trades is a personally rewarding career option for young people.
- 
- Strongly Disagree
  - Disagree
  - Neither Agree/Disagree
  - Agree
  - Strongly Agree
  - Unsure / don't know

**T1D-2c [ASKED ONLY OF STREAM 2]**

**Please indicate your level of agreement with the following statements:**

- A job in the skilled trades is a great way for young people to pursue their passion.
  - The skilled trades provide young people with career opportunities.
  - The skilled trades provide young people flexibility in their career.
- 
- Strongly Disagree
  - Disagree
  - Neither Agree/Disagree
  - Agree
  - Strongly Agree
  - Unsure / don't know

**T1D-5:** Do you currently or have you ever worked in the skilled trades?

- Yes [If yes, skip to T1D-7]
- No [Ask T1D-6]

**T1D-6:** Have you ever considered having a career in the skilled trades?

- Yes
- No

**T1D-7: [ASK ALL]** Have you ever recommended or considered recommending a career in the skilled trades to someone?

- Yes
- No

**T1D-8:** Please rate how likely you would be to recommend, use, or visit the following sources for information about **the skilled trades** using a 5-point scale where 1 means “Definitely would not recommend, use, or visit” and 5 means “Definitely would recommend, use, or visit”:

**[ROTATE STATEMENTS]**

- Government of Canada websites
- Provincial Government websites
- Career/education planning sites
- University and community college websites
- Recruitment sites
- Trade unions, certification or accreditation bodies, or industry experts

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

Unsure / don't know

**T1D-9:** Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of? Select all that apply:

**[ROTATE STATEMENTS]**

- Canada Apprentice Loan Program
- Canada Apprenticeship Grant Program
- Canada Apprenticeship Incentive Grant for Women
- Canada Apprenticeship Incentive Grant
- Canada Apprenticeship Completion Grant
- Employment Insurance for Apprentices
- Tuition Tax Credit and Licensing Examination Fees
- The Tradesperson's Tools Deduction
- The Skilled Trades Awareness and Readiness Program
- The Union Training and Innovation Program
- Apprenticeship Service
- None of the above

## Ad recall questions

Here are some ads that have recently been broadcast on various media. Click here to watch.

**[INSERT VIDEO AND PRINT ADS]  
[CLICK TO GO TO THE NEXT PAGE]**

### **T1H:**

Over the past three weeks, have you seen, read or heard these ads?

- Yes
- No => **GO TO T1J**

### **T1I:**

Where have you seen, read or heard these ads?

#### **SELECT ALL THAT APPLY**

- Print magazine
- Radio
- Television
- Digital/Streaming TV (e.g. Netflix, Disney+)
- Facebook
- In a mobile app
- Instagram
- Internet website
- LinkedIn
- Online news sites
- Snapchat
- Digital/Streaming radio (e.g. Spotify, Podcast)
- TikTok
- Twitch
- Video game
- Web search (e.g. Google, Bing)
- YouTube
- Service Canada Centre / Passport Canada office
- Other, please specify:

### **T1II: (Ask only to those who said “Yes” in T1H)**

**Did you do anything as a result of seeing these ads?**

#### **SELECT ALL THAT APPLY**

- Visited the Government of Canada website
- Talked about the skilled trades with someone
- Searched for more information about the skilled trades
- Decided to pursue training, a job or a career in the skilled trades
- Encouraged someone to consider the skilled trades as an option for themselves
- Other, please specify \_\_\_\_\_
- None of the above

**T1J:**

What do you think is the **main** point these ads are trying to get across?

- **OPEN-ENDED** \_\_\_\_\_

**T1K:**

Please indicate your level of agreement with the following statements about these ads?

**RANDOMIZE STATEMENTS**

	1 Strongly Disagree	2	3	4	5 Strongly Agree
These ads catch my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are difficult to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads do not favour one political party over another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads talk about an important topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads provide new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads clearly convey that the Government of Canada <b>wants to encourage people to join the skilled trades.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Demographic questions

**D1:** Which of the following categories best describes your current employment status? Are you...

### **SELECT ONE ONLY**

- Working full-time (30 or more hours per week)
- Working part-time (less than 30 hours per week)
- Self-employed
- Unemployed, but looking for work
- Student attending school full-time
- Retired
- Not in the workforce (Full-time homemaker or unemployed but not looking for work)
- Other employment status

