



Upgrade Your Skills Advertising Campaign: Advertising Campaign Evaluation Tool

Methodology Report

Submitted to:
Employment and Social Development Canada

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POR Number: POR 033-23

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Upgrade Your Skills Advertising Campaign: Advertising Campaign Evaluation Tool – Methodology Report

This public opinion research report presents the quantitative research methodology used to evaluate the *Upgrade Your Skills campaign*. The research was conducted using the Government of Canada’s Advertising Campaign Evaluation Tool (ACET) and, as required, was conducted before and after the advertising campaign ran in the media.

Cette publication est aussi disponible en français sous le titre :

Campagne publicitaire Développe tes compétences : outil d’évaluation de la campagne publicitaire - Rapport méthodologique

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Executive Summary

Supplier: Narrative Research Inc.

Contract Number: CW2326284

POR Registration Number: POR 033-23

Contract Award Date: 2023-08-16

Contract Value: \$130,249.45 (tax included).

This value includes the qualitative creative testing (report available under a separate cover) and the advertising evaluation surveys detailed in this methodology report.

Contract Value (Qualitative – creative testing): \$51,511.05 (tax included)

Contract Value (Quantitative – advertising evaluation surveys): \$78,738.40 (tax included)

Background

The *Upgrade Your Skills* advertising campaign was developed by Employment and Social Development Canada (ESDC) to support the 2022 Fall Economic Statement's priority to invest in skills training by ensuring Canadians have the skills they need to succeed in the job market. The campaign was also designed to support the Budget 2023's objective to prepare the workforce for high-quality jobs through skills development and ESDC's 2022-2023 Departmental Plan commitment to help Canadians access post-secondary education.

The advertising campaign has been designed to run across two separate waves. Specifically, the campaign covers the 2023-2024 and 2024-2025 fiscal years, with creative testing and a baseline survey using the Government of Canada's Advertising Campaign Evaluation Tool (ACET) questionnaire conducted in Year 1 (2023-2024), and two post-campaign ACET surveys in Year 2 (2024-2025) conducted after each advertising's in-market dates (Year 1: February 9 to March 31, 2024, and Year 2: November 4 to December 20, 2024).

During creative testing, participants were asked to provide feedback on specific creative concepts to help gauge their effectiveness in terms of meeting the campaign objectives. The primary goal of this research was to inform the development of the final creatives by determining the potential for effectiveness and the resonance of messages and concepts with target audiences.

Additionally, the ACET surveys were conducted in January 2024, April 2024, and January 2025 prior to and after (two waves) the advertising campaign ran in the media, with the goal being to measure aided and unaided recall, message retention, and effectiveness. The *Upgrade Your Skills* campaign aimed to support Canadians in accessing resources and funding that can help them develop their skills to start, change or improve their careers.



The first phase of the campaign, launched on February 9, 2024, consists of a variety of advertisement placements that drew attention to the importance of continued learning and the benefit of upgrading skill sets, and directs Canadians to a website for additional information. The second phase of the campaign launched in November 2024 with the same key messages and similar advertising placements.

Ultimately, the key objectives of this campaign were to help Canadians access support to overcome barriers to employment, and to gain valuable work skills and experience to be ready for the jobs of today and tomorrow.

Research Objectives

The purpose of this quantitative research is to evaluate the advertising campaign via before campaign and after campaign surveys using the Government of Canada’s Advertising Campaign Evaluation Tool (ACET), issued by the Communications and Consultations Secretariat of the Privy Council Office (PCO).

ACET evaluations are required to help improve the Government of Canada’s ability to consistently evaluate major advertising campaigns, and to assist departments in complying with requirements in the Directive on the Management of Communications.

The following criteria are used to gauge the effectiveness of the *Upgrade Your Skills* advertising campaign:

1. *A Pre-Campaign Evaluation using the standardized ACET baseline online survey, with the primary objective being to assess pre-campaign awareness of the Government of Canada resources available to help Canadians upgrade their skills, including financial supports to help Canadians gain skills and prepare for career growth.*
2. *Post-Campaign Evaluations using the standardized ACET Post-Campaign online survey, to determine if:*
 - *There has been an increase of recall relative to the baseline ACET of Government of Canada advertising concerning the importance of gaining new skills that help Canadians prepare for career growth, and the availability of Government of Canada financial programs and services of support for gaining new skills;*
 - *There is strong aided recall of the campaign’s creatives. This includes where Canadians saw the advertisements and whether they can identify them as from the Government of Canada; and if*
 - *The ads have served to promote interest in seeking out resources on skills development from the Government of Canada.*



The survey results will provide ESDC with data that assists in developing and/or adjusting future media strategies. In addition, the survey results from the campaign evaluation provide valuable trend information for future campaigns.

Target Population

The target population of the research included Canadians 18-54 years of age. Specifically, there are two target audiences, namely youth (18-24 years of age), including those looking to start their career, and adults (25-54 years of age), including those looking to change their career or improve their current career.

The baseline survey was conducted between January 4 and January 21, 2024; required an average of approximately 7.2 minutes to administer (combined English and French); and had a completion rate (among panelists known to have accessed the survey) of 42.2%.

The post-campaign wave 1 survey was conducted between April 15 and April 23, 2024; required an average of approximately 9.9 minutes to administer (combined English and French); and had a completion rate of 46.1%.

The post-campaign wave 2 survey was conducted between January 6 and 23, 2025; required an average of approximately 9.7 minutes to administer (combined English and French); and had a completion rate of 41.6%.

The email contact records for the research were drawn from panelists administered by The Logit Group of Toronto, Ontario. There was a total of 2,003 surveys completed in the baseline survey, a total of 2,001 surveys completed in the post-campaign wave 1 survey, and a total of 2,000 surveys completed in the post-campaign wave 2 survey.

Research Usage

The research activities covered in this methodological report entail a baseline survey, establishing baseline recall metrics on the examined subject matter, and two post-campaign surveys conducted after each wave of the campaign to evaluate its effectiveness. Specifically, this research took the form of measuring awareness of the subject matter with the audiences in question. One of ESDC's principal goals is to help Canadians access support to overcome barriers to employment and gain valuable work skills and experience to be ready for the jobs of today and tomorrow. Advertising campaign evaluation is mandatory under the Directive on the Management of Communications of the Government of Canada, when the advertising media buy exceeds \$1 million. ACET-related data collections are used for all major Government of Canada advertising campaigns in order to consistently evaluate these campaigns, as a means of complying with key requirements in the Government of Canada Policy on Communications and Federal Identity.



Expenditure

The project (POR 033-23) had a full contract value of \$130,249.45, including HST.

This total value included the qualitative creative testing (report available under a separate cover) and the advertising evaluation surveys detailed in this methodology report.

- Contract Value (Qualitative – creative testing): \$51,511.05 (including HST)
- Contract Value (Quantitative – advertising evaluation surveys): \$78,738.40 (Including HST)

Consent

Narrative Research offers this written consent allowing the Library and Archives Canada to post this report, in both official languages.

Political Neutrality Statement and Contact Information

I hereby certify as a Senior Officer of Narrative Research that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Policy on Communications and Federal Identity of the Government of Canada, and the Directive on the Management of Communications. Specifically, the deliverables do not contain any reference to electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leader.

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Appendix A

Study Methodology

This research utilized the Government of Canada’s Advertising Campaign Evaluation Tool (ACET) and was administered to a sample of Canadians 18-54 years of age. Baseline data collection was conducted online from January 4 to January 21, 2024, the post-campaign wave 1 data collection was conducted from April 15 to April 23, 2024, after the advertising campaign concluded, and the post-campaign wave 2 data collection was conducted from January 6 to 23, 2025. This approach allows a comparison of awareness and opinions over time, and comparison to other Government of Canada advertising campaigns.

Questionnaire Design

The questions used in this study were based on the Government of Canada’s standard Advertising Campaign Evaluation Tool (ACET), a standardized questionnaire issued by the Communications and Consultations Secretariat of the Privy Council Office (PCO). To measure ad recall, survey respondents were aided in the post-campaign survey by way of being shown on-screen advertisements from the *Upgrade Your Skills advertising campaign*. No ads were displayed in the baseline survey as it aimed at assessing recall and opinions prior to the advertising campaign’s launch. In the post-campaign waves, the respondents were shown advertising materials from the campaign and subsequently asked a series of questions about the advertisement. Narrative Research ensured that respondents were able to complete the survey on various platforms including computers, tablets, or smartphones.

As required by Government of Canada standards, English and French pretest surveys were collected. As well, a line of questioning was included at the end of the pretest surveys in which respondents were asked if they encountered any questions or survey wording that was difficult to understand. For the baseline campaign survey, when questioned about the clarity of the survey questions, only one out of the 58 pretest participants (1.7%) expressed difficulty. In other words, 98.3% of respondents found no issues with any of the survey queries. However, this one person did not provide additional information in the follow-up question to indicate with which question(s) they experienced difficulty. There were no discernable comprehension issues arising from the questionnaire. For the post-campaign evaluation waves 1 and 2, English and French pretest surveys were also collected. For these waves, when questioned about the clarity of the survey questions, none of the 29 pretest participants in either wave raised comprehension issues.

