



Employment and Social Development Canada      Emploi et Développement social Canada

# 2024-2025 National Skilled Trades Advertising Campaign – Public Opinion Survey

## Final Report

Prepared for Employment and Social Development Canada

Supplier name: Earnscliffe Strategy Group  
Contract number: CW2307717  
Contract value: \$56,423.73 (including HST)  
Award date: June 2, 2023  
Delivery date: September 8, 2023

Registration number: POR # 013-23  
For more information on this report, please contact Employment and Social Development Canada at: [nc-por-rop-gd@hrsdc-rhdcc.gc.ca](mailto:nc-por-rop-gd@hrsdc-rhdcc.gc.ca)

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Canada 

# 2024-2025 National Skilled Trades Advertising Campaign – Public Opinion Survey

Prepared for Employment and Social Development Canada

Supplier name: Earncliffe Strategy Group  
September 2023

This public opinion research report presents the results of the online survey conducted by Earncliffe Strategy Group on behalf of Employment and Social Development Canada (ESDC). The survey was conducted in July 2023.

Cette publication est aussi disponible en français sous le titre : 2024-2025 Campagne de publicité nationale sur les métiers spécialisés - Sondage d'opinion publique

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Catalogue Number: Em4-38/2024E-PDF

International Standard Book Number (ISBN): 978-0-660-68225-9

Related publications (registration number: POR 013-23)

2024-2025 Campagne de publicité nationale sur les métiers spécialisés - Sondage d'opinion publique (Final Report, French) ISBN 978-0-660-68226-6  
N° de cat. : Em4-38/2024F-PDF

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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 quantitative research conducted to support the 2024-25 National Skilled Trades Advertising Campaign.

In Budget 2022, the Government of Canada proposed to provide \$84.2 million over four years to double funding for the Union Training and Innovation Program (UTIP). It 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.

Budget 2023 reasserted that Canada's economy depends on skilled trades people, as these skilled workers are essential to ensuring that the country has the appropriately trained workforce required to build Canada's clean economy and double the number of new homes that will be built in Canada by 2032. Consequently, increased recruitment to the trades is necessary.

After successful campaigns in fiscal year 2021-2022 and fiscal year 2022-2023, ESDC continued the campaign in fiscal year 2023-2024 while a campaign refresh is produced for fiscal year 2024-2025 to continue to attract attention.

The fiscal year 2024-2025 campaign will feature a revamped advertising campaign, using the insights gained through this research and lessons learned from previous years campaigns and experiential marketing, including events across the country which will target the audiences of this research.

The purpose of this quantitative research is to support the development of the 2024-2025 advertising campaign and gauge perceptions on the skilled trades. It informs both the advertising campaign and experiential marketing strategies.

Specifically, this research sought to:

- Ascertain whether perceptions around the skilled trades have changed compared to research baseline results from fiscal year 2020-2021 prior to the previous campaign's launch;
- Gauge opinions and beliefs around post-secondary education and career opportunities;
- Aid in understanding barriers faced when considering the skilled trades; and,
- Explore audience media habits to further supplement and support the media mix data used to inform advertising campaign tactics.

To meet the objectives, Earnscliffe conducted an online survey of Canadian youth (16 to 19 years of age) and young adults (20 to 34 years of age) who plan to change careers, continue their schooling, or go back to school in the next few years. A total of 1,514 Canadian residents completed the survey between July 18<sup>th</sup> and 27<sup>th</sup>, 2023. The survey took an average of 11 minutes to complete. The data for this survey was weighted based on age, gender, and region as reported by Statistics Canada 2021 data.

The fieldwork subcontractor for this assignment was Leger and all samples were drawn from Leger’s opt-in online panel.

The key findings of this research are presented below.

## General career planning questions

- Overall, pay (64%), work-life balance (55%), job satisfaction (40%), and job stability (38%) are among the most important factors in choosing a career, while getting into the workforce quickly (8%), working with one’s hands (6%), and status (5%) are among the least important factors tested.
- The majority of youth respondents (77%) expected to enroll in post-secondary education – that is, university (49%) or college (28%) – after high school, while significantly fewer (14%) expected to either begin a full-time, permanent position (7%) or enroll in trade school (7%).
- Similar to youth expectations, after high school, 72% of young adult respondents enrolled in post-secondary education, either university (44%) or college (28%), while more began a full time, permanent position than expected (17%) and fewer enrolled in a trade school than expected (4%).

## Attitudes and awareness of skilled trades as viable career path

- The vast majority of respondents (81%) are at least somewhat familiar with what is meant by “skilled trades”, while 16% say they are not familiar.
- Nearly half of respondents name plumbers (47%) and electricians (45%) when asked what jobs they associate with the skilled trades. While carpenter/woodworkers (29%), mechanics (20%), welders (18%) and construction workers (15%) are also top-of-mind, they are cited by significantly fewer respondents.
- Just over half (55%) of respondents have a positive impression of the skilled trades, while 41% have a neutral impression and only 1% say thinking of the skilled trades evokes a negative impression.
- One-quarter of respondents (27%) say they currently (12%) or have previously (15%) worked in the skilled trades. Twice as many young adults say that they have or have had a job in the skilled trades (30%), compared to youth respondents (15%).
- Among those who have never worked in the skilled trades, consideration of having a career in in this field is divided with 47% of respondents saying they have considered it and 53% saying they have not. Young adults (49%) and respondents who identify as men (56%) are more likely to say that they have considered a career in the skilled trades compared to their counterparts.
- Of those who have considered a career in the skilled trades, perceived compensation (40%) is the most significant reason why. Among those who have not considered a career in the skilled trades, having other career aspirations (26%), and disinterest/having other interests (24%) are the main reasons why.

- Over half of respondents (56%) say they are not likely to consider a career in the skilled trades in the future, while 39% say they are somewhat (30%) or very likely (9%) to. Those who identify as men are more likely than those who identify as women to say they are likely to consider a career in the skilled trades in the future (44% versus 35%).
- Though fewer say they are likely to consider a career in the skilled trades for themselves (39%), over half of respondents (59%) say they have recommended or would recommend a career in the skilled trades to someone else. Young adults are more likely than youth to say they would recommend a career in the skilled trades (64% versus 42%).
- While the majority of respondents found all six of the presented possible reasons to pursue a career in the skilled trades compelling, the most compelling reason was that you can earn while you learn (91%). Furthermore, half of respondents either say there are no barriers to entering the skilled trades (39%) or are unable to name any (10%).
- Overall, more respondents see pay, availability of jobs, and getting into the workforce quickly as appealing aspects of a career in the skilled trades than unappealing, while impact on one's health, status, and environmental sustainability are seen as unappealing aspects for more respondents than appealing.
- A plurality of respondents believes that a career in the skilled trades could begin while completing (43%) or after graduating high school (35%), or after completing an apprenticeship (35%).
- The vast majority of respondents (82%) agree that the skilled trades are a respectable career option, however, half (51%) say a job in the skilled trades does not appeal to them, and 41% believe others in their life do not consider it a respectable option.
- Six in ten respondents (63%) believe that people in their lives would be surprised if they pursued a skilled trade, and 45% say that they care a lot about how their career is perceived by others. Furthermore, the majority (67%) of respondents feel it is at least somewhat important that people close to them approve of their career, while 30% say it is not important.
- Young adults are more likely than youth to agree that people in their lives would be surprised if they pursued a career in the skilled trades (65% versus 57%), that they care a lot about how their career choice is perceived by others (47% versus 39%), and that there are people close to them who would not consider a career in the skilled trades to be a respectable career option (45% versus 29%).

## Media habits to inform ad campaign

- Two-thirds of respondents (67%) say they look for information on career options at least sometimes, including one in six who look often (16%). Only 5% say they never look for information on career options.
- When looking for information on career options, school, or industry resources (53%), government websites (49%), and social media (48%) are the top information sources used.

- Among those who references school or industry resources, post-secondary institution websites are used most often (at 73%), while fewer reference recruitment sites (47%) or school counsellors (36%).
- A plurality of respondents (30%) is unaware of any Government of Canada programs and services related to the skilled trades or apprenticeship; however, one-fifth of respondents (21%) are aware of the Red Seal Program. Young adults and respondents who identify as men are more likely to be aware of at least one of the programs or services listed (62% and 61%, respectively).

### Language to inform ad campaign

- A plurality of respondents (33%) feels each of the seven messages tested would be effective calls to action, and “Earn money while you learn” tops the list with an additional 39% of respondents say the message would encourage them to find out more information about the skilled trades.
- @CanadaYouth is the most favourable social media channel name among respondents (35%) followed by @YouthInCanada (23%). As many respondents (26%) are unable to say which name is best suited for social media channels.

Research Firm: Earnscliffe Strategy Group (Earnscliffe)  
Contract Number: CW2307717  
Contract value: \$56,423.73 (including HST)  
Contract award date: June 2, 2023

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: September 8, 2023



Stephanie Constable  
Principal, Earnscliffe

## Introduction

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of the quantitative research conducted to support the 2024-25 National Skilled Trades Advertising Campaign.

In Budget 2022, the Government of Canada proposed to provide \$84.2 million over four years to double funding for the Union Training and Innovation Program (UTIP). It 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.

Budget 2023 reasserted that Canada's economy depends on skilled trades people, as these skilled workers are essential to ensuring that the country has the appropriately trained workforce required to build Canada's clean economy and double the number of new homes that will be built in Canada by 2032. Consequently, increased recruitment to the trades is necessary.

After successful campaigns in fiscal year 2021-2022 and fiscal year 2022-2023, ESDC continued the campaign in fiscal year 2023-2024 while a campaign refresh is produced for fiscal year 2024-2025 to continue to attract attention.

The goals of the 2024-25 National Skilled Trades advertising campaign are to:

- Change the perception around apprenticeship and careers in the skilled trades by promoting their merits as a viable, well-paid, and rewarding.
- Position apprenticeships and skilled trades as first-choice career paths (that is, a career in the skilled trades is rewarding "Plan A" choice for youth and not a "Plan B" alternative).