**D2:** What is the highest level of formal education that you have completed?

### **SELECT ONE ONLY**

- Grade 8 or less
- Some high school
- High school diploma or equivalent
- Registered Apprenticeship or other trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- University certificate or diploma below bachelor's level
- Bachelor's degree
- Postgraduate degree above bachelor's level
- Prefer not to answer

**D3:** Are there any children under the age of 18 currently living in your household?

- Yes
- No
- Prefer not to answer

**D4:** Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?

### **SELECT ONE ONLY**

- Under \$20,000
- Between \$20,000 and \$40,000
- Between \$40,000 and \$60,000
- Between \$60,000 and \$80,000
- Between \$80,000 and \$100,000
- Between \$100,000 and \$150,000
- Between \$150,000 and \$200,000
- \$200,000 and above
- Prefer not to answer



**D5:** Where were you born?

- Born in Canada
- Born outside Canada
  - Specify the country: \_\_\_\_\_

**ASK IF D5=BORN OUTSIDE CANADA**

**D6:** In what year did you first move to Canada?

- YYYY

**ADMISSIBLE RANGE: 1900-2022**

**D7:** What is the language you first learned at home as a child and still understand?

**SELECT UP TO TWO**

- English
- French
- Other language, specify: \_\_\_\_\_
- Prefer not to answer

**D8:** Does anyone in your immediate family or household work in a skilled trade?

- Yes
- No
- Prefer not to say

**D9:** Beyond people in your immediate family or household, is there anyone else in your family or circle of friends that works in a skilled trade?

- Yes
- No
- Prefer not to say

**D10:** Do you identify as a member of the 2SLGBTQIA+ community?

- Yes
- No
- Prefer not to say

**D11: Disability:** 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
- No
- Don't know
- Prefer not to answer

**D12:** What are the first three characters of your postal code?

- First three characters of your postal code: \_ \_ \_
- Prefer not to say

**That concludes the survey. This survey was conducted on behalf of Employment and Social Development Canada.**

**In the coming months the report will be available from Library and Archives Canada.**

**We thank you very much for taking the time to answer this survey, it is greatly appreciated.**

## Appendix O – Phase 5: Stream 2 post-campaign survey – Ad recall materials

The following are examples of elements of the campaign that went to market.

### 30 second video advertisement



The video advertisement featured different people attempting to do things like cook, build a bookshelf, and tile a wall but with little success. Later in the video, these same people are depicted getting the necessary training to become a trained chef, carpenter and a tile and marble setter and are depicted working in their new professions showcasing their products.

This commercial seeks to connect with young audiences contemplating their future career paths. Using humour while relating to personal hobbies or interests, the video ad highlights how following passions can grow into successful careers in the skilled trades.

### Static 9x16 advertisement



Canada

We see three individuals using the trade skills they gained while pursuing a skilled trade in masonry, carpentry and culinary arts. The text reads, “A career that pays, skills that last / discover the skilled trades / funding is available.”



Canada

A young woman precisely lays concrete in-between tiles using the skills she gained while pursuing a skilled trade in masonry. The text reads, “A career that pays, skills that last / discover the skilled trades / funding is available.”

### Web banner advertisement



Canada

Lucy safely cuts a piece of trim using the skills she gained while pursuing a skilled trade in carpentry. The text reads, “A career that pays, skills that last / funding is available.”



Canada

Phil proudly plates a dish he learned to prepare while following his passion in the culinary skilled trade. The text reads, “A career that pays, skills that last /funding is available.”



Canada

The banner ad has a yellow background with enlarged teal text which reads, “A career that pays, Skills that last.” Below the previous text, there’s an additional smaller text in white on a teal background and reads, “Funding is available.”



The banner ad has a yellow background with teal text which reads, “A career that pays, Skills that last.” On the right of the previous text, there’s an additional text in white on a teal background and reads, “Discover the skilled trades.”



The banner ad has a yellow background with teal text which reads, “A career that pays, Skills that last.” On the right of the previous text, there’s an additional text in white on a teal background and reads, “Discover the skilled trades.”

### 30 second radio advertisement

Radio ad message:

“Did you know Canada needs hundreds of thousands of skill trade workers? That means a huge

demand, competitive wages and stable careers. Like auto technicians, carpenters, cooks, and hairstylists. The kinds of jobs where career growth comes from learning real-life skills. So, if you know someone looking for success? Why not support their passion and suggest the skill trades. Funding is available. Visit [Canada.ca/skilltrades](https://Canada.ca/skilltrades). A message from the government of Canada.”