Sampling

The survey approach utilized was designed to be administered to an online general public panel sample of approximately 2,000 Canadian adults (18-54 years of age) during each wave. Narrative Research ensured that the surveys collected closely reflected the adult Canadian general population in terms of gender, targeted age group, and by region.



Specifically, to ensure robust samples in both the baseline wave as well as the post-campaign waves that approximate the true population parameters for age (18-24, 25-54), gender (male/female), and region (Atlantic, Quebec, Ontario, MB/SK/NU, AB/NT, BC/YT), quotas were implemented. Age and gender quotas were implemented *per region*, and statistical weighting of the survey data was implemented to adjust for the small differences between the target data collection quotas and the actual distribution of survey completions.

Contact Records Source

Narrative Research utilized the services of The Logit Group for this research. The Logit Group's online general population panel is comprised of over 600,000 Canadian residents nationally, with sound representation across regions. Logit Group panelists are recruited from a large number of sources to maximize reach and representation. The recruitment policies of The Logit Group's partners (SSI, Toluna, Asking Canadians, and Research Now) are broad in scope. Survey data quality rests on many different factors, including sourcing of panelists who are vetted, using ongoing quality checks such as eliminating panelists who are no longer active, and so forth. The following are panel member sources for Logit Group studies:

- *Email invitations: pre-authorized to opt in lists from associations and groups*
- *Social media: advertising and social groups on leading social media platforms*
- *Media platforms: advertising on online media platforms both niche and mainstream*
- *Use of major recruiting brands*
- *Loyalty programs*
- *Targeted audiences*
- *Web and social networking sites*
- *Targeted emails by The Logit Group's online partners to their members or subscribers*
- *Referral programs*

The Logit Group has established a variety of quality assurance processes to proactively identify invalid respondents. For example, the company has incorporated methods to quickly identify and flag straight-lining speedsters (i.e., respondents who give the same responses to all questions as a means of quickly finishing the survey), thereby monitoring whether panelists are able to provide thoughtful and accurate responses to survey queries.

Panel members are monitored against Statistics Canada data to gauge statistical representation. Regular profile refreshing campaigns are conducted to incentivize panelists to remain active; these can also contain new questions in order to target specific niche audiences more precisely. Panelists' participation is rewarded with their choice of HBC Rewards bonus points, Aeroplan Miles or Petro Points, as well as various prizes.



The sampling procedure reflected a mix of online panel members, with exclusions from the randomization process being based upon, for example, whether a panelist had received their monthly maximum number of survey invitations.

Survey Administration

Survey Programming and Testing

The online surveys were programmed by Narrative Research in both English and French, using Voxco Acuity programming software. Respondents in both the baseline and post-campaign wave were able to complete the survey in the official language of their choice. Respondents had the option to select the official language of their choice at the beginning of the questionnaire. Assistance in completing the surveys was available at the respondents' request through the panel supplier, The Logit Group. Respondents were able to verify the legitimacy of the survey via representatives from Narrative Research, or via the survey registration system made available via the Canadian Research Insights Council (CRIC), Canada's national research agency for this sector. The programmed surveys were tested to ensure question order and skip patterns were properly implemented. Testing included Narrative Research researchers ensuring accuracy of the programming in terms of functionality, accuracy against the survey questionnaires, and so on. ESDC staff were also provided with pretest links for review.

A total of 38 English and 20 French pretests were completed on January 4, 2024, for the baseline survey. These pretest survey completions were conducted via a survey "soft launch" whereby a small number of panel respondents accessed the survey. The pre-testing of the surveys allowed the collected data to be reviewed to ensure accuracy and to identify any programming aspects that should be modified. Pretest respondents were asked if they had any difficulty understanding any aspect of the survey. It is assumed that the one participant (out of 58 respondents) who expressed a concern with the ability to understand the survey questions, truly did not experience comprehension difficulties, given that when asked to identify which specific question was difficult to understand, the participant provided no further information. As such, it is safe to assume that no substantive data quality issues arose as a result of the pre-testing, and thus the pretest data was maintained in the final data sets once post-campaign survey is complete.

A total of 19 English and 10 French pretests were completed on April 15, 2024, for the post-campaign wave 1. As with the baseline pretest, respondents for the post-campaign pretest Wave 1 were asked if they had any difficulty understanding any aspect of the survey. No respondent from the post-campaign pretest raised a concern, suggesting there were no comprehension issues arising from the post-campaign survey.

A total of 15 English and 14 French pretests were completed on January 6, 2025, for the post-campaign wave 2. Once again, respondents for the post-campaign waves pretest were asked if they had any difficulty understanding any aspect of the survey. No respondent from the post-campaign wave 2 pretest raised a concern, suggesting there were no comprehension issues arising from the post-campaign surveys.



Data Collection

The baseline survey was administered from January 4 to 21, 2024. A total of 2,003 surveys were included in the final data set in the baseline survey. It is important to note that for various reasons, a small percentage of submitted online panel surveys is often removed from study data sets after submission for reasons related to quality issues (e.g., non-intelligible verbatim responses, straight-line speedsters, etc.) Such was indeed the case in these surveys, as Narrative Research's initial quota target exceeded the overall final requirement of 2,000 questionnaires. This pre-wave survey required a mean average of approximately 7.2 minutes to administer (combined English [7.3 minutes] and French [6.9 minutes]).

The post-campaign wave 1 survey was administered from April 15 to 22, 2024. A total of 2,001 surveys were included in the final data set in the post-wave baseline survey. Again, as is common, a small percentage of submitted online panel surveys were removed from the final data set due to quality issues; however, Narrative Research still exceeded the overall final requirement of 2,000 questionnaires for the post-campaign research wave. This post-wave survey required a mean average of approximately 9.9 minutes to administer, with the survey length being consistent across languages (i.e., the average survey length for both English and French was 9.9 minutes).

The post-campaign wave 2 survey was administered from January 6-23, 2025 (soft launch on January 6, full launch between January 8-16 and January 22-23). A total of 2,000 surveys were included in the final data set from the second post-wave survey. Again, as is common, a small percentage of submitted online panel surveys were removed from the final data set due to quality issues; however, Narrative Research met the overall final requirement of 2,000 questionnaires for this second post-campaign research wave. The post-wave 2 survey required a mean average of approximately 9.7 minutes to administer, with the average survey length for English being 9.8 and for French being 9.2 minutes). For the baseline and both post-campaign waves, fieldwork was monitored and reviewed on an ongoing basis to ensure target quotas were being met. Narrative Research provided regular reports to ESDC representatives regarding progress, as requested. Given that single use unique survey links were made available to prospective respondents, no individual was able to complete the survey questionnaire more than once.

A non-probability sample approach was implemented given that the study was designed to be conducted among online Canadian general public panelists. All such panels are inherently non-probability in nature, given that panelists self-select to become members of such panels, and not all adult Canadians belong to such a panel. The tables below for the baseline display regional, gender, and age data in terms of the actual distribution of the target group of adult Canadians, as catalogued in the 2021 Statistics Canada Census.

As well, approximate regional, gender, age, and key special demographic quota targets are detailed (both in terms of the actual *number* of surveys completed, and the *percentage* of all surveys completed). The tables on the pages below present data with the weighted and unweighted *number* as well as *percentage* of surveys collected, for relevant demographic dimensions in the baseline and the post-campaign wave.



Data Tabulation: There was a total of 48 overlapping or interlocking statistical weighting cells created from the study design using the weighting factors of: Region (6: Atlantic, Quebec, Ontario, MB/SK/NU, AB/NT, and BC/YT); Age group (4: 18–24, 25–34, 35–44, 45–54); Gender (2: Male, Female). The 48 overlapping or interlocking statistical weighting cells thus were derived from Region (6) x Age (2) x Gender (2) dimensions = 48 unique statistical weighting cells. Population data for the 48 statistical weighting cells were obtained from Census of Canada, and can be found here:

- 2021 Statistics Canada Census Data (baseline): <https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=9810002001>

With such a large number of weighting cells, it was necessary to combine specific cells due to the fact that sample sizes for specific cells were small or empty, and therefore would have led to quite large weights if left separate. Combining weighting cells is a common approach in such instances, and it explains why the final weighted data distribution differs slightly from the actual population distribution, along certain dimensions. Nonetheless, it is suggested that the quantitative impact of implementing this approach was modest, thereby recommending the specific statistical weighting approach as helpful. It should also be noted that a small number of individuals were not able to be placed into one of the 24 weighting cells due to the fact that they identified as gender diverse (27 respondents in the baseline wave, 22 respondents in the post-wave 1, and 12 in the post-wave 2), or they stated that they preferred not to answer the gender question (3 respondents in the baseline wave, 6 respondents in the post-campaign wave 1, and 11 respondents in the post-campaign wave 2). For tabulation purposes, these individuals were given a weight value of 1.0.