The 2024-2025 campaign will feature a revamped advertising campaign, using the insights gained through this research and lessons learned from previous years campaigns and experiential marketing, including events across the country which will target the audiences of this research.

The purpose of the quantitative research was to support the development of the 2024-2025 advertising campaign and gauge perceptions on the skilled trades. It informs both the advertising campaign and experiential marketing strategies.

Specifically, this research sought to:

- Ascertain whether perceptions around the skilled trades have changed compared to previous research baseline results from fiscal year 2020-2021 prior to the campaign launch;
  - Comparing attitudinal and behavioral questions from [POR 026-21](#);
  - Exploring if the results align with directional insights from [POR 126-20](#);
- Gauge opinions and beliefs around post-secondary education and career opportunities;
- Aid in understanding barriers faced when considering the skilled trades; and,
- Explore audience media habits to further supplement and support the media mix data used to inform advertising campaign tactics.



To meet the objectives, Earnscliffe conducted an online survey of Canadian youth (16 to 19 years of age) and young adults (20 to 34 years of age) who plan to change careers, continue their schooling, or go back to school. A total of 1,514 Canadian residents completed the survey between July 18<sup>th</sup> and 27<sup>th</sup>, 2023. The survey took an average of 11 minutes to complete. The data for this survey was weighted based on age, gender, and region as reported by Statistics Canada. A full description of the sample frame, data cleaning process, and weighting are outlined in the Quantitative Methodology Report (Appendix A) and the questionnaire has been provided in Appendix B.

The fieldwork subcontractor for this assignment was Leger and all samples were drawn from Leger's opt-in panel, the largest Canadian owned proprietary panel in Canada.

The key findings of this research are presented below.

## Detailed findings

The following report presents the results of the quantitative research. The report is divided into four sections:

- Section A: General career planning questions;
- Section B: Attitudes and awareness of skilled trades as viable career path;
- Section C: Media habits to inform ad campaign; and
- Section D: Language to inform ad campaign.

For this report, tables have been utilized to illustrate the quantitative research findings. Tables have been included for every question from the body of the questionnaire (that is, excluding demographic questions), for both the total sample and for results among key audiences. The key audiences for this research are: priority audiences (that is, youth between the ages of 16 and 19, and young adults between the ages of 20 and 34 that are looking to switch careers or go back to school); and gender identity (that is, those who identify as men or women; note that due to very small sample sizes the responses by respondents who are gender diverse are included in the study's data tables (under separate cover).

Within the tables included in the body of the report, column labels have been provided to identify statistically significant results. Letters that are depicted under percentages indicate results that are significantly different than those found in the specific comparison columns indicated by the letter in the 'Column label'. Unless otherwise noted, differences highlighted are statistically significant at the 95% confidence level. The statistical test used to determine the significance of the results was the Z-test. Due to rounding, results may not add to 100%.

Details about the survey design, methodology, sampling approach, and weighting of the results may be found in the methodology report in Appendix A. Appended data tables (under separate cover) provide results of findings cross a much broader range of demographics and attitudes.

## Section A: General career planning questions

Section A explores the factors that are important to respondents when thinking of their career as well as the expectations and plans they had for themselves after leaving high school.

To understand the importance of specific career aspects, respondents were asked to review a list of twelve aspects and identify up to three that they would identify as most important to them personally. Pay (64%), work-life balance (55%), job satisfaction (40%), and job stability (38%) are among the most important factors in choosing a career, followed distantly by opportunities for advancement (24%), the availability of jobs (17%) and opportunities to be one’s own boss (11%). Fewer than 10% of respondents say that getting into the workforce quickly (8%), working with one’s hands (6%), and status (5%) are the most important aspects when thinking of their career.

When looking at the priority audiences, youth are more likely than young adults to cite their pay (73% versus 61%) and getting into the workforce quickly (12% versus 6%), and less likely to cite work-life balance (46% versus 58%), job stability (31% versus 40%), and opportunities for advancement (20% versus 25%) as the most important factors to them.

Those who identify as women are more likely than those who identify as men to say that pay (68% versus 61%) and work-life balance (59% versus 50%) are the most important factors for them and are less likely to cite the opportunity to be their own boss (9% versus 12%), working with their hands (4% versus 8%) and status (4% versus 7%).

Additional analysis reveals that when given the opportunity to select more than one factor they would classify as ‘most important’, nearly all respondents do. That is, 97% of respondents say there is more than one factor that is most important to them when thinking of their career, and 92% of respondents select three factors. Importantly, the top three factors cited by respondents who only note one or two factors most important to them – that is pay, work-life balance, and job satisfaction – are the same top factors as those who select three ‘most important’. There are also no notable differences among priority audiences or gender identity.

Exhibit A1: Q7: From the list below, please pick up to three that are the most important to you, personally, when thinking of your career.

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Pay	64%	73%	61%	61%	68%
	-	C	-	-	D
Work-life balance	55%	46%	58%	50%	59%
	-	-	B	-	D
Job satisfaction	40%	43%	39%	39%	41%
	-	-	-	-	-
Job stability	38%	31%	40%	36%	39%
	-	-	B	-	-
Opportunities for advancement	24%	20%	25%	24%	24%
	-	-	B	-	-
Availability of jobs	17%	19%	16%	19%	15%
	-	-	-	-	-
	11%	11%	10%	12%	9%

Opportunity to be your own boss	-	-	-	E	-
Financial supports available during training (for example, grants or loans)	9%	11%	9%	10%	8%
	-	-	-	-	-
An environmentally sustainable job or employer	9%	8%	9%	8%	10%
	-	-	-	-	-
Getting into the workforce quickly	8%	12%	6%	9%	7%
	-	C	-	-	-
Working with my hands	6%	7%	6%	8%	4%
	-	-	-	E	-
Status	5%	4%	6%	7%	4%
	-	-	-	E	-
DK/NR	1%	2%	1%	1%	1%
	-	C	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who live in Manitoba/Saskatchewan (68%), have children (58%), expected to or did enroll in university after high school (60%), rarely or never look for information on career options (63%), would recommend a career in the skilled trades (57%), are unlikely to consider a career in the skilled trades (63%) are more likely than their counterparts to cite work-life balance as the most important aspects when thinking of their career.
- Those who have a university education or higher (33%) or are not born in Canada (33%) are more likely to say opportunities for advancement are important to them.
- The availability of jobs and working with one’s hands are more important to those whose mother tongue is English (at 19% and 7%, respectively).
- Other mother tongue (49%) more for job satisfaction.
- Respondents who live in families with children are more likely to say the opportunity to be their own boss (14%), financial supports during training (12%), and getting into workforce quickly (10%) are important.
- At 15%, those who identify as 2SLGBTQIA+ are more likely to say that an environmentally sustainable job/employer is important.
- Respondents who have lived in Canada since before 2018 are more likely to cite their pay (68%) and getting into workforce quickly (9%) as important aspects.
- Those who have never worked in the skilled trades are less likely to cite the opportunity to be their own boss (8%) and working with their hands (3%); while those currently working in the skilled trades are less likely to cite their pay (43%).

After high school, three-quarters of respondents (73%) expected to or did enroll in post-secondary education – that is, university (45%) or college (28%) – while significantly fewer (14%) expected to either begin a full-time, permanent position (14%) or enroll in trade school (4%).

Young adults are more than twice as likely as youth to say that they began a full-time, permanent position (17% versus 7%), while more youth say that they expected to enroll in trade school (7% versus 4%). Fully half (50%) of those who identify as a woman say they expected to or did enroll in university after high school, compared to 40% of respondents who identify as men.

Exhibit A2: Q8/9: After high school, which of the following did you expect to/did you do?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Enroll in university	45%	49%	44%	40%	50%
	-	-	-	-	D
Enroll in college	28%	28%	28%	27%	29%
	-	-	-	-	-
Begin a full-time, permanent position	14%	7%	17%	18%	12%
	-	-	B	E	-
Enroll in trade school	4%	7%	4%	6%	2%
	-	C	-	E	-
Other	4%	1%	5%	3%	4%
	-	-	B	-	-
DK/NR	4%	9%	2%	5%	2%
	-	C	-	E	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who live in Quebec, whose mother tongue is French, and who are not familiar with the skilled trades are the most likely to say that they planned to (73%, 66%, and 49%, respectively) or did (62%, 59%, and 47%, respectively) enroll in college or trade school after high school.

## Section B: Attitudes and awareness of skilled trades as viable career path

Section B explores experience with the skilled trades, for respondents themselves and among those around them. It explores the familiarity with and impression of the skilled trades, including career consideration and likelihood to explore the skilled trades as a career in the future.

Reasons for choosing a career in the skilled trades as well as barriers are also explored, along with perceptions a career in the skilled trades and the role career approvals plays in choosing one's career.

### Familiarity with the skilled trades

Familiarity with what is meant by “skilled trades” is fairly strong among youth and young adults. The vast majority of respondents (81%) feel they are at least “somewhat familiar” with what is meant by “skilled trades”, including 44% who say they are “familiar” or “very familiar”. One in six respondents (16%) say they are not familiar. Young adults are more likely to say they are “familiar” or “very familiar” than their youth counterparts (46% versus 39%).

At one-fifth (21%), respondents who identify as a man are more likely to say they are “very familiar” with what is meant by skilled trades, while those who identify as women are more likely to classify their familiarity as “somewhat familiar” (41%).

Encouragingly, compared to the results from the 2021 baseline research ([POR 026-21](#)), familiarity has increased by 13 percentage points, from 68% to 81% who are at least “somewhat familiar”, and by 15 percentage points, from 29% to 44% who say they are “familiar” or “very familiar”.

Exhibit B1: Q11: How familiar are you with what is meant by “skilled trades”?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Very familiar	17%	15%	18%	21%	13%
	-	-	-	E	-
Familiar	27%	25%	27%	28%	25%
	-	-	-	-	-
Somewhat familiar	37%	39%	37%	34%	41%
	-	-	-	-	D
Not very familiar	13%	14%	13%	12%	13%
	-	-	-	-	-
Not at all familiar	3%	4%	3%	3%	4%
	-	-	-	-	-
DK/NR	2%	3%	2%	2%	3%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Those in Quebec (39%), whose mother tongue is French (37%), are not likely to consider a career in the skilled trades (19%), have not recommended a career in the skilled trades

(24%), or do not know someone who works in the skilled trades (21%) are more likely to say they are not familiar with the skilled trades than their counterparts.

Respondents were asked which jobs they associate with the skilled trades, and while a variety of jobs are listed, two stand out as the most mentioned top-of-mind careers. That is, nearly half of respondents name plumbers (47%) and electricians (45%) when asked what jobs they associate with the skilled trades. While carpenter/woodworkers (29%), mechanics (20%), welders (18%) and construction workers (15%) are also top-of-mind, these are cited by significantly fewer respondents.

Youth are more likely to cite a variety of jobs associated with the skilled trades, and respondents who identify as women are more likely than those who identify as men to associate construction workers (17% versus 12%) and hairdressers (7% versus 3%) with the skilled trades.

Exhibit B2: Q12: Please list types of jobs you associate with the skilled trades.

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Plumber	47%	54%	45%	46%	47%
	-	C	-	-	-
Electrician	45%	50%	43%	44%	45%
	-	C	-	-	-
Carpenter / woodworker	29%	33%	28%	27%	31%
	-	C	-	-	-
Mechanic	20%	26%	18%	18%	22%
	-	C	-	-	-
Welder	18%	19%	17%	17%	18%
	-	-	-	-	-
Construction worker (unspecified)	15%	15%	15%	12%	17%
	-	-	-	-	D
Health care worker (doctor, nurse, etc.)	7%	9%	6%	6%	8%
	-	-	-	-	-
Cook / chef	7%	8%	7%	6%	7%
	-	-	-	-	-
Hairdresser / hairstylist / barber	5%	7%	4%	3%	7%
	-	C	-	-	D
HVAC technician	4%	4%	4%	4%	4%
	-	-	-	-	-
Engineer (unspecified)	4%	3%	4%	4%	3%
	-	-	-	-	-
Painter	3%	3%	3%	3%	3%
	-	-	-	-	-
Other	31%	29%	32%	31%	32%
	-	-	-	-	-
None	1%	1%	0%	1%	0%
	-	-	-	-	-
DK/NR	11%	6%	13%	13%	9%
	-	-	B	E	-
Sample size	1514	755	759	721	762

Column label	A	B	C	D	E
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Other important demographic differences include:

- Those who have a positive impression of the skilled trades (92%), are somewhat familiar (91%) or familiar (92%) with the skilled trades, have never worked in the skilled trades (92%), or expected to or did enroll in university after high school (93%) are more likely than their counterparts to name any of the skilled trades.

### Impressions of the skilled trades

Using a three-point scale, respondents were asked to state their impression of the skilled trades. Just over half (55%) of respondents have a positive impression of the skilled trades, while 41% have a neutral impression and only 1% say the skilled trades evoke a negative impression.

While there is little difference between the priority audiences, respondents who identify as men are more likely to express a positive impression towards the skilled trades (at 60%), while more respondents who identify as women are more likely to say they have a neutral impression (46%).

Compared to the baseline research conducted in 2021 ([POR 026-21](#)), results are statistically unchanged.

Exhibit B3: Q13: When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Positive	55%	52%	56%	60%	50%
	-	-	-	E	-
Neutral	41%	42%	41%	37%	46%
	-	-	-	-	D
Negative	1%	2%	1%	1%	1%
	-	-	-	-	-
DK/NR	3%	4%	2%	2%	3%
	-	C	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Greater proportions of positive impressions of the skilled trades exist among respondents who have a household income of \$100,000 or more (64%), have children in the household (60%), say they are familiar with the skilled trades (72%), are likely to consider a career in the skilled trades (65%), would recommend a career in the skilled trades (67%), expected to or did work full-time after high school (66%), and have sometimes or often looked for career information (58%).
- Conversely, those who have never worked in the skilled trades (44%) and who do not know anyone who works in the skilled trades (56%) are more likely to have a neutral impression.

## Experience with or consideration of the skilled trades as a career

While one-quarter of respondents (26%) say they currently (12%) or have previously (15%) worked in the skilled trades, these proportions vary greatly among the priority audiences and gender identity. Twice as many young adults say that they have or have had a job in the skilled trades (30%), compared to youth (15%). Similarly, respondents who identify as men are more likely than those who identify as women to have work experience in the skilled trades (33% versus 19%).

Compared to the baseline research conducted in 2021 ([POR 026-21](#)), more respondents now say that they currently or have previously worked in the skilled trades (26% compared to 19%). Note that the response options changed this wave to specify if the experience was current or in the past; any impact that change has had on the results cannot be measured.

Exhibit B4: Q14: Do you currently or have you ever worked in the skilled trades?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Yes, I currently work in the skilled trades	12%	8%	13%	15%	8%
	-	-	B	E	-
Yes, I have worked in the skilled trades in the past	15%	7%	17%	18%	11%
	-	-	B	E	-
No, I do not / have not worked in the skilled trades	69%	82%	65%	62%	78%
	-	C	-	-	D
Unsure	4%	4%	4%	5%	3%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Those who are more likely to have previously or currently work in the skilled trades include respondents who have a positive impression of the skilled trades (32%), are familiar with the skilled trades (38%), would recommend a career in the skilled trades (37%), have an immediate family member who works in the skilled trades (42%), expected to or worked full-time after high school (48%), and look up career information at least sometimes (31%).



Respondents who have never worked in the skilled trades were asked if they would consider such a career. Consideration of having a career in the skilled is divided with 47% of respondents who say they have considered it and 53% who say they have not. Mirroring experience in the skilled trades, young adults (49%) and respondents who identify as men (56%) are more likely to say that they have considered a career in the skilled trades, compared to 42% of youth and 39% among those who identify as women.

Compared to the baseline research conducted in 2021 ([POR 026-21](#)), results are statistically unchanged.

**Exhibit B5: Q15: Have you ever considered having a career in the skilled trades?**

Base: Those who do not currently/have not worked in the skilled trades.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Yes	47%	42%	49%	56%	39%
	-	-	B	E	-
No	53%	58%	51%	44%	61%
	-	C	-	-	D
Sample size	1115	619	496	486	606
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who have a positive impression of the skilled trades (57%), are familiar with the skilled trades (55%), would recommend a career in the skilled trades (58%), expected to or worked full-time after high school (70%), or look up career information at least sometimes (53%) are more likely than their counterparts to say they have considered a career in the skilled trades.

To understand what drives an interest in a career in the skilled trades, respondents who said they have considered such a career were asked why. Of those who have considered a career in the skilled trades, perceived compensation (40%) is the most significant reason why, driven more so by young adults (44%) and those who identify as men (47%).

Fewer than half as many respondents cite any other reason why they have considered a career in the skilled trades. The top five reasons cited are rounded out by the availability of jobs (16%), interest or enjoyment (15%), hands on work (11%) and less schooling (8%). Significantly more respondents who identify as women say they have considered a career in the skilled trades out of interest (19%) and to explore creative work (3%).

**Exhibit B6: Q16: What is the main reason(s) you have considered a career in the skilled trades?**

Base: Those who have considered a career in the skilled trades.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Good pay / salary / money	40%	29%	44%	47%	33%
	-	-	B	E	-
Job demand / availability / opportunity	16%	18%	16%	19%	14%
	-	-	-	-	-
Interest / enjoyment	15%	18%	14%	10%	19%
	-	-	-	-	D
	11%	15%	10%	9%	13%

Working with my hands / hands on work	-	-	-	-	-
Fewer years in school / quicker entry into job market	8%	11%	7%	11%	6%
	-	-	-	-	-
Job security / stability	7%	5%	8%	9%	6%
	-	-	-	-	-
Learning useful skills / lifelong learning	6%	3%	7%	6%	6%
	-	-	-	-	-
Rewarding work	3%	2%	4%	4%	2%
	-	-	-	-	-
Flexibility / work-life balance	3%	3%	3%	3%	4%
	-	-	-	-	-
Self-employment	3%	3%	3%	2%	5%
	-	-	-	-	-
Good jobs / good career (unspecified)	3%	4%	2%	2%	3%
	-	-	-	-	-
Working outside / not working at a desk	2%	3%	1%	2%	2%
	-	-	-	-	-
Family business	2%	2%	2%	2%	2%
	-	-	-	-	-
Creative work	1%	2%	1%	0%	3%
	-	-	-	-	D
Bad grades / difficulty in school / easier to get into	1%	1%	1%	1%	1%
	-	-	-	-	-
Low cost / cheaper to get into / no student debt / government funding	1%	2%	1%	1%	1%
	-	-	-	-	-
Something to fall back on / having options / plan 'b'	1%	1%	1%	0%	1%
	-	-	-	-	-
Other	3%	4%	2%	2%	3%
	-	-	-	-	-
DK/NR	6%	8%	6%	6%	6%
	-	-	-	-	-
Sample size	500	260	240	251	236
Column label	A	B	C	D	E

There are no further significant demographic differences.

Conversely, those who said that they have not considered a career in the skilled trades were also asked to name the main reasons why. Among those who have not considered a career in the skilled trades, having other career aspirations (26%) and a disinterest in the skilled trades or having other interests (24%; or 28% among those who identify as women) are the main reasons why, followed by personal unalignment with or dislike of manual labour (17%). Youth are nearly twice as likely as young adults to say that they would prefer to continue their studies (11% versus 6%).