Baseline Wave Survey – January 2024 (Percentages may not sum exactly to 100%, due to rounding)							
	2021 Census	Quota Targets		Surveys Completed (Unweighted)		Surveys Completed (Weighted)	
		Surveys (n=)	Surveys (%)	(n=)	(%)	(n=)	(%)
Region							
Atlantic	6.7%	142	6.9%	124	6.2%	120	6.0%
Quebec	23.0%	484	23.6%	484	24.2%	440	22.0%
Ontario	38.6%	760	37.7%	760	37.9%	780	39.0%
MB/SK/NU	6.5%	140	6.8%	140	7.0%	137	6.8%
AB/NT	11.2%	240	12.1%	240	12.0%	249	12.4%
BC/YT	14.0%	255	12.9%	255	12.7%	277	13.8%



	2021 Census	Quota Targets		Surveys Completed (Unweighted)		Surveys Completed (Weighted)	
		Surveys (n=)	Surveys (%)	(n=)	(%)	(n=)	(%)
Gender¹							
Male	48.8%	1,018	49.7%	894	44.6%	984	49.1%
Female	51.2%	1,032	50.3%	1,079	53.9%	989	49.4%
Age							
18-24	17.1%	1,025	50.0%	1,000	49.9%	366	18.3%
25-54	82.9%	1,025	50.0%	1,003	50.1%	1,637	81.7%

¹ Thirty respondents (1.5%) identified as gender diverse or opted to not identify their gender, and are not presented in the table, to allow the reported gender data to align with available Statistics Canada figures.

Post-Campaign Wave 1 Survey – April 2024 (Percentages may not sum exactly to 100%, due to rounding)							
	2021 Census	Quota Targets		Surveys Completed (Unweighted)		Surveys Completed (Weighted)	
		Surveys (n=)	Surveys (%)	(n=)	(%)	(n=)	(%)
Region							
Atlantic	6.7%	142	6.9%	134	6.7%	120	6.0%
Quebec	23.0%	484	23.6%	473	23.6%	438	21.9%
Ontario	38.6%	772	37.7%	770	38.5%	786	39.3%
MB/SK/NU	6.5%	140	6.8%	139	6.9%	135	6.7%
AB/NT	11.2%	248	12.1%	248	12.4%	245	12.2%
BC/YT	14.0%	264	12.9%	237	11.8%	277	13.8%
Gender¹							
Male	48.8%	1,018	49.7%	916	45.8%	984	49.2%
Female	51.2%	1,032	50.3%	1,057	52.8%	989	49.4%
Age							
18-24	17.1%	1,025	50.0%	1,001	50.0%	361	18.0%
25-54	82.9%	1,025	50.0%	1,000	50.0%	1,640	82.0%

¹ Twenty-eight (1.4%) identified as gender diverse or opted to not identify their gender, and are not presented in the table, to allow the reported gender data to align with available Statistics Canada figures.



Post-Campaign Wave 2 Survey – January 2025 (Percentages may not sum exactly to 100%, due to rounding)							
	2021 Census	Quota Targets		Surveys Completed (Unweighted)		Surveys Completed (Weighted)	
		Surveys (n=)	Surveys (%)	(n=)	(%)	(n=)	(%)
Region							
Atlantic	6.7%	142	6.9%	141	7.1%	121	6.1%
Quebec	23.0%	484	23.6%	465	23.3%	439	22.0%
Ontario	38.6%	772	37.7%	761	38.1%	783	39.2%
MB/SK/NU	6.5%	140	6.8%	136	6.8%	135	6.8%
AB/NT	11.2%	248	12.1%	239	12.0%	246	12.3%
BC/YT	14.0%	264	12.9%	258	12.9%	277	13.9%
Gender¹							
Male	48.8%	1,018	49.7%	966	48.3%	986	49.3%
Female	51.2%	1,032	50.3%	1,011	50.6%	991	49.6%
Age							
18-24	17.1%	1,025	50.0%	997	49.9%	355	17.8%
25-54	82.9%	1,025	50.0%	1,003	50.2%	1,645	82.3%

¹ Twelve (0.6%) identified as gender diverse or opted to not identify their gender, and are not presented in the table, to allow the reported gender data to align with available Statistics Canada figures.

Completed survey rates among panelists known to have accessed the survey: In the current version of the Government of Canada’s *Standards for the Conduct of Government of Canada Public Opinion Research - Online Surveys*, Section 1.2.2.7 states that “When the research design or selection procedures will not allow the calculation of a response rate or participation rate (for example, when a sample router is used to screen potential respondents and assign them to one of several surveys), describe the design/ selection procedure and any potential sampling bias that may result.” As mentioned above, the current ESDC public opinion research study utilized the online general public panel of The Logit Group. This panel indeed uses the routing approach for panel research of the type referenced in the Government of Canada’s Standards document. Beyond the quality control measures discussed elsewhere in these standards that are employed by Narrative Research and The Logit Group, it is evident from the measures referenced in the Survey Rate formula developed below that other checks also have been introduced to enhance the quality of the study’s final data set. Specifically, surveys were removed owing to captcha fails, international IP addresses, survey speeders, flatliners, and so forth.



In addition, as mentioned above, to augment the representativeness of the final data set, quotas were introduced in terms of age, gender, and region, ensuring the final data set matches as closely as possible the survey targets along those dimensions.

Please note, the *Completed Survey Rate among Panelists Known to Have Accessed the Survey* measure that is calculated below has been derived by Narrative Research. This is an alternate completion measure that is distinct from the standard Participation Rate formula mentioned in the Public Opinion Research Standards (and which is used when panelists are emailed survey invitations).

Baseline Survey

Number of panelists who commenced the survey process (total clicks):	4,748
Invalid cases (outside of target population; sensitive occupations):	905
Blocked from process for quality reasons (e.g., invalid IP address/international; captcha fails; professional survey takers; etc.):	241
Incomplete surveys:	390
Quota full (age/gender/region):	1,093
Completed survey but removed for quality reasons (e.g., speeders; flatliners, etc.):	116
Completed surveys/Qualified completes:	2,003

$$\text{Baseline Wave Completed Survey Rate among Panelists Known to Have Accessed the Survey} = 2,003/4,748 = \mathbf{42.2\%}$$

Post-Campaign Survey – Wave 1

Number of panelists who commenced the survey process (total clicks):	4,338
Invalid cases (outside of target population; sensitive occupations):	804
Blocked from process for quality reasons (e.g., invalid IP address/international; captcha fails; professional survey takers; etc.):	328
Incomplete surveys:	446
Quota full (age/gender/region):	690
Completed survey but removed for quality reasons (e.g., speeders; flatliners, etc.):	70
Completed surveys/Qualified completes:	2,001

$$\text{Post-Campaign Wave 1 Completed Survey Rate among Panelists Known to Have Accessed the Survey} = 2,001/4,338 = \mathbf{46.1\%}$$



Post-Campaign Survey – Wave 2

Number of panelists who commenced the survey process (total clicks):	4,810
Invalid cases (outside of target population; sensitive occupations):	970
Blocked from process for quality reasons (e.g., invalid IP address/international; captcha fails; professional survey takers; etc.):	514
Incomplete surveys:	324
Quota full (age/gender/region):	855
Completed survey but removed for quality reasons (e.g., speeders; flatliners, etc.):	147
Completed surveys/Qualified completes:	2,000

Post-Campaign Wave 2 Completed Survey Rate among Panelists

Known to Have Accessed the Survey = 2,000/4,810 = 41.6%

Given that the online methodology utilized a non-probability sample, a margin of error cannot be applied to the results as per the Standards for the Conduct of Government of Canada Public Opinion Research for Online Surveys.

Non-Response Bias Analysis

Any survey that is conducted is potentially subject to bias or error. When a survey is conducted with a sample of the population, there are two general classes of bias or error: sampling error, which is quantifiable, and non-sampling error, which is typically not quantifiable.

Sampling error arises from the fact that interviews are conducted with only a subset of the population, and thus it is possible that the results obtained from this group of respondents are not reflective of the population as a whole.

In contrast, non-sampling error encompasses a number of different types of errors including coverage error, measurement error, non-response error, and processing error.

No measurement of sampling error can be attributed to the current study, given that the contact records utilized in the data collection process were derived from an online panel of the general public, which is to say, a non-probability sample source. Having stated that, measures were taken in the implementation of the data collection to ensure sufficient completed surveys were obtained from demographic groups traditionally regarded as central in quantitative survey research, such as gender, age, and region/province. The final data set for each survey wave was statistically weighted to closely match the distribution of these dimensions as stated in the 2021 Statistics Canada census. The statistical weights implemented were relatively small, given that the data collected already approximately matched the actual distribution of adult Canadians along these demographic dimensions.



With respect to non-sampling error, a number of steps were taken to minimize bias due to these sources. All surveys utilized online interviewing technology to ensure proper survey skip patterns were followed and to minimize errors due to data entry and data capture. The French and English survey instruments from each campaign themselves were pre-tested with a small sample of respondents to ensure the survey material was easily understood by respondents, and that the resultant data were being captured properly. In terms of coverage, the surveys were conducted with an online panel of the Canadian general public between 18-54 years of age, based panel records for the target audience drawn from a commercially available online general public panel.

Appendix B: Study Questionnaires

**ADVERTISING CAMPAIGN EVALUATION TOOL
BASELINE AND POST-CAMPAIGN 1 SURVEY**

UPGRADE YOUR SKILLS 2023-2024

Baseline sections should be asked before the ads have run in the media.
All sections should be asked after the ads have run in the media.

**OUTIL D'ÉVALUATION DES CAMPAGNES PUBLICITAIRES
SONDAGE DE RÉFÉRENCE ET D'APRÈS CAMPAGNE 1**

DÉVELOPPE TES COMPÉTENCES 2023-2024

Les sections du sondage de référence doivent être posées avant la diffusion des annonces dans les médias.
Toutes les sections doivent être posées après la diffusion des annonces dans les médias.