There are some notable differences since the qualitative research undertaken in 2021 ([POR 126-20](#)). Specifically, that there are few, if any, barrier mentions of skilled trades being highly specialized (and not as easily transferable), seasonal and vulnerable to economic fluctuations,

and having the inherent requirement to upgrade/re-certify regularly in this research, whereas these were conclusive in 2021. Barriers that relate to stigma, perceptions of gender roles may also be less pervasive in these findings compared to the baseline, however, the perception that skilled trades are physically demanding jobs continues to be a barrier for some. Note that it is prudent to mention that this comparison is exploratory in nature, as the methodologies and sample are different between the two comparison sets.

Exhibit B7: Q17: What is the main reason(s) you have not considered a career in the skilled trades?

Base: Those who have not considered a career in the skilled trades.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
I have other career aspirations	26%	30%	24%	24%	27%
	-	-	-	-	-
I'm not interested / I have other interests	24%	24%	25%	19%	28%
	-	-	-	-	D
I'm not manual / not good with my hands / don't like manual labour	17%	13%	18%	19%	15%
	-	-	-	-	-
I want to continue my studies	7%	11%	6%	6%	8%
	-	C	-	-	-
Physically demanding / hard work	6%	4%	6%	8%	4%
	-	-	-	-	-
Low pay	5%	6%	5%	4%	6%
	-	-	-	-	-
Stigmatization / perception of low status job	2%	2%	2%	4%	2%
	-	-	-	-	-
My gender / perception of gender role	2%	0%	2%	0%	3%
	-	-	-	-	D
I don't know what it is / I didn't know what it was	1%	2%	1%	1%	2%
	-	-	-	-	-
Unstable	1%	1%	2%	1%	1%
	-	-	-	-	-
Other	5%	4%	6%	7%	3%
	-	-	-	-	-
No reason	1%	1%	1%	1%	1%
	-	-	-	-	-
DK/NR	9%	10%	9%	14%	6%
	-	-	-	E	-
Sample size	614	358	256	235	369
Column label	A	B	C	D	E

There are no further significant demographic differences.

All respondents were asked to rate their likelihood to consider a career in the skilled trade in the future using a four-point scale. A slight majority of respondents (55%) say they are not likely to consider having a career in the skilled trades in the future, while 39% say they are at least somewhat likely to.

While the same proportion of youth and young adults are likely to consider a career in the skilled trades (39%), youth are twice as likely to say they are “very likely” (15% compared to 7% of young adults). Likelihood varies among gender identity as well, with over four in ten respondents who identify as men indicating they are likely (44%), compared to 35% among those who identify as women.

Exhibit B8: Q18: How likely are you to consider having a career in the skilled trades in the future?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Very likely	9%	15%	7%	11%	8%
	-	C	-	-	-
Somewhat likely	30%	24%	32%	32%	27%
	-	-	B	-	-
Not very likely	39%	37%	39%	39%	38%
	-	-	-	-	-
Not at all likely	17%	15%	17%	12%	21%
	-	-	-	-	D
DK/NR	6%	9%	4%	5%	6%
	-	C	-	-	-
Sample size	1115	619	496	486	606
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who have a university education or more (63%), have a household income of \$100,000 or greater (64%), say French is their mother tongue (68%), have no children (60%), expected to or did enroll in university after high school (64%), or rarely or never look for career information (65%) are more likely than their counterparts to say they are not likely to consider having a career in the skilled trades.

Though fewer say they are likely to consider a career in the skilled trades for themselves (39%), over half of respondents (59%) say they have recommended or considered recommending a career in the skilled trades to someone else. Looking at the priority audiences, nearly two-thirds (64%) of young adults have or would recommend a career in the skilled trades, compared to four in ten (42%) of youth.

Exhibit B9: Q19: Have you ever recommended or considered recommending a career in the skilled trades to someone?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Yes	59%	42%	64%	58%	60%
	-	-	B	-	-
No	41%	58%	36%	42%	40%

	-	C	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Those who are more likely to say they would recommend a career in the skilled trades include respondents who are working full-time (71%), have lived in Canada for five years or less (69%), have a positive impression of the skilled trades (72%), say they are familiar with a skilled trades (73%), expected to or did work full-time after high school (70%), and who look for information on career options at least sometimes (62%).
- Conversely, those who have a high school education or less (52%), say French is their mother tongue (51%), have never worked in the skilled trades (49%), or do not know anyone who works in the skilled trades (61%) are more likely to say that they have not ever recommended or considered recommending a career in the skilled trades.

Respondents were shown a list of potential reasons why a person might want to consider a career in the skilled trades. While the majority of respondents found all six reasons more compelling to consider a career in the skilled trades than not, the most compelling reasons are that you can earn while you learn (91%), you can be passionate about your work (89%) and you can develop transferable skills (87%).

Strong majorities of respondents also find it compelling that there are over 300 skilled trades (81%), you can start your own business (77%), and you can help meet climate objectives (68%).

Exhibit B10: Q33-38: Each of the following are reasons why a person might want to consider a career in the skilled trades. For each of the following, please indicate how compelling a reason this is for you personally?

Base: All respondents.

Row %	Net: Compelling	Very compelling to me	Some-what compelling to me	Not very compelling to me	Not at all compelling to me	DK / NR
You can earn while you learn	91%	60%	31%	5%	1%	3%
You can be passionate about your work	89%	56%	33%	5%	2%	4%
You can develop transferrable skills	87%	46%	41%	7%	2%	4%
There are over 300 skilled trades to choose	81%	41%	40%	10%	3%	6%
You can start your own business	77%	38%	38%	15%	5%	3%
You can help to meet	68%	31%	38%	16%	7%	8%

climate objectives						
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Over nine in ten respondents who identify as women say it is compelling that you can earn money while you learn a skilled trade (94%) and you can be passionate about your work (92%). Developing transferable skills (88%) and meeting climate objectives (71%) are more compelling among young adults.

Exhibit B11: Q33-38: Each of the following are reasons why a person might want to consider a career in the skilled trades. For each of the following, please indicate how compelling a reason this is for you personally?

Base: All respondents: percent very compelling and somewhat compelling.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
You can earn while you learn	91%	92%	90%	88%	94%
	-	-	-	-	D
You can be passionate about your work	89%	88%	89%	87%	92%
	-	-	-	-	D
You can develop transferrable skills	87%	84%	88%	86%	88%
	-	-	B	-	-
There are over 300 skilled trades to choose	81%	79%	82%	79%	83%
	-	-	-	-	-
You can start your own business	77%	74%	77%	77%	77%
	-	-	-	-	-
You can help to meet climate objectives	68%	60%	71%	67%	70%
	-	-	B	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who have a positive impression of the skilled trades, are familiar with the skilled trades, say they are likely to consider a career in the skilled trades, would recommend a career in the skilled trades, and knows someone who works in the skilled trades are more likely to believe all or most of the reasons tested are compelling.

### Attitudes towards the skilled trades

Respondents were asked to review a list of career aspects and say which aspects are the most appealing and unappealing when it comes to a career in the skilled trades. Aside from impact on one’s health, work-life balance, status, and environmental sustainability, all the aspects tested see more respondents who consider them appealing aspects of a career in the skilled trades than unappealing. Interestingly, five of the thirteen aspects have similar proportions of respondents who consider each as appealing and unappealing, including working with one’s hands, work-life balance, job satisfaction, financial supports available, and opportunities for advancement.

Exhibit B12: Q20: People generally see things that are both appealing and unappealing about different career options. For you personally, what are the most appealing aspects of having a career in the skilled trades?

Base: All respondents (n=1,514).

Column %	Appealing	Unappealing
Pay	46%	17%
Availability of jobs	33%	13%
Getting into the workforce quickly	28%	8%
Job stability	25%	16%
Working with my hands	25%	22%
Work-life balance	20%	21%
Opportunity to be your own boss	20%	8%
Job satisfaction	19%	14%
Financial supports available during training and apprenticeship	16%	11%
Opportunities for advancement	13%	8%
The impact on your health	6%	43%
Status	5%	19%
An environmentally sustainable job or employer	5%	8%
None of the above	1%	4%
DK/NR	4%	9%

A plurality of respondents (46%) believe pay is the most appealing aspect of having a career in the skilled trades, and approximately three in ten say the availability of jobs in the skilled trades (33%) and getting into the workforce quickly (28%) are appealing aspects. One quarter of respondents cite job stability (25%) or having hands-on work (25%) are the most appealing aspects of having a career in the skilled trades.

While there are a handful of specific differences by priority audience and gender identity, these audiences share similar impressions of what are appealing aspects of a career in the skilled trades.

Exhibit B13: Q20: People generally see things that are both appealing and unappealing about different career options. For you personally, what are the most appealing aspects of having a career in the skilled trades?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Pay	46%	47%	46%	50%	43%
	-	-	-	E	-
Availability of jobs	33%	33%	33%	35%	31%
	-	-	-	-	-
Getting into the workforce quickly	28%	31%	27%	26%	31%
	-	-	-	-	-
Job stability	25%	27%	25%	27%	24%

	-		-	-	-
Working with my hands	25%	25%	25%	24%	27%
	-	-	-	-	-
Work-life balance	20%	18%	21%	21%	20%
	-	-	-	-	-
Opportunity to be your own boss	20%	23%	19%	19%	20%
	-	C	-	-	-
Job satisfaction	19%	22%	18%	18%	20%
	-	-	-	-	-
Financial supports available during training and apprenticeship (for example, grants or loans)	16%	15%	16%	15%	17%
	-	-	-	-	-
Opportunities for advancement	13%	9%	14%	12%	13%
	-	-	B	-	-
The impact on your health	6%	3%	7%	7%	5%
	-	-	B	-	-
Status	5%	3%	6%	6%	4%
	-	-	B	-	-
An environmentally sustainable job or employer	5%	3%	5%	5%	5%
	-	-	B	-	-
None of the above	1%	2%	1%	1%	1%
	-	C	-	-	-
DK/NR	4%	4%	3%	4%	4%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

A plurality of respondents (43%) believe impact on one’s health is the most unappealing aspect of having a career in the skilled trades, and two in ten say the working with one’s hands (22%), work-life balance (21%), and status (19%) are unappealing aspects. For young adults and respondents who identify as men, perception of the work-life balance achieved with a career in the skilled trades is particularly unappealing (23% and 25%, respectively).

Exhibit B14: Q21: And for you personally, what are the most unappealing aspects of having a career in the skilled trades?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
The impact on your health	43%	38%	44%	40%	45%
	-	-	B	-	-
Working with my hands	22%	21%	22%	20%	24%
	-	-	-	-	-
Work-life balance	21%	17%	23%	25%	18%
	-	-	B	E	-
Status	19%	18%	19%	18%	19%
	-	-	-	-	-
Pay	17%	18%	17%	19%	16%
	-	-	-	-	-



Job stability	16%	14%	17%	17%	16%
	-		-	-	-
Job satisfaction	14%	14%	14%	15%	14%
	-	-	-	-	-
Opportunities for advancement	14%	14%	13%	14%	13%
	-	-	-	-	-
Availability of jobs	13%	11%	13%	13%	13%
	-	-	-	-	-
Financial supports available during training and apprenticeship (for example, grants or loans)	11%	8%	12%	12%	9%
	-	-	B	-	-
An environmentally sustainable job or employer	8%	7%	9%	9%	8%
	-	-	-	-	-
Opportunity to be your own boss	8%	7%	9%	9%	8%
	-	-	-	-	-
Getting into the workforce quickly	8%	7%	8%	10%	5%
	-	-	-	E	-
Other	1%	1%	1%	1%	1%
	-	-	-	-	-
None of the above	4%	6%	3%	5%	3%
	-	C	-	-	-
DK/NR	9%	15%	8%	7%	13%
	-	C	-	-	D
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

There are no further significant demographic differences.

Collectively, respondents appear confused and lack the understanding of when a career in the skilled trades can start. A plurality of respondents understand that a career in the skilled trades could begin while completing (43%) or after graduating (35%) high school, or after completing an apprenticeship (35%). Fewer believe that a career in the skilled trades can begin after leaving high school without graduating (19%), after completing college (20%) or after completing a four-year degree (13%).

Young adults are more likely to select the variety of educational starting points for a career in the skilled trades than youth.

Exhibit B15: Q22: To the best of your knowledge when can a career in the skilled trades start?  
Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
While completing a high school education	43%	44%	43%	43%	42%
	-	-	-	-	-
Only after leaving high school, whether graduated or not	19%	17%	20%	22%	16%
	-	-	-	E	-
After graduating from high school	35%	28%	37%	36%	32%
	-	-	B	-	-

After completing an apprenticeship	35%	35%	35%	33%	37%
	-	-	-	-	-
After completing college accreditations	20%	13%	23%	21%	19%
	-	-	B	-	-
After completing a four-year degree	13%	6%	15%	13%	11%
	-	-	B	-	-
DK/NR	6%	7%	6%	5%	7%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who live in Quebec (31%) or who do not know anyone who works in the skilled trades (37%) are the least likely to believe that a career in the skilled trades can begin while completing high school.

To understand perceptions of a career in the skilled trades, respondents were shown a list of statements and were asked to say how much they agree or disagree with each. The vast majority of respondents (82%) agree that the skilled trades are a respectable career option, and encouragingly, a strong majority also feel that they have the skill set needed to learn a skilled trade (63%). A slight majority are interested in learning more about a career in the skilled trades (53%) and know where to go to find that information (53%).

Conversely, half of respondents (51%) say a job in the skilled trades does not appeal to them, and 39% say they are concerned about pursuing a career that does not require a university degree.

Exhibit B16: Q23-31: Please indicate how strongly you agree or disagree with each of the following statements?

Base: All respondents.

Row %	Net: Agree	Strongly agree	Some-what agree	Neither agree nor disagree	Some-what disagree	Strongly disagree	DK / NR
The skilled trades are a respectable career option	82%	54%	28%	12%	3%	2%	2%
I think that I have the skill set needed to learn a skilled trade	60%	25%	35%	18%	15%	4%	4%
I'm interested in learning more about the kinds of career options there are in the skilled trades	53%	20%	33%	25%	13%	6%	3%
I know where to go to find out more information about how to enter the skilled trades	53%	18%	35%	20%	18%	6%	4%

Jobs in the skilled trades don't appeal to me as much as other types of jobs	51%	19%	32%	24%	14%	8%	3%
I would be nervous about pursuing a career that doesn't require a university degree	39%	13%	26%	21%	20%	17%	2%

There are notable differences in the level of agreement with the perceptual statements among the priority audiences. Specifically, those who identify as men are more likely to agree than those who identify as women that they have the skill set needed to learn a skilled trade (64% versus 56%) and are less likely to agree that they would be nervous to pursue a career that did not require a university degree (36% versus 43%).

Exhibit B17: Q23-31: Please indicate how strongly you agree or disagree with each of the following statements?

Base: All respondents: somewhat agree + strongly agree.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
The skilled trades are a respectable career option	82%	84%	81%	82%	82%
	-	-	-	-	-
I think that I have the skill set needed to learn a skilled trade	60%	57%	61%	64%	56%
	-	-	-	E	-
I'm interested in learning more about the kinds of career options there are in the skilled trades	53%	51%	54%	56%	50%
	-	-	-	-	-
I know where to go to find out more information about how to enter the skilled trades	53%	56%	52%	54%	51%
	-	-	-	-	-
Jobs in the skilled trades don't appeal to me as much as other types of jobs	51%	54%	50%	50%	53%
	-	-	-	-	-
I would be nervous about pursuing a career that doesn't require a university degree	39%	40%	38%	36%	43%
	-	-	-	-	D
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Those who have a positive impression of the skilled trades, say they are familiar with the skilled trades, or would recommend a career in the skilled trades are the most likely to agree that the skilled trades are a respectable career option, think they have the skill set needed to learn a skilled trade, are interested in learning more about the kinds of career options there are in skilled trades and know where to go to find out more information about a career in the skilled trades.

The vast majority of respondents (82%) agree that the skilled trades are a respectable career option, however, half (51%) say a job in the skilled trades does not appeal to them, and four in ten believe others in their life do not consider it a respectable option (41%).

As it relates to the perceptions of the skilled trades among other people in respondents’ lives, six in ten respondents (63%) believe that people in their lives would be surprised if they pursued a skilled trade, and four in ten believe others in their life do not consider it a respectable option (41%). Furthermore, 45% of respondents say that they care a lot about how their career is perceived by others.

Exhibit B18: Q23-31: Please indicate how strongly you agree or disagree with each of the following statements?

Base: All respondents.

Row %	Net: Agree	Strongly agree	Some-what agree	Neither agree nor disagree	Some-what disagree	Strongly disagree	DK / NR
If I decided to pursue a career in the skilled trades, it would surprise some people in my life	63%	34%	29%	16%	11%	7%	4%
I care a lot about how my career choice is perceived by others	45%	15%	30%	20%	20%	13%	2%
There are people close to me who do not consider the skilled trades to be a respectable career option	41%	16%	25%	18%	18%	17%	6%

There are notable differences in the level of agreement with the perceptual statements among the priority audiences. Specifically, young adults are more likely than youth to agree that people in their lives would be surprised if they pursued a career in the skilled trades (65% versus 57%), that they care a lot about how their career choice is perceived by others (47% versus 39%), and that there are people close to them who would not consider a career in the skilled trades to be a respectable career option (45% versus 29%).

Exhibit B19: Q23-31: Please indicate how strongly you agree or disagree with each of the following statements?

Base: All respondents: somewhat agree + strongly agree.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
If I decided to pursue a career in the skilled trades, it would surprise some people in my life	63%	57%	65%	60%	65%
	-	-	B	-	-
I care a lot about how my career choice is perceived by others	45%	39%	47%	45%	46%
	-	-	B	-	-
	41%	29%	45%	40%	42%

There are people close to me who do not consider the skilled trades to be a respectable career option	-	-	B	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

There are no further significant demographic differences.

### Perceived barriers to entering the skilled trades

All respondents were asked to identify any barriers that exist to them entering the skilled trades. Half of respondents either say there are no barriers to entering the skilled trades (39%) or are unable to name any (10%). At fewer than one in ten, the cost (7%) or lack of skill or experience (6%) are the most common barriers cited.

Among the priority audiences, most notably, half of youth (50%) say that there are no barriers to them entering the skilled trades, compared to 36% of young adults.

Exhibit B20: Q32 PRE: Are there any barriers to you entering the skilled trades?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Money / cost of education	7%	5%	8%	8%	7%
	-	-	B	-	-
Lack of talent / skills / no experience / I'm not manual	6%	5%	6%	8%	3%
	-	-	-	E	-
Interest / not interested	5%	7%	5%	4%	6%
	-	-	-	-	-
Training / education / certification	5%	3%	5%	5%	5%
	-	-	-	-	-
Health / illness / disability	5%	4%	5%	4%	4%
	-	-	-	-	-
I already have a career / I'm on a different career path	4%	2%	5%	4%	4%
	-	-	B	-	-
Physical strength / physical ability	4%	4%	4%	2%	6%
	-	-	-	-	D
Time	3%	1%	4%	3%	4%
	-	-	B	-	-
Family (expectations, pressure, etc.)	2%	3%	2%	2%	3%
	-	-	-	-	-
Gender	2%	2%	2%	0%	4%
	-	-	-	-	D
Status / stigmatization / perception	2%	2%	2%	1%	3%
	-	-	-	-	D
Low pay / salary	2%	2%	2%	2%	2%
	-	-	-	-	-
	2%	1%	2%	2%	2%

Effort / hard work / difficult working conditions / manual work	-	-	-	-	-
Lack of knowledge about trades / need more information	2%	1%	2%	2%	1%
Employment / apprenticeship / finding work/apprenticeship	1%	1%	2%	2%	1%
Age	1%	1%	2%	1%	2%
Location / distance	1%	2%	1%	1%	1%
Risks / danger / hazardous work	1%	1%	1%	1%	1%
Bad grades	1%	1%	1%	1%	0%
Other	4%	3%	5%	5%	3%
None	39%	50%	36%	41%	37%
DK/NR	10%	8%	11%	11%	9%
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

There are no further significant demographic differences.