**INTRODUCTION
[ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]**

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

Your participation is voluntary and your responses will be kept entirely confidential. The survey takes about [BASELINE: 7 minutes / POST-CAMPAIGN: 9 minutes] to complete.

START SURVEY

[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 XXX.

**INTRODUCTION
[DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS LA CAMPAGNE]**

Merci de prendre quelques minutes pour répondre à ce sondage sur des enjeux d'actualité qui intéressent les Canadiens et les Canadiennes. If you prefer to complete this survey in English, please click **English** [PASSEZ À LA VERSION ANGLAISE].

Votre participation est volontaire et toutes vos réponses demeureront confidentielles. Le sondage prend environ [SONDAGE DE RÉFÉRENCE : 7 minutes / SONDAGE D'APRÈS CAMPAGNE : 9 minutes] à compléter.

DÉBUT DU SONDAGE

[Cliquez ici](#) si vous souhaitez vérifier l'authenticité du présent sondage et [ici](#) pour lire notre politique de confidentialité.

Veuillez communiquer avec XXX pour obtenir de l'aide technique.

a) Do you or any member of your household currently work in any of the following organizations?

SELECT ALL THAT APPLY

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

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

b) What is your gender?

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

a) Est-ce que vous ou un membre de votre foyer travaillez actuellement dans l'une des organisations suivantes?

CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES.

- Une firme de recherche en marketing
- Une revue ou un journal
- Une agence de publicité ou une entreprise de conception graphique
- Un parti politique
- Une station radiophonique ou de télévision
- Une firme de relations publiques
- Le gouvernement fédéral ou un gouvernement provincial
- Aucune de ces organisations

**SI « AUCUNE DE CES ORGANISATIONS », POURSUIVEZ. SINON.
REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE.**

b) Quel est votre genre?

- Homme
- Femme
- Diverses identités de genre
- Préfère ne pas répondre

<p>c) In what year were you born?</p> <ul style="list-style-type: none"> <input type="radio"/> YYYY <p>ADMISSIBLE RANGE 2006-1969 (18 to 54) IF AFTER 2006 BEFORE 1969, THANK AND TERMINATE ASK D IF QUESTION C IS LEFT BLANK, OR IF 1969 OR 2006 IN C</p>	<p>c) Quelle est votre année de naissance?</p> <ul style="list-style-type: none"> <input type="radio"/> AAAA <p>TRANCHE ADMISSIBLE : 2006-1969 (18 à 54) SI L'ANNÉE EST APRÈS 2006 OU AVANT 1969, REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE. POSEZ LA QUESTION D SI LA CASE À LA QUESTION C EST VIDE, OU SI 2006 OU 1969 À LA QUESTION C.</p>
<p>d) In which of the following age categories do you belong?</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 18 years old THANK AND TERMINATE <input type="radio"/> 18 to 24 <input type="radio"/> 25 to 34 <input type="radio"/> 35 to 44 <input type="radio"/> 45 to 54 <input type="radio"/> 55 to 64 THANK AND TERMINATE <input type="radio"/> 65 or older THANK AND TERMINATE <p>IF "LESS THAN 18 YEARS OLD", "55 OR OLDER" OR "BLANK", THANK AND TERMINATE</p>	<p>d) À quelle catégorie d'âge appartenez-vous?</p> <p>NE CHOISISSEZ QU'UNE SEULE CATÉGORIE.</p> <ul style="list-style-type: none"> <input type="radio"/> Moins de 18 ans REMERCIEZ LE RÉPONDANT & METTEZ FIN AU SONDAGE <input type="radio"/> 18 à 24 ans <input type="radio"/> 25 à 34 ans <input type="radio"/> 35 à 44 ans <input type="radio"/> 45 à 54 ans <input type="radio"/> 55 à 64 ans REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE. <input type="radio"/> 65 ans et plus REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE. <p>SI LE RÉPONDANT À MOINS DE 18 ANS OU EST PLUS VIEUX QUE 55 ANS, REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE.</p>
<p>D1: Which of the following categories best describes your current employment status? Are you:</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Working full-time (30 or more hours per week) <input type="radio"/> Working part-time (less than 30 hours per week) <input type="radio"/> Self-employed <input type="radio"/> Unemployed, but looking for work <input type="radio"/> Student attending school full-time <input type="radio"/> Retired <input type="radio"/> Not in the workforce (Full-time homemaker or unemployed but not looking for work) <input type="radio"/> Other employment status <p>IF "RETIRED" OR "NOT IN THE WORKFORCE" IS SELECTED, THANK AND TERMINATE</p>	<p>D1 : Laquelle de ces descriptions correspond le mieux à votre situation d'emploi actuelle? Êtes-vous...</p> <p>NE CHOISISSEZ QU'UNE CATÉGORIE.</p> <ul style="list-style-type: none"> <input type="radio"/> Travailleur / travailleuse à temps complet (30 heures et plus par semaine) <input type="radio"/> Travailleur / travailleuse à temps partiel (moins de 30 heures par semaine) <input type="radio"/> Travailleur / travailleuse autonome <input type="radio"/> Sans emploi, mais à la recherche d'un emploi <input type="radio"/> Étudiant/étudiante à temps plein <input type="radio"/> Retraité/retraîtée <input type="radio"/> À l'extérieur du marché du travail (personne au foyer à temps plein ou sans emploi et non à la recherche d'emploi) <input type="radio"/> Autre situation d'emploi <input type="radio"/> <p>SI "RETRAITÉ(E)" OU "À L'EXTÉRIEUR DU MARCHÉ DU TRAVAIL" EST SÉLECTIONNÉ, REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE.</p>
<p>D2: Please indicate if any of the following statements apply to you (Select all that apply):</p> <ul style="list-style-type: none"> <input type="radio"/> I am currently looking to change jobs/careers <input type="radio"/> I am currently doing job/career training to gain new skills to advance in or move out of my current job/career <input type="radio"/> I am entering the workforce for the first time <input type="radio"/> In the past two years, I have done job/career related training to get a new job/career <input type="radio"/> In the next five years, I plan to or may consider changing jobs/careers. <input type="radio"/> None of the above 	<p>D2 : Veuillez indiquer si l'un des énoncés suivants s'applique à vous (choisissez toutes les réponses applicables) :</p> <ul style="list-style-type: none"> <input type="radio"/> Je cherche actuellement à changer d'emploi ou de carrière <input type="radio"/> Je suis actuellement une formation professionnelle afin d'acquérir de nouvelles compétences pour progresser dans ma carrière ou quitter mon emploi ou ma carrière actuelle <input type="radio"/> J'entre pour la première fois sur le marché du travail <input type="radio"/> Au cours des deux dernières années, j'ai suivi une formation liée à l'emploi ou à la carrière afin d'obtenir un nouvel emploi/une nouvelle carrière <input type="radio"/> Au cours des cinq prochaines années, je planifie ou j'envisage de changer d'emploi ou de carrière. <input type="radio"/> Aucune de ces réponses

<p>e) In which province or territory do you live?</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Alberta <input type="radio"/> British Columbia <input type="radio"/> Manitoba <input type="radio"/> New Brunswick <input type="radio"/> Newfoundland and Labrador <input type="radio"/> Northwest Territories <input type="radio"/> Nova Scotia <input type="radio"/> Nunavut <input type="radio"/> Ontario <input type="radio"/> Prince Edward Island <input type="radio"/> Quebec <input type="radio"/> Saskatchewan <input type="radio"/> Yukon <p>IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE</p>	<p>e) Dans quelle province ou quel territoire habitez-vous?</p> <p>NE CHOISISSEZ QU'UN PROVINCE OU QU'UN TERRITOIRE.</p> <ul style="list-style-type: none"> <input type="radio"/> Alberta <input type="radio"/> Colombie-Britannique <input type="radio"/> Manitoba <input type="radio"/> Nouveau-Brunswick <input type="radio"/> Terre-Neuve-et-Labrador <input type="radio"/> Territoire du Nord-Ouest <input type="radio"/> Nouvelle-Écosse <input type="radio"/> Nunavut <input type="radio"/> Ontario <input type="radio"/> Île-du-Prince-Édouard <input type="radio"/> Québec <input type="radio"/> Saskatchewan <input type="radio"/> Yukon <p>SI AUCUNE PROVINCE OU AUCUN TERRITOIRE N'EST CHOISI(E), REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE.</p>
<p style="text-align: center;">CORE QUESTIONS [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]</p>	<p style="text-align: center;">QUESTIONS DE BASE [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS CAMPAGNE]</p>
<p>ASK ALL RESPONDENTS</p> <p>Q1: Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No => GO TO T1A 	<p>POSEZ À TOUS LES RÉPONDANTS.</p> <p>Q1 : Au cours des trois dernières semaines avez-vous vu, lu ou entendu de la publicité du gouvernement du Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non => ALLEZ À T1A
<p>Q2: Think about the most recent Government of Canada ad that comes to mind. What do you remember about this ad?</p> <ul style="list-style-type: none"> <input type="radio"/> OPEN-ENDED _____ 	<p>Q2 : Pensez à la plus récente publicité du gouvernement du Canada qui vous revient à l'esprit. De quoi vous souvenez-vous à propos de cette publicité?</p> <ul style="list-style-type: none"> <input type="radio"/> Question ouverte : _____
<p style="text-align: center;">CAMPAIGN-SPECIFIC QUESTIONS [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]</p>	<p style="text-align: center;">QUESTIONS SPÉCIFIQUES À LA CAMPAGNE [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS CAMPAGNE]</p>
<p>ASK ALL RESPONDENTS</p> <p>T1A: Over the past three weeks, have you seen, read or heard any Government of Canada advertising about the importance of gaining new skills to help you prepare for career growth and the financial programs and services available to support you along the way?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No => GO TO UYS1 	<p>POSEZ À TOUS LES RÉPONDANTS.</p> <p>T1A : Au cours des trois dernières semaines avez-vous vu, lu ou entendu de la publicité du gouvernement du Canada au sujet de l'importance d'acquérir de nouvelles compétences professionnelles pour vous aider à vous préparer à l'avancement de votre carrière ainsi que sur les programmes et services financiers disponibles pour vous accompagner tout au long de votre parcours ?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non => ALLEZ À UYS1