The importance of approval of one's career choice is evenly divided, with roughly three in ten saying that it is important (32%), is not important (30%), or is somewhat important (35%).

Exhibit B21: Q32: How important is it to you that the people close to you, like family and friends, approve of your career choice?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Very important	11%	10%	12%	12%	11%
Important	21%	21%	20%	21%	20%
Somewhat important	35%	40%	33%	33%	36%
Not very important	21%	19%	22%	21%	22%
Not at all important	9%	7%	10%	10%	8%
DK/NR	3%	2%	3%	4%	3%
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Those who have a university education or higher (38%), are born in Canada (41%), or say they are familiar with skilled trades (40%) are more likely than their counterparts to say it is important to them for people close to them approve of their career choice.
- Conversely, respondents who live in Quebec (45%), say their mother tongue is French (45%), or have previously worked in the skilled trades (38%) are less likely than their counterparts to say it is important to them that the people close to them approve of their career choice.

## Section C: Media habits to inform ad campaign

Section C explores frequency of inquiring about career options, the informational sources are utilized, as well as awareness of current government programs and services in place related the skilled trades.

Respondents were asked to say how often (if ever) they look for information on career options using a four-point scale. Two-thirds of respondents (67%) say they look for information on career options, including one in six respondents who look often (16%). Only 5% say they never look for information on career options.

Exhibit C1: Q41: How often, if ever, do you look for information on career options?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Often	16%	14%	17%	15%	17%
	-	-	-	-	-
Sometimes	51%	53%	50%	52%	50%
	-	-	-	-	-
Rarely	25%	23%	25%	25%	25%
	-	-	-	-	-
Never	5%	5%	5%	4%	6%
	-	-	-	-	-
DK/NR	3%	4%	3%	4%	2%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Those who are not born in Canada (74%), self-identify as having a disability (76%), have a positive impression of the skilled trades (71%), say they are familiar with the skilled trades (76%), are likely to consider a career in the skilled trades (72%), or would recommend a career in the skilled trades (71%) are more likely than their counterparts to say they look for information on career options at least sometimes.
- Conversely, respondents who live in Quebec (51%) or Manitoba/Saskatchewan (55%), say their mother tongue is French (48%), have never worked in the skilled trades (64%), or who expected to or did enroll in college or trade school are less likely than their counterparts to say they often or sometimes look for career information.

When looking for information on career options, school/industry resources (53%), government websites (49%), and social media (48%) are the top information sources used. One-third of respondents (32%) say that they seek career information from their parents or guardians.

This research is consistent with that which was done in 2021 ([POR 126-20](#)), which found that social media is undoubtedly one of the most effective ways of reaching these audiences.

Youth are more likely than young adults to say that they seek information on career options from school or industry resources (69% versus 48%) and parents or guardians (54% versus 24%) and are less likely to say that they use government websites to gather that information (38% versus 53%).

Exhibit C2: Q42: Please indicate which of the following, if any, do you use when looking for information on career options?

Base: Those who said they rarely, sometimes, or frequently look for information.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
School / industry resources	53%	69%	48%	51%	55%
	-	C	-	-	-
Government websites	49%	38%	53%	48%	50%
	-	-	B	-	-
Social media	48%	45%	49%	48%	48%
	-	-	-	-	-
Parents/guardians	32%	54%	24%	31%	32%
	-	C	-	-	-
Internet / websites / online search (unspecified)	2%	3%	2%	2%	3%
	-	-	-	-	-
Other	2%	1%	3%	3%	2%
	-	-	B	-	-
DK/NR	5%	4%	6%	5%	6%
	-	-	B	-	-
Sample size	1386	685	701	664	694
Column label	A	B	C	D	E

There are no further significant demographic differences.

Among those who reference school or industry resources, post-secondary institution websites are used most often (at 73%), while fewer use recruitment sites (47%) or school counsellors (36%). Industry experts (30%) and trade unions (22%) are used by the smallest proportions of respondents. All resources are used to varying degrees between the priority audiences and by gender identify.

Exhibit C3: Q43: Which of the following, if any, school or industry resources do you use when looking for information on career options?

Base: Those who said they use school or industry resources.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman



Post-secondary institution websites / university and college websites	73%	70%	74%	68%	77%
	-	-	-	-	D
Recruitment sites	47%	27%	56%	51%	42%
	-	-	B	-	-
School counsellor	36%	59%	25%	35%	37%
	-	C	-	-	-
Industry experts	30%	18%	35%	32%	26%
	-	-	B	-	-
Trade unions, certification, or accreditation bodies	22%	14%	26%	29%	16%
	-	-	B	E	-
Other	1%	1%	1%	0%	1%
	-	-	-	-	-
None	2%	2%	2%	1%	3%
	-	-	-	-	-
DK/NR	2%	3%	2%	3%	1%
	-	-	-	-	-
Sample size	808	474	334	365	421
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who have finished high school or less education (48%), or who have a household income of \$100,000 or more (43%) are more likely to say that they used school counsellors as a resource when looking for information on career options.

### Program or service awareness

Though a plurality of respondents (30%) is unaware of any Government of Canada programs and services related to the skilled trades or apprenticeship, one in five respondents say they are aware of the Red Seal Program (21%). Rounding out the top five most recognized programs and services are the Tuition Tax Credit (16%), the Women in the Skilled Trades Initiative (14%), the Canada Apprentice Loan (13%), and the Apprenticeship Incentive Grant (12%).

Young adults and respondents who identify as men are more likely to be familiar with many of the Government of Canada programs and services tested.

Exhibit C4: Q40: 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?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Red Seal Program	21%	18%	23%	21%	22%
	-	-	B	-	-
Tuition Tax Credit, which includes licensing examination fees	16%	13%	17%	16%	16%
	-	-	B	-	-
Women in the Skilled Trades Initiative	14%	11%	15%	9%	19%
	-	-	B	-	D
Canada Apprentice Loan	13%	10%	14%	17%	9%

	-	-	B	E	-
Apprenticeship Incentive Grant	12%	10%	13%	14%	10%
	-	-	B	-	-
Employment Insurance for Apprentices	11%	7%	12%	14%	8%
	-	-	B	E	-
Apprenticeship Service	10%	9%	10%	10%	9%
	-	-	-	-	-
Apprenticeship Completion Grant	9%	8%	9%	9%	7%
	-	-	-	-	-
The Skilled Trades Awareness and Readiness Program	8%	7%	9%	10%	6%
	-	-	-	E	-
The Union Training and Innovation Program	8%	6%	9%	10%	6%
	-	-	B	E	-
Skills Competences Canada	8%	6%	8%	9%	6%
	-	-	-	-	-
Canadian Apprentice Strategy	7%	5%	8%	9%	5%
	-	-	B	E	-
The Tradesperson's Tools Deduction	7%	6%	7%	9%	5%
	-	-	-	E	-
None of the above	30%	40%	27%	27%	34%
	-	C	-	-	D
DK/NR	12%	15%	11%	12%	11%
	-	C	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- Respondents who have a positive impression of the skilled trades (64%), are familiar with the skilled trades (67%), currently work in the skilled trades (82%), say they are likely to consider a career in the skilled trades (58%), would recommend a career in the skilled trades (67%), know someone who works in the skilled trades (immediate family 67%; extended family 64%), or look for career information at least sometimes (62%) are more likely to be aware of any of the Government of Canada programs and services listed.

## Section D: Language to inform ad campaign

Section D explores respondents' reaction to potential messaging to inform the 2024-25 ad campaign. As we know from the results above, just over half (53%) of respondents agree with the statements, "I'm interested in learning more about the kinds of career options there are in the skilled trades" and "know where to go to find out more information about how to enter the skilled trades."

To encourage youth and young adults to find out more information about the skilled trades, all respondents were shown a list of messages being considered and were asked which, if any, would be effective for them personally. A plurality of respondents (33%) feel that all of the messages tested would be effective calls to action and very few (2%) say that none of the messages would encourage them to find out more information. "Earn money while you learn"

tops the list with an additional 39% of respondents who say the message would encourage them to find out more information about the skilled trades.

Exhibit D1: Q39: The following messages are being considered for communicating to people your age about careers in the skilled trades. Please indicate which of them, if any, would encourage you to find out more information about the skilled trades?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
Earn money while you learn.	39%	38%	40%	39%	40%
	-	-	-	-	-
Skilled trade workers earn competitive salaries.	29%	28%	30%	29%	29%
	-	-	-	-	-
The skilled trades can offer flexible hours, travel, and the opportunity to be outdoors.	26%	23%	27%	23%	28%
	-	-	-	-	-
Employers are eager and ready to hire you.	24%	22%	25%	24%	24%
	-	-	-	-	-
There are funding opportunities available through the Government of Canada.	24%	22%	25%	24%	24%
	-	-	-	-	-
Shorter timeframe for getting into the workforce.	21%	20%	21%	22%	20%
	-	-	-	-	-
Apprenticeships offer hands-on learning.	20%	17%	21%	22%	17%
	-	-	-	E	-
All of the above	33%	39%	31%	32%	34%
	-	C	-	-	-
None of the above	2%	3%	2%	3%	2%
	-	-	-	-	-
DK/NR	3%	4%	3%	4%	3%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

Other important demographic differences include:

- At 41%, those who live in Atlantic Canada are more likely than respondents in any other region of Canada to say the message “Employers are eager and ready to hire you” would encourage them to find out more information about the skilled trades.

Separate of the 2024-2025 ad campaign, respondents were shown a description of Government of Canada social media channels targeted at youth, along with four possible names for social media channels and asked which they preferred. @CanadaYouth is the most favourable social media channel name (35%) followed by @YouthInCanada (23%). As many respondents (26%) are unable to say which they find most suitable.