<p>T1B: Where have you seen, read or heard this ad about the importance of gaining new skills to help you prepare for career growth and the financial programs and services available to support you along the way?</p> <p>SELECT ALL THAT APPLY [RANDOMIZE LIST]</p> <ul style="list-style-type: none"> <input type="radio"/> Television <input type="radio"/> Snapchat <input type="radio"/> Digital/Streaming radio (e.g., Spotify) <input type="radio"/> Internet website <input type="radio"/> LinkedIn <input type="radio"/> Online news site <input type="radio"/> Web search (e.g. Google, Bing) <input type="radio"/> YouTube <input type="radio"/> Job fairs <input type="radio"/> Near job recruitment agencies <input type="radio"/> School campus <input type="radio"/> Static or digital billboard on the street <input type="radio"/> Transit (e.g., Inside/outside bus/subway or bus shelter) <input type="radio"/> Other, please specify: <input type="radio"/> Don't know 	<p>T1B : Où avez-vous vu, lu ou entendu cette publicité au sujet de l'importance d'acquérir de nouvelles compétences professionnelles pour vous aider à vous préparer à l'avancement de votre carrière ainsi que sur les programmes et services financiers disponibles pour vous soutenir tout au long de votre parcours ?</p> <p>CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES. [ALTERNER L'ORDRE DES CHOIX DE RÉPONSES]</p> <ul style="list-style-type: none"> <input type="radio"/> Télévision <input type="radio"/> Snapchat <input type="radio"/> Radio numérique/en continue (p. ex., Spotify) <input type="radio"/> Site Internet <input type="radio"/> LinkedIn <input type="radio"/> Sites Web de nouvelles <input type="radio"/> Moteur de recherche (p. ex., Google, Bing) <input type="radio"/> YouTube <input type="radio"/> Salons de l'emploi <input type="radio"/> Près d'agences de recrutement d'emplois <input type="radio"/> Campus d'une école <input type="radio"/> Panneau d'affichage statique ou numérique sur la rue <input type="radio"/> Transport en commun (par exemple, intérieur/extérieur des autobus / dans le métro, dans un aribus) <input type="radio"/> Autre, veuillez préciser : <input type="radio"/> Je ne sais pas
<p>T1C: What do you remember about this ad? <input type="radio"/> OPEN-ENDED _____</p>	<p>T1C : De quoi vous souvenez-vous à propos de cette publicité? <input type="radio"/> QUESTION OUVERTE : _____</p>
<p>CAMPAIGN SPECIFIC ATTITUDINAL AND BEHAVIOURAL QUESTIONS - ASK ALL RESPONDENTS</p> <p>UYS1: Are you aware that the Government of Canada has resources available to help Canadians upgrade their skills, including financial supports to help you gain skills and prepare for career growth?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure / Don't know 	<p>DES QUESTIONS PRÉCISES À LA CAMPAGNE POUR ÉVALUER LES ATTITUDES ET LES COMPORTEMENTS - POSEZ À TOUS LES RÉPONDANTS.</p> <p>UYS1: Savez-vous que le gouvernement du Canada dispose de ressources pour aider les Canadiens à améliorer leurs compétences, y compris du soutien financier pour vous aider à acquérir des compétences et à vous préparer au développement de votre carrière?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Incertain / Je ne sais pas
<p>UYS2: In the past five years, have you considered developing your professional skills to find a job, get a promotion, or change careers? <input type="radio"/> Yes <input type="radio"/> No</p>	<p>UYS2 : Au cours des cinq dernières années, avez-vous envisagé de développer vos compétences professionnelles afin d'obtenir un emploi, une promotion ou changer de carrière? <input type="radio"/> Oui <input type="radio"/> Non</p>

<p>UYS3: With specific regard to the Government of Canada’s various programs and services related to financial supports that are available to help you gain skills and prepare for career growth, what programs and services are you aware of?</p> <p>[UNAIDED – OPEN TEXT]</p>	<p>UYS3 : En ce qui concerne spécifiquement les divers programmes et services du gouvernement du Canada liés au soutien financier qui sont disponibles pour vous aider à acquérir des compétences et à vous préparer à l'évolution de carrière, quels programmes et services connaissez-vous?</p> <p>[SANS AUCUNE AIDE – TEXTE OUVERT]</p>
<p>UYS4: Which of the following Government of Canada programs and services are you aware of?</p> <p>SELECT ALL THAT APPLY</p> <p>[RANDOMIZE LIST]</p> <ul style="list-style-type: none"> ○ Apprenticeship Incentive Grant for Women ○ Apprenticeship Incentive (AIG) ○ Apprenticeship Completion Grant (ACG) ○ Canada Apprenticeship Loan ○ Tax deductions and credits for apprentices and tradespersons ○ Tax deductions for employers of apprentices ○ Employment Insurance (EI) ○ Union Training and Innovation Program ○ Skilled Trades Awareness and Readiness (STAR) Program ○ Apprenticeship Service Program ○ Canada Student Financial Assistance Program (includes Canada Student Grants and Loans, and Repayment Assistance Program) ○ Canada Summer Jobs ○ Labour Market Development Agreements/ Workforce Development Agreements ○ Job Bank – job searches, job alerts, job matching ○ Red Seal Program (skilled trades and apprenticeship) ○ Skills for Success ○ Student Work Placement Program ○ Other (specify) ○ None of the above 	<p>UYS4: Quels programmes et services connaissez-vous parmi les suivants?</p> <p>SÉLECTIONNEZ TOUTES LES RÉPONSES QUI S'APPLIQUENT</p> <p>[ALTERNER L'ORDRE DES CHOIX DE RÉPONSES]</p> <ul style="list-style-type: none"> ○ Subvention incitative aux apprentis pour les femmes ○ Subvention incitative aux apprentis (SIA) ○ Subvention à l'achèvement de la formation d'apprenti (SAFA) ○ Prêt canadien aux apprentis ○ Déductions fiscales et crédits d'impôt pour les apprentis et les gens de Métier ○ Déductions fiscales pour les employeurs qui embauchent des apprentis ○ Assurance-emploi ○ Programme pour la formation et l'innovation en milieu syndical ○ Programme de sensibilisation et de préparation aux métiers spécialisés ○ Programme Service d'apprentissage ○ Programme canadien d'aide financière aux étudiants (inclus les subventions et prêts d'études canadiens et le programme d'aide au remboursement) ○ Emplois d'été Canada ○ Ententes sur le développement du marché du travail / Ententes sur le développement de la main-d'œuvre ○ Guichet emplois – recherche d'emploi, alertes-emplois, jumelage-emploi ○ Programme Sceau rouge (métiers spécialisés et apprentissage) ○ Compétences pour réussir ○ Programme de stages pratiques pour étudiants ○ Autre (précisez) ○ Aucune de ces réponses

<p>UYS5: Please rate the extent to which you would recommend, use, and/or visit the following sources for information about training or skills development programs and services available to help you prepare for career growth: [ROTATE ORDER OF INFORMATION SOURCES]</p> <ul style="list-style-type: none"> ○ Government of Canada websites ○ Provincial government websites ○ Career / education planning sites ○ University and community college websites ○ Recruitment sites ○ Job Bank ○ Trade unions, certification or accreditation bodies or industry specialists <p>1- Definitely would not recommend, use, or visit 2 3 4 5- Definitely would recommend, use, or visit Don't know</p>	<p>UYS5: Veuillez évaluer dans quelle mesure vous recommanderiez, utiliseriez, ou visiteriez les sources suivantes pour obtenir de l'information au sujet de programmes et services de formation ou de développement des compétences disponibles pour vous aider à vous préparer à l'avancement de votre carrière: [FAIRE LA ROTATION DES SOURCES D'INFORMATION]</p> <ul style="list-style-type: none"> ○ Sites Web du gouvernement du Canada ○ Sites Web du gouvernement provincial ○ Sites de planification de la carrière/des études ○ Sites Web des universités et des collèges communautaires ○ Sites de recrutement ○ Guichet-Emplois Syndicats, organismes de certification ou d'accréditation ou spécialistes de l'industrie <p>1- Vous n'auriez certainement pas recommandé, utilisé, ou visité 2 3 4 5- Vous auriez certainement recommandé, utilisé, ou visité Je ne sais pas</p>
<p>[ASK QUESTION UYS6 ONLY IF CODES 1-2 OR 4-5 FOR QUESTION UYS5A]</p> <p>UYS6: Why would you [codes 4-5 for question UYS5A] / Why would you not [codes 1-2 for question UYS5A] recommend, use, or visit Government of Canada websites for information on programs and services about training or skills development to help you prepare for career growth?</p>	<p>[POSER LA QUESTION UYS6 SEULEMENT SI CODES 1-2 OU 4-5 À LA QUESTION UYS5A]</p> <p>UYS6: Pourquoi auriez-vous [codes 4-5 à la question T1G] / Pourquoi n'auriez-vous pas [codes 1-2 à la question T1G] recommandé, utilisé ou visité les sites Web du gouvernement du Canada pour obtenir de l'information au sujet des programmes et des services sur la formation ou le développement des compétences pour vous aider à vous préparer à l'avancement de votre carrière?</p>
<p>UYS7: All things considered, please rate how satisfied or dissatisfied you are with the Government of Canada's support for Canadians in the following areas: [ROTATE STATEMENTS]</p> <ul style="list-style-type: none"> ○ Education ○ Training to acquire skills <p>1-Completely dissatisfied 2 3 4 5-Completely satisfied Don't know</p>	<p>UYS7: Veuillez évaluer à quel point vous êtes satisfait ou insatisfait du soutien du gouvernement du Canada aux Canadiens dans les secteurs suivants : [FAIRE LA ROTATION DES ÉNONCÉS]</p> <ul style="list-style-type: none"> ○ Éducation ○ Formation pour acquérir des compétences <p>1 – Entièrement insatisfait 2 3 4 5 – Entièrement satisfait Je ne sais pas</p>

<p align="center">AD RECALL QUESTIONS [ASK IN POST-CAMPAIGN SURVEY ONLY]</p>	<p align="center">QUESTIONS SUR LE RAPPEL DES ANNONCES [DEMANDER UNIQUEMENT DANS LE SONDAGE D'APRÈS CAMPAGNE]</p>
<p>Next are some ads that have recently been broadcast on various media. Click 'Next' to view.</p> <p>[INSERT VIDEO, PRINT AND RADIO ADS] [CLICK TO GO TO THE NEXT PAGE]</p> <p>T1H: Over the past three weeks, have you seen, read or heard any of these ads?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No => GO TO T1J 	<p>Voici quelques publicités qui ont récemment été diffusées sur différents médias. Cliquez ici pour les voir.</p> <p>[INSÉREZ LES PUBLICITÉS VIDÉOS, IMPRIMÉES ET RADIOS] [CLIQUEZ POUR ALLER À LA PAGE SUIVANTE]</p> <p>T1H : Au cours des trois dernières semaines avez-vous vu, lu ou entendu l'une ou l'autre de publicités?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non => ALLER À T1J
<p>T1I: Where have you seen, read or heard these ads?</p> <p align="center">SELECT ALL THAT APPLY</p> <p align="center">USE LIST FROM T1B Don't know</p>	<p>T1I : Où avez-vous vu, lu ou entendu ces publicités?</p> <p align="center">CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES.</p> <p align="center">UTILISEZ LA LISTE DE T1B Je ne sais pas</p>
<p>T1J: What do you think is the main point these ads are trying to get across?</p> <ul style="list-style-type: none"> <input type="radio"/> OPEN-ENDED _____ 	<p>T1J : Quel est, selon vous, le message principal que ces publicités tentent de véhiculer?</p> <ul style="list-style-type: none"> <input type="radio"/> QUESTION OUVERTE : ____

T1K:

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

RANDOMIZE STATEMENTS

'Don't know' will be an option for each statement

	1 Strongly Disagree	2	3	4	5 Strongly Agree
These ads catch my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are difficult to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads do not favour one political party over another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads talk about an important topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads provide new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads clearly convey that the Government of Canada wants to inform Canadians about the importance of learning new skills to advance your career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads clearly convey that the Government of Canada has financial support and resources available to help you gain skills and prepare for career growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T1L:

After seeing the advertisements, how interested were you in seeking out resources on skills development from the Government of Canada?

- 1 – Not at all interested
- 2 – Slightly interested
- 3 – Somewhat interested
- 4 – Very interested
- 5 – Extremely interested
- Unsure / Don't know

T1K :

Dans quelle mesure êtes-vous d'accord ou non avec les énoncés suivants au sujet de ces publicités?

LISEZ LES ÉNONCÉS AU HASARD.

Je ne sais pas

	1 Fortement en désaccord	2	3	4	5 Fortement en accord
Ces publicités attirent mon attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités me concernent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités sont difficiles à suivre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cette publicité ne favorise pas un parti politique plus qu'un autre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités traitent d'un sujet important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités fournissent de l'information nouvelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités indiquent clairement que le gouvernement du Canada veut informer les Canadiens de l'importance d'acquérir de nouvelles compétences pour faire avancer votre carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités indiquent clairement que le gouvernement du Canada a du soutien financier et des ressources disponibles pour vous aider à acquérir des compétences et préparer l'avancement de votre carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T1L:

Après avoir vu les publicités, dans quelle mesure êtes-vous intéressé à obtenir des ressources sur le perfectionnement des compétences auprès du gouvernement du Canada ?

- 1 – Pas du tout intéressé
- 2 – Un peu intéressé
- 3 – Plutôt intéressé
- 4 – Très intéressé
- 5 – Extrêmement intéressé
- Incertain / Je ne sais pas

DEMOGRAPHIC QUESTIONS [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]	QUESTIONS DÉMOGRAPHIQUES [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS CAMPAGNE]
<p>D3: What is the highest level of formal education that you have completed?</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Less than a high school diploma or equivalent <input type="radio"/> High school diploma or equivalent <input type="radio"/> Registered Apprenticeship or other trades certificate or diploma <input type="radio"/> College, CEGEP or other non-university certificate or diploma <input type="radio"/> University certificate or diploma below bachelor's level <input type="radio"/> Bachelor's degree <input type="radio"/> Postgraduate degree above bachelor's level <input type="radio"/> Prefer not to answer 	<p>D3 : Quel est le plus haut niveau de scolarité que vous avez atteint?</p> <p>NE CHOISISSEZ QU'UNE SEULE OPTION.</p> <ul style="list-style-type: none"> <input type="radio"/> Moins qu'un diplôme d'études secondaires ou l'équivalent <input type="radio"/> Diplôme d'études secondaires ou l'équivalent <input type="radio"/> Apprentissage enregistré ou autre certificat ou diplôme d'une école de métiers <input type="radio"/> Collège, cégep ou autre certificat ou diplôme d'une institution non universitaire <input type="radio"/> Certificat ou diplôme inférieur au baccalauréat <input type="radio"/> Baccalauréat <input type="radio"/> Diplôme d'études universitaires supérieur au baccalauréat <input type="radio"/> Préfère ne pas répondre
<p>D4: Are there any children under the age of 18 currently living in your household?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Prefer not to answer 	<p>D4 : Des enfants de moins de 18 ans habitent-ils actuellement dans votre foyer?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Préfère ne pas répondre
<p>D5: Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Under \$20,000 <input type="radio"/> Between \$20,000 and \$40,000 <input type="radio"/> Between \$40,000 and \$60,000 <input type="radio"/> Between \$60,000 and \$80,000 <input type="radio"/> Between \$80,000 and \$100,000 <input type="radio"/> Between \$100,000 and \$150,000 <input type="radio"/> Between \$150,000 and \$200,000 <input type="radio"/> \$200,000 and above <input type="radio"/> Prefer not to answer 	<p>D5 : Laquelle des catégories suivantes décrit le mieux la somme des revenus annuels avant impôts de tous les membres de votre foyer?</p> <p>NE CHOISIR QU'UNE SEULE RÉPONSE.</p> <ul style="list-style-type: none"> <input type="radio"/> Moins de 20 000 \$ <input type="radio"/> Entre 20 000 \$ et 40 000 \$ <input type="radio"/> Entre 40 000 \$ et 60 000 \$ <input type="radio"/> Entre 60 000 \$ et 80 000 \$ <input type="radio"/> Entre 80 000 \$ et 100 000 \$ <input type="radio"/> Entre 100 000 \$ et 150 000 \$ <input type="radio"/> Entre 150 000 \$ et 200 000 \$ <input type="radio"/> 200 000 \$ et plus <input type="radio"/> Préfère ne pas répondre
<p>D6: Where were you born?</p> <ul style="list-style-type: none"> <input type="radio"/> Born in Canada <input type="radio"/> Born outside Canada ↳ Specify the country: _____ <input type="radio"/> Prefer not to answer 	<p>D6 : Où êtes-vous né(e)?</p> <ul style="list-style-type: none"> <input type="radio"/> Au Canada <input type="radio"/> À l'étranger ↳ Précisez quel pays : <input type="radio"/> Préfère ne pas répondre
<p>ASK IF D6=BORN OUTSIDE CANADA</p> <p>D7: In what year did you first move to Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> YYYY <input type="radio"/> Prefer not to answer <p>ADMISSIBLE RANGE: 1900-2024</p>	<p>DEMANDEZ SI D6=NÉ(E) À L'ÉTRANGER</p> <p>D7 : En quelle année êtes-vous arrivé(e) au Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> AAAA <input type="radio"/> Préfère ne pas répondre <p>PÉRIODE ADMISSIBLE : 1900 à 2024</p>

<p>D8: What is the language you first learned at home as a child and still understand? SELECT UP TO TWO</p> <ul style="list-style-type: none"> <input type="radio"/> English <input type="radio"/> French <input type="radio"/> Other language, specify: _____ <input type="radio"/> Prefer not to answer 	<p>D8 : Quelle est la première langue que vous avez apprise lorsque vous étiez enfant et que vous comprenez toujours? EN CHOISIR AU PLUS DEUX</p> <ul style="list-style-type: none"> <input type="radio"/> Anglais <input type="radio"/> Français <input type="radio"/> Autre langue; veuillez préciser _____ <input type="radio"/> Préfère ne pas répondre
<p>ADDITIONAL DEMOGRAPHIC QUESTIONS MAY BE ADDED HERE</p> <p>These questions collect information in accordance with the Employment Equity Act and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural, and economic life of Canada.</p> <p>D9: Do you self-identify as an Indigenous person, that is, are you First Nations, Métis or Inuk (Inuit)? Note: First Nations (North American Indian) includes Status and Non-Status Indians.</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, First Nations (North American Indian) <input type="radio"/> Yes, Métis <input type="radio"/> Yes, Inuk (Inuit) <input type="radio"/> No, not First Nations, Métis or Inuk (Inuit) <input type="radio"/> Prefer not to answer 	<p>DES QUESTIONS DÉMOGRAPHIQUES SUPPLÉMENTAIRES PEUVENT ÊTRE AJOUTÉES ICI</p> <p>Ces questions recueillent des informations conformément à la Loi sur l'équité en matière d'emploi, sa réglementation et ses directives, pour appuyer les programmes qui donnent à chacun une chance égale de participer à la vie sociale, culturelle et économique du Canada.</p> <p>D9 : Vous identifiez-vous comme une personne autochtone; c'est-à-dire, Première Nation, Métis ou Inuk (Inuit)? Note : Première Nation (Indien de l'Amérique du Nord) comprend les Indiens avec statut et les Indiens sans statut.</p> <ul style="list-style-type: none"> <input type="radio"/> Oui, Première Nation (Indien de l'Amérique du Nord) <input type="radio"/> Oui, Métis <input type="radio"/> Oui, Inuk (Inuit) <input type="radio"/> Non, pas Première Nation, Métis ou Inuk (Inuit) <input type="radio"/> Préfère ne pas répondre
<p>ASK D10 only if D9 is “No” or “Prefer not to answer.”</p> <p>D10: What is your ethnic or cultural background?</p> <ul style="list-style-type: none"> <input type="radio"/> Caucasian / White <input type="radio"/> Chinese <input type="radio"/> South Asian (i.e., East Indian, Pakistani, etc.) <input type="radio"/> Black <input type="radio"/> Filipino <input type="radio"/> Latin American <input type="radio"/> East or Southeast Asian (i.e., Vietnamese, etc.) <input type="radio"/> Arab <input type="radio"/> West Asian (i.e. Iranian, Afghan, etc.) <input type="radio"/> Korean <input type="radio"/> Japanese <input type="radio"/> Other (please specify) <input type="radio"/> Prefer not to answer 	<p>DEMANDEZ D10 sil D9 est “Non” ou “Préfère ne pas répondre”</p> <p>D10 : Quelle est votre origine ethnique ou culturelle?</p> <ul style="list-style-type: none"> <input type="radio"/> Caucasiens / Blanc <input type="radio"/> Chinois <input type="radio"/> Asiatique du Sud (Indiens d'Asie, Pakistanais, etc.) <input type="radio"/> Noir <input type="radio"/> Philippin <input type="radio"/> Latino-Américain <input type="radio"/> Asiatique de l'Est ou du Sud-Est (Vietnamien, etc.) <input type="radio"/> Arabe <input type="radio"/> Asiatique de l'Ouest (Iranien, Afghan, etc.) <input type="radio"/> Coréen <input type="radio"/> Japonais <input type="radio"/> Autre (veuillez préciser) <input type="radio"/> Préfère ne pas répondre

<p>D11: 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).</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Prefer not to answer 	<p>D11 : Vous identifiez-vous comme une personne en situation de handicap? Une personne en situation de handicap est une personne qui présente une incapacité durable ou récurrente (liée à la vision, l'ouïe, la mobilité, la flexibilité, la dextérité, la douleur, l'apprentissage, au développement, la mémoire ou la santé mentale) qui limite ses activités quotidiennes à l'intérieur ou à l'extérieur du domicile (école, travail ou communauté en général).</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non <input type="radio"/> Je ne sais pas <input type="radio"/> Préfère ne pas répondre
<p>D12: What is the size of the community where you currently live?</p> <ul style="list-style-type: none"> <input type="radio"/> City with a population of over one million <input type="radio"/> City with a population of between 100,000 and one million <input type="radio"/> City/town with a population of between 30,000 and 99,999 <input type="radio"/> Town with a population between 1,000 and 29,999 <input type="radio"/> Rural area with a population of less than 1,000 <input type="radio"/> Prefer not to answer 	<p>D12 : Quelle est la population de la communauté dans laquelle vous vivez actuellement?</p> <ul style="list-style-type: none"> <input type="radio"/> Ville de plus d'un million d'habitants <input type="radio"/> Ville de 100 000 à un million d'habitants <input type="radio"/> Ville ou petite agglomération de 30 000 à 99 999 habitants <input type="radio"/> Petite agglomération de 1 000 à 29 999 habitants <input type="radio"/> Région rurale comptant moins de 1 000 habitants <input type="radio"/> Préfère ne pas répondre
<p>That concludes the survey. This survey was conducted on behalf of Employment and Social Development Canada.</p> <p>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.</p>	<p>Voilà qui met fin au sondage que nous avons effectué pour le compte d'Emploi et Développement social Canada</p> <p>Dans les mois à venir, le rapport sera disponible auprès de Bibliothèque et Archives Canada. Nous vous remercions beaucoup d'avoir pris le temps d'y participer, nous vous en sommes reconnaissants.</p>

<p align="center">ADVERTISING CAMPAIGN EVALUATION TOOL BASELINE AND POST-CAMPAIGN SURVEY</p> <p align="center">UPGRADE YOUR SKILLS 2024-2025</p> <p align="center">POST-CAMPAIGN ADVERTISING CAMPAIGN EVALUATION (YEAR 2) January 2025</p> <p>Baseline sections should be asked before the ads have run in the media. All sections should be asked after the ads have run in the media.</p>	<p align="center">OUTIL D'ÉVALUATION DES CAMPAGNES PUBLICITAIRES SONDAGE DE RÉFÉRENCE ET D'APRÈS CAMPAGNE</p> <p align="center">DÉVELOPPE TES COMPÉTENCES 2024-2025</p> <p align="center">ÉVALUATION DE LA CAMPAGNE PUBLICITAIRE APRÈS CAMPAGNE (ANNÉE 2) Janvier 2025</p> <p>Les sections du sondage de référence doivent être posées avant la diffusion des annonces dans les médias. Toutes les sections doivent être posées après la diffusion des annonces dans les médias.</p>
<p align="center">INTRODUCTION [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]</p>	<p align="center">INTRODUCTION [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS LA CAMPAGNE]</p>
<p>Thank you for taking a few minutes to complete this survey on current issues that matter to Canadians. Si vous préférez répondre à ce sondage en français, veuillez cliquer sur français [SWITCH TO FRENCH VERSION].</p> <p>Your participation is voluntary and your responses will be kept entirely confidential. The survey takes about [BASELINE: 7 minutes / POST-CAMPAIGN: 9 minutes] to complete.</p> <p align="center">START SURVEY</p>	<p>Merci de prendre quelques minutes pour répondre à ce sondage sur des enjeux d'actualité qui intéressent les Canadiens et les Canadiennes. If you prefer to complete this survey in English, please click English [PASSEZ À LA VERSION ANGLAISE].</p> <p>Votre participation est volontaire et toutes vos réponses demeureront confidentielles. Le sondage prend environ [SONDAGE DE RÉFÉRENCE : 7 minutes / SONDAGE D'APRÈS CAMPAGNE : 9 minutes] à compléter.</p> <p align="center">DÉBUT DU SONDAGE</p>
<p>Click here if you wish to verify the authenticity of this survey. To view our privacy policy, click here.</p> <p>If you require any technical assistance, please contact XXX.</p>	<p>Cliquez ici si vous souhaitez vérifier l'authenticité du présent sondage et ici pour lire notre politique de confidentialité.</p> <p>Veillez communiquer avec XXX pour obtenir de l'aide technique.</p>
<p>f) Do you or any member of your household currently work in any of the following organizations?</p> <p>SELECT ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="radio"/> A marketing research firm <input type="radio"/> A magazine or newspaper <input type="radio"/> An advertising agency or graphic design firm <input type="radio"/> A political party <input type="radio"/> A radio or television station <input type="radio"/> A public relations company <input type="radio"/> The federal or provincial government <input type="radio"/> None of these organizations <p>IF "NONE OF THESE ORGANIZATIONS" CONTINUE. OTHERWISE THANK AND TERMINATE.</p>	<p>f) Est-ce que vous ou un membre de votre foyer travaillez actuellement dans l'une des organisations suivantes?</p> <p>CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES.</p> <ul style="list-style-type: none"> <input type="radio"/> Une firme de recherche en marketing <input type="radio"/> Une revue ou un journal <input type="radio"/> Une agence de publicité ou une entreprise de conception graphique <input type="radio"/> Un parti politique <input type="radio"/> Une station radiophonique ou de télévision <input type="radio"/> Une firme de relations publiques <input type="radio"/> Le gouvernement fédéral ou un gouvernement provincial <input type="radio"/> Aucune de ces organisations <p>SI « AUCUNE DE CES ORGANISATIONS », POURSUIVEZ. SINON. REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE.</p>

<p>g) What is your gender?</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Gender diverse <input type="radio"/> Prefer not to answer 	<p>g) Quel est votre genre?</p> <ul style="list-style-type: none"> <input type="radio"/> Homme <input type="radio"/> Femme <input type="radio"/> Diverses identités de genre <input type="radio"/> Préfère ne pas répondre
<p>h) In what year were you born?</p> <ul style="list-style-type: none"> <input type="radio"/> YYYY <p>ADMISSIBLE RANGE 2006-1969 (18 to 54) IF AFTER 2006 BEFORE 1969, THANK AND TERMINATE ASK D IF QUESTION C IS LEFT BLANK, OR IF 1969 OR 2006 IN C</p>	<p>h) Quelle est votre année de naissance?</p> <ul style="list-style-type: none"> <input type="radio"/> AAAA <p>TRANCHE ADMISSIBLE : 2006-1969 (18 à 54) SI L'ANNÉE EST APRÈS 2006 OU AVANT 1969, REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE. POSEZ LA QUESTION D SI LA CASE À LA QUESTION C EST VIDE, OU SI 2006 OU 1969 À LA QUESTION C.</p>
<p>i) In which of the following age categories do you belong?</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Less than 18 years old THANK AND TERMINATE <input type="radio"/> 18 to 24 <input type="radio"/> 25 to 34 <input type="radio"/> 35 to 44 <input type="radio"/> 45 to 54 <input type="radio"/> 55 to 64 THANK AND TERMINATE <input type="radio"/> 65 or older THANK AND TERMINATE <p>IF "LESS THAN 18 YEARS OLD", "55 OR OLDER" OR "BLANK", THANK AND TERMINATE</p> <p>D1: Which of the following categories best describes your current employment status? Are you:</p> <p>SELECT ONE ONLY</p> <ul style="list-style-type: none"> <input type="radio"/> Working full-time (30 or more hours per week) <input type="radio"/> Working part-time (less than 30 hours per week) <input type="radio"/> Self-employed <input type="radio"/> Unemployed, but looking for work <input type="radio"/> Student attending school full-time <input type="radio"/> Retired <input type="radio"/> Not in the workforce (Full-time homemaker or unemployed but not looking for work) <input type="radio"/> Other employment status 	<p>i) À quelle catégorie d'âge appartenez-vous?</p> <p>NE CHOISISSEZ QU'UNE SEULE CATÉGORIE.</p> <ul style="list-style-type: none"> <input type="radio"/> Moins de 18 ans REMERCIEZ LE RÉPONDANT & METTEZ FIN AU SONDAGE <input type="radio"/> 18 à 24 ans <input type="radio"/> 25 à 34 ans <input type="radio"/> 35 à 44 ans <input type="radio"/> 45 à 54 ans <input type="radio"/> 55 à 64 ans REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE. <input type="radio"/> 65 ans et plus REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE. <p>SI LE RÉPONDANT À MOINS DE 18 ANS OU EST PLUS VIEUX QUE 55 ANS REMERCIEZ LE RÉPONDANT ET METTEZ FIN AU SONDAGE.</p> <p>D1 : Laquelle de ces descriptions correspond le mieux à votre situation d'emploi actuelle? Êtes-vous...</p> <p>NE CHOISISSEZ QU'UNE CATÉGORIE.</p> <ul style="list-style-type: none"> <input type="radio"/> Travailleur / travailleuse à temps complet (30 heures et plus par semaine) <input type="radio"/> Travailleur / travailleuse à temps partiel (moins de 30 heures par semaine) <input type="radio"/> Travailleur / travailleuse autonome <input type="radio"/> Sans emploi, mais à la recherche d'un emploi <input type="radio"/> Étudiant/étudiante à temps plein <input type="radio"/> Retraité/retraîtée

IF “RETIRED” OR “NOT IN THE WORKFORCE” IS SELECTED, THANK AND TERMINATE

D2:

Please indicate if any of the following statements apply to you (Select all that apply):

- I am currently looking to change jobs/careers
- I am currently doing job/career training to gain new skills to advance in or move out of my current job/career
- I am entering the workforce for the first time
- In the past two years, I have done job/career related training to get a new job/career
- In the next five years, I plan to or may consider changing jobs/careers.
- None of the above

- À l'extérieur du marché du travail (personne au foyer à temps plein ou sans emploi et non à la recherche d'emploi)
- Autre situation d'emploi

SI “RETRAITÉ(E)” OU “À L'EXTÉRIEUR DU MARCHÉ DU TRAVAIL” EST SÉLECTIONNÉ, REMERCIER ET METTRE FIN AU SONDAGE.

D2 :

Veillez indiquer si l'un des énoncés suivants s'applique à vous :

CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES.

- Je cherche actuellement à changer d'emploi ou de carrière
- Je suis actuellement une formation professionnelle afin d'acquérir de nouvelles compétences pour progresser dans ma carrière ou quitter mon emploi ou ma carrière actuelle
- J'entre pour la première fois sur le marché du travail
- Au cours des deux dernières années, j'ai suivi une formation liée à l'emploi ou à la carrière afin d'obtenir un nouvel emploi/une nouvelle carrière
- Au cours des cinq prochaines années, je planifie ou j'envisage de changer d'emploi ou de carrière.
- Aucune de ces réponses

j) In which province or territory do you live?

SELECT ONE ONLY

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

IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE

j) Dans quelle province ou quel territoire habitez-vous?

NE CHOISISSEZ QU'UN PROVINCE OU QU'UN TERRITOIRE.

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoire du Nord-Ouest
- Nouvelle-Écosse
- Nunavut
- Ontario
- Île-du-Prince-Édouard
- Québec
- Saskatchewan
- Yukon

SI AUCUNE PROVINCE OU AUCUN TERRITOIRE N'EST CHOISI(E), REMERCIER LE RÉPONDANT ET METTEZ FIN AU SONDAGE.

<p align="center">CORE QUESTIONS [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]</p>	<p align="center">QUESTIONS DE BASE [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS CAMPAGNE]</p>
<p>ASK ALL RESPONDENTS</p> <p>Q1: Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No => GO TO T1A 	<p>POSEZ À TOUS LES RÉPONDANTS.</p> <p>Q1 : Au cours des trois dernières semaines avez-vous vu, lu ou entendu de la publicité du gouvernement du Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non => ALLEZ À T1A
<p>Q2: Think about the most recent Government of Canada ad that comes to mind. What do you remember about this ad?</p> <ul style="list-style-type: none"> <input type="radio"/> OPEN-ENDED _____ 	<p>Q2 : Pensez à la plus récente publicité du gouvernement du Canada qui vous revient à l'esprit. De quoi vous souvenez-vous à propos de cette publicité?</p> <ul style="list-style-type: none"> <input type="radio"/> Question ouverte: _____
<p align="center">CAMPAIGN-SPECIFIC QUESTIONS [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]</p>	<p align="center">QUESTIONS SPÉCIFIQUES À LA CAMPAGNE [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS CAMPAGNE]</p>
<p>ASK ALL RESPONDENTS</p> <p>T1A: Over the past couple of months, have you seen, read or heard any Government of Canada advertising about the importance of gaining new skills to help you prepare for career growth and the financial programs and services available to support you along the way?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No => GO TO UYS1 	<p>POSEZ À TOUS LES RÉPONDANTS.</p> <p>T1A : Au cours des dernières mois avez-vous vu, lu ou entendu de la publicité du gouvernement du Canada au sujet de l'importance d'acquérir de nouvelles compétences professionnelles pour vous aider à vous préparer à l'avancement de votre carrière ainsi que sur les programmes et services financiers disponibles pour vous accompagner tout au long de votre parcours ?</p> <ul style="list-style-type: none"> <input type="radio"/> Oui <input type="radio"/> Non => ALLEZ À UYS1
<p>T1B: Where have you seen, read or heard this ad about the importance of gaining new skills to help you prepare for career growth and the financial programs and services available to support you along the way?</p> <p>SELECT ALL THAT APPLY [RANDOMIZE LIST]</p> <ul style="list-style-type: none"> <input type="radio"/> Television <input type="radio"/> Snapchat <input type="radio"/> Digital/Streaming radio (e.g., Spotify) <input type="radio"/> Internet website <input type="radio"/> LinkedIn <input type="radio"/> Pinterest <input type="radio"/> Online news site <input type="radio"