Exhibit D2: Q10: The Government of Canada has social media channels targeted at youth. These channels aim to communicate the Government of Canada’s programs, services and initiatives for young Canadians aged 15 to 30. Topics include but are not limited to education,

training, jobs, volunteering, health, and more. With this in mind, which of the following names do you think is best suited for these social media channels?

Base: All respondents.

Column %	Total	Priority audience		Gender identity	
		Youth	Young adult	Man	Woman
@CanadaYouth	35%	39%	34%	34%	36%
	-	-	-	-	-
@YouthInCanada	23%	23%	22%	21%	24%
	-	-	-	-	-
@LeadersToday	10%	7%	11%	11%	9%
	-	-	B	-	-
@YouthInCA	6%	6%	6%	6%	6%
	-	-	-	-	-
DK/NR	26%	26%	27%	29%	25%
	-	-	-	-	-
Sample size	1514	755	759	721	762
Column label	A	B	C	D	E

There are no further significant demographic differences.

## Conclusions

General career planning for these audiences usually involves post-secondary education – that is, university or college – with the aims of finding a career that provides sufficient compensation, work-life balance, and personal satisfaction with one’s job. Importantly, when it comes to discussing a career in the skilled trades these three factors are noted on aided and unaided bases.

Pay, the most important factor cited among all key audiences when thinking of one’s career, is also the most commonly cited reason for considering a career in the skilled trades and is provided on an unaided basis. Conversely, pay is cited by significantly fewer respondents, on an unaided basis, as the reason they have not considered a career in the skilled trades. When asked directly what factors resonate as appealing and unappealing aspects of a career in the skilled trades, nearly three times as many respondents think compensation is an appealing aspect over an unappealing one.

On unaided basis, work-life balance is noted as a reason to consider a career in the skilled trades, though this factor does not top the list of reasons cited top-of-mind. It is noteworthy that work-life balance is not recognized by any substantial proportion of respondents as drawback to a career in the skilled trades. On an aided basis, respondents are evenly divided on whether work-life balance perception is an appealing or unappealing factor for a career in the skilled trades.

Like work-life balance, the perception of job satisfaction finds respondents divided over whether this is an appealing or unappealing aspect of a career in the skilled trades. This divide is also uncovered when analyzing the unaided responses. For instance, having other aspirations or interests are the most notable barriers for respondents when thinking of pursuing such a career, while interest or enjoyment is the third most common reason respondents say they have considered a career in the skilled trades.

Familiarity with the skilled trades is widespread, though among the over 300 jobs available in the skilled trades, plumbers, electricians, and carpenters continue to be the jobs most associated with the skilled trades.

Roughly half of respondents have a positive impression of the skilled trades (with very few having a negative impression), have considered a career in the skilled trades for themselves or recommended a career in the skilled trades to someone else. Though fewer say they are likely to consider a career in the skilled trades for themselves in the future.

Whether or not for themselves personally, the vast majority of respondents believe that the skilled trades are a respectable career option, however a plurality of respondents say that others in their life would not agree. Furthermore, a majority of respondents feel it is at least somewhat important that people close to them approve of their career, and nearly half care a lot about how their career is perceived by others.

Stigma and/or external pressure aside, personal interest is a substantial barrier, with half of respondents who say that a career in the skilled trades does not appeal to them, or not as much as other jobs.

Among these audiences, a strong majority say that they look for career information at least sometimes, and few say they never do. The most common sources of information used are school or industry resources, government websites and social media. In terms of specific messaging, “Earn money while you learn” is the top slogan selected to encourage information seeking and @CanadaYouth is the most favourable social media channel name.

Differences among priority audiences are also evident and important. Collectively, young adults are twice as likely as youth to say they currently or have previously worked in a skilled trade and are more likely to have considered or recommended such a career. The stigmatization of the skilled trades may be more pervasive among young adults as well, with more indicating that people in their lives would be surprised if they pursued a career in the skilled trades, that they care a lot about how their career choice is perceived by others, and that there are people close to them who would not consider a career in the skilled trades to be a respectable career option.

And finally, in terms of changes since the baseline research conducted in 2021, there are some noteworthy findings. Both familiarity and proportion of respondents who have experience working in the skilled trades have significantly increased since 2021. Interestingly, the impressions elicited by the topic of skilled trades is statistically identical. Expressed barriers seem to have evolved and minimized overtime, with many of the barriers cited in 2021 being absent from the data herein (for example, the work not as easily transferable and being vulnerable to economic fluctuations).

## Appendix A – Methodology report

### Methodology

Earnscliffe Strategy Group’s overall approach for this study was to conduct an online survey of a minimum of 1,500 youth and young adults (who are looking to switch careers or go back to school) 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 Earnscliffe and provided to ESDC for feedback. The surveys were offered to respondents in both English and French and completed based on their preferences.

### Sample design and selection

Based upon the experience surveying the sample of youth and young adults over the past three years, quotas were set by age overall, and by gender and region within age groups.

The expected and final distribution of data is detailed below:

Age	Quota	Final sample
16 to 19 years	750	755
20 to 24 years	246	250
25 to 34 years	504	509
Total	1,500	1,514

Age by gender	Quota	Final sample
Youth (16 to 19 years)	Man	375
	Woman	375
	Gender diverse	-
Young adults (20 to 34 years)	Man	375
	Woman	375
	Gender diverse	-
Total	1,500	1,514

Age by region		Quota	Final sample
Youth (16 to 19 years)	West	240	238
	Atlantic	45	45
	Ontario	295	293
	Quebec	170	179
Young adults (20 to 34 years)	West	240	246
	Atlantic	45	55
	Ontario	295	300
	Quebec	170	158
Total		1,500	1,514

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 surveys were conducted in English and in French, based on the respondent’s preference, between July 18<sup>th</sup> to 27<sup>th</sup>, 2023. The average survey length was 11 minutes.

## Weighting

Data from respondents aged 16 to 19 years old were weighted by gender and age within region. The data from the remaining respondents (those who are 20 to 34 years of age looking to switch careers or go back to school) 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.

## 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.

## 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.

## Reporting

Results with upper-case sub-script in the tables presented under a separate cover indicate that the difference between the demographic groups analysed are significantly higher than results found in other columns in the table. In the text of the report, unless otherwise noted, demographic differences highlighted are statistically significant at the 95% confidence level. The statistical test used to determine the significance of the results was the Z-test.

## Results

### Final dispositions

A total of 3,811 individuals entered the online survey, of which 1,514 qualified as valid and completed the survey. The participation rate for this survey was 10%.

Total entered survey: 3,811

Completed: 1,514

Not qualified/screen out: 1,942

Over quota: 95

Suspend/drop-off: 260

Unresolved (U): 13,503

Email invitation bounce-backs: 5

Email invitations unanswered: 13,498

In-scope non-responding (IS): 260

Qualified respondent break-off: 260

In-scope responding (R): 1,560

Completed surveys disqualified – quota filled: 0

Completed surveys disqualified – other reasons: 46

Completed surveys – valid: 1,514

Participation rate =  $R/(U+IS+R)$ : 10%

## 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 B – Survey questionnaire

### Introduction and screening

#### Landing page for online interviews

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Thank you for agreeing to take part in this survey on current issues that matter to Canadians. We anticipate that the survey will take approximately 12 minutes to complete. Si vous préférez répondre à ce sondage en français, veuillez cliquer sur [français](#) [switch to French version].

[next]

#### Introduction page for online interviews

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##### **Background information**

This research is being conducted by Earncliffe Strategies, a Canadian public opinion research firm on behalf of Employment and Social Development Canada. We are asking for your opinions on current issues that matter to Canadians.

##### **How does the online survey work?**

- a) You are being asked to offer your opinions and experiences related to current issues that matter to Canadians.
- b) We anticipate that the survey will take 12 minutes to complete.
- c) Your participation in the survey is completely voluntary.
- d) Your decision on whether to participate will not affect any dealings you may have with the Government of Canada.
- e) Responses from incomplete or abandoned surveys will be deleted.
- f) Once you have submitted your survey, it will not be possible to change individual answers.

##### **What about your personal information?**

- a) The personal information you provide to Employment and Social Development Canada is governed in accordance with the *Privacy Act* and is being collected in accordance with the *Treasury Board Directive on Privacy Practices*. We only collect the information we need to conduct the research project.
- b) **Purpose of collection:** We will not ask you to provide us with any information that could directly identify who you are, such as your name, or full date of birth but we require your personal information such as demographic information, views, and opinions to better understand the topic of the research. However, your responses are always combined with the responses of others for analysis and reporting.
- c) **How will your information be used:** We will never use individual responses. The answers you provide will be aggregated and used in internal reports.
- d) For any questions for which you are provided with the opportunity to type your own answers, please do not type in any identifiable personal information.

##### **What happens after the online survey?**

The final report written by Earncliffe Strategies will be available to the public from Library and Archives Canada (<http://www.bac-lac.gc.ca/>).

If you have any questions about the survey, you may contact Earncliffe Strategies at [info@earncliffe.ca](mailto:info@earncliffe.ca).

[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).

Your help is greatly appreciated, and we look forward to receiving your feedback.

[continue to q1]

1. Does anyone in your household work for any of the following organizations? Select all that apply. [multiple response]

- 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 relation company
- The federal or provincial government
- None of these organizations

[if “none of these organizations” continue; otherwise thank and terminate]

2. What is your gender identity?

- Man
- Woman
- Gender diverse
- Prefer not to answer [thank and terminate]

3. In what year were you born?

- YYYY

[admissible range is 16 to 34 years old]

[ask q4 if question q3 is left blank]

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

- Less than 16 years old [thank and terminate]
- 16 to 19 [youth]
- 20 to 24 [young adult]
- 25 to 34 [young adult]
- 35 to 44 [thank and terminate]
- 45 to 54 [thank and terminate]
- 55 to 60 [thank and terminate]
- 61 or older [thank and terminate]

5. In which province or territory do you live?

- 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]

[ask if age=20 to 34]

6. In the next few years, do you plan to change careers, continue your schooling or go back to school?

- Yes, change careers
- Yes, continue schooling
- Yes, go back to school
- None of the above [thank and terminate]
- Don't know/Prefer not to say [thank and terminate]

### General career planning questions

7. From the list below, please pick up to three that are the most important to you, personally, when thinking of your career? [randomize]

- Pay
- Availability of jobs
- Job stability
- Work-life balance

- Financial supports available during training (for example, grants or loans)
- Opportunities for advancement
- Opportunity to be your own boss
- Getting into the workforce quickly
- Job satisfaction
- Status
- An environmentally sustainable job or employer
- Working with my hands
- Other [specify]
- Unsure / don't know

[ask if youth]

8. After high school, which of the following did you expect to do?

- Begin a full-time, permanent position
- Enroll in college
- Enroll in trade school
- Enroll in university
- Other
- Unsure / don't know

[ask if young adult]

9. After high school, which of the following did you do?

- Began a full-time, permanent position
- Enrolled in college
- Enrolled in trade school
- Enrolled in university
- Other
- Prefer not to answer

10. The Government of Canada has social media channels targeted at youth. These channels aim to communicate the Government of Canada's programs, services and initiatives for young Canadians aged 15 to 30. Topics include but are not limited to education, training, jobs, volunteering, health, and more. With this in mind, which of the following names do you think is best suited for these social media channels? [randomize]

- @YouthInCanada
- @YouthInCA
- @CanadaYouth
- @LeadersToday
- Unsure / don't know

### Attitudes and awareness of skilled trades as a viable career path, specifically as it relates to career planning

11. How familiar are you with what is meant by "skilled trades"?

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

12. Please list types of jobs you associate with the skilled trades.

[open-ended]

13. 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

[show to all]

For the purposes of this survey, the skilled trades refer 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.

14. Do you currently or have you ever worked in the skilled trades?

- Yes, I currently work in the skilled trades
- Yes, I have worked in the skilled trades in the past
- No, I do not / have not worked in the skilled trades
- Unsure

[ask if do not currently/have not worked in the skilled trades in previous question]

15. Have you ever considered having a career in the skilled trades?

- Yes
- No

[ask if considered it]

16. What is the main reason(s) you have considered a career in the skilled trades?

[open ended]

[ask if have not considered it]

17. What is the main reason(s) you have not considered a career in the skilled trades?

[open ended]

[ask if do not currently/have not worked in the skilled trades in previous question]

18. How likely are you to consider having a career in the skilled trades in the future?

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

[ask all]

19. Have you ever recommended or considered recommending a career in the skilled trades to someone?

- Yes
- No

20. People generally see things that are both appealing and unappealing about different career options. For you personally, what are the **most appealing aspects of having a career in the skilled trades**? Please select up to three from the list below, provide another answer if something not listed is more appealing and if you find nothing appealing about having a career in the skilled trades, that answer is possible, too.

- Pay
- Availability of jobs
- Job stability
- Work-life balance
- Financial supports available during training and apprenticeship (for example, grants or loans)
- Opportunities for advancement
- Opportunity to be your own boss
- Getting into the workforce quickly
- Job satisfaction
- Status
- An environmentally sustainable job or employer
- Working with my hands
- The impact on your health
- Other [specify]
- Unsure / don't know
- None of the above

21. And for you personally, what are the **most unappealing aspects of having a career in the skilled trades**? Please select up to three from the list below, provide another answer if something not listed is more unappealing and if you find nothing unappealing about having a career in the skilled trades, that answer is possible, too.

- Pay
- Availability of jobs
- Job stability
- Work-life balance
- Financial supports available during training and apprenticeship (for example, grants or loans)
- Opportunities for advancement

- Opportunity to be your own boss
- Getting into the workforce quickly
- Job satisfaction
- Status
- An environmentally sustainable job or employer
- Working with my hands
- The impact on your health
- Other [specify]
- Unsure / don't know
- None of the above

22. To the best of your knowledge when can a career in the skilled trades start? Please select all that apply.

- While completing a high school education
- Only after leaving high school, whether graduated or not
- After graduating from high school
- After completing an apprenticeship
- After completing college accreditations
- After completing a four-year degree
- Unsure / don't know

[show to all]

Please indicate how strongly you agree or disagree with each of the following statements

[randomize]

23. The skilled trades are a respectable career option

24. If I decided to pursue a career in the skilled trades, it would surprise some people in my life

25. Jobs in the skilled trades don't appeal to me as much as other types of jobs

26. I care a lot about how my career choice is perceived by others

27. There are people close to me who do not consider the skilled trades to be a respectable career option

28. I'm interested in learning more about the kinds of career options there are in the skilled trades

29. I think that I have the skill set needed to learn a skilled trade

30. I know where to go to find out more information about how to enter the skilled trades

31. I would be nervous about pursuing a career that doesn't require a university degree

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree
- Unsure / don't know

[ask all]

Are there any barriers to you entering the skilled trades?

[open-ended]



[ask all]

32. How important is it to you that the people close to you, like family and friends, approve of your career choice?

- Not at all important
- Not very important
- Somewhat important
- Important
- Very important
- Unsure / don't know

[show to all]

Each of the following are reasons why a person might want to consider a career in the skilled trades. For each of the following, please indicate how compelling a reason this is for you personally. [randomize]

33. There are over 300 skilled trades to choose from in Canada

34. You can start your own business

35. You can be passionate about your work

36. You can earn while you learn

37. You can help to meet climate objectives

38. You can develop transferrable skills

- Not at all compelling to me
- Not very compelling to me
- Somewhat compelling to me
- Very compelling to me
- Unsure / don't know

### Potential language used in the advertising campaign to ensure it resonates with its intended target audience

39. The following messages are being considered for communicating to people your age about careers in the skilled trades. Please indicate which of them, if any, would encourage you to find out more information about the skilled trades? [randomize; select all]

- Earn money while you learn.
- Shorter timeframe for getting into the workforce.
- Skilled trade workers earn competitive salaries.
- There are funding opportunities available through the Government of Canada.
- Apprenticeships offer hands-on learning.
- The skilled trades can offer flexible hours, travel, and the opportunity to be outdoors.
- Employers are eager and ready to hire you.
- All of the above
- None of the above
- Unsure / don't know

## Measure audience media habits to further supplement/support the media mix data used to inform advertising campaign design

40. 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. [randomize; select all]

- Canada Apprentice Loan
- Apprenticeship Incentive Grant
- Apprenticeship Completion Grant
- Employment Insurance for Apprentices
- Tuition Tax Credit, which includes licensing examination fees
- The Tradesperson's Tools Deduction
- The Skilled Trades Awareness and Readiness Program
- The Union Training and Innovation Program
- Apprenticeship Service
- Women in the Skilled Trades Initiative
- Canadian Apprentice Strategy
- Red Seal Program
- Skills Competences Canada
- None of the above
- Unsure / don't know

41. How often, if ever, do you look for information on career options?

- Never
- Rarely
- Sometimes
- Often
- Unsure / don't know

[ask if rarely, sometimes or frequently look for information]

42. Please indicate which of the following, if any, do you use when looking for information on career options? Please select all that apply. [randomize; select all]

- Social media
- Government websites
- School / industry resources
- Parents/guardians
- Other [specify]
- Unsure / don't know

[ask school / industry resources selected]

43. Which of the following, if any, school or industry resources do you use when looking for information on career options? Please select all that apply. [randomize; select all]

- Post-secondary institution websites / university and college websites
- Recruitment sites

- Trade unions, certification or accreditation bodies
- Industry experts
- School counsellor
- Other [specify]
- None
- Unsure / don't know

## Demographic Questions

44. Does anyone in your immediate family or household work in a skilled trade?

- Yes
- No
- Unsure
- Prefer not to say

45. 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
- Unsure
- Prefer not to say

46. Where were you born?

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

[ask if born outside Canada]

47. In what year did you first move to Canada?

- YYYY
- Prefer not to answer

48. What is the language you first learned at home as a child and still understand?

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

49. What is the highest level of formal education that you have completed?

- Less than a high school diploma or equivalent
- 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

50. Are you currently a student?

- Yes, full time
- Yes, part time
- No

51. [if student “In addition to your schooling, “] Which of the following categories best describes your current employment status? Are you...

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

52. Are there any children under the age of 18 currently living in your household?

- Yes
- No
- Prefer not to answer

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

- 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

54. Do you identify as a member of the 2SLGBTQIA+ community?

- Yes
- No
- Prefer not to say

55. 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

[ask if identify as a person with a disability]

56. How would you describe your disability? Select all that apply. [multiple response]

- Sight/vision - also known as visual impairment (includes being blind or visually impaired even when wearing glasses or contact lenses)
- Hearing - also known as D/deaf or hard of hearing (includes tinnitus)
- Mobility – that affects your ability to walk or move (includes being in a wheelchair etc.)
- Flexibility or dexterity affects a person's ability to move their joints (includes severe arthritis, paralysis, loss of a limb)
- Pain - also known as chronic pain syndrome or disability (Pain that continues over a long period of time and disrupts your life.)
- Learning - also known as learning disabilities, (can include Dyslexia, Aphasia, Hyperactivity, Dyscalculia, dysgraphia, ADHD, etc.)
- Developmental - also known as intellectual disabilities (can include Down syndrome, autism, Asperger syndrome, etc.)
- Memory - also known as a memory disability that affects your ability to remember information (can include dementia, Alzheimer's etc.)
- Mental health-related – also known as mental illness (can include depression, schizophrenia, bipolar, borderline, obsessive-compulsive (OCD) etc.)
- Other disabilities
- Prefer not to answer

57. What are the first three characters of your postal code?

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

[show to all]

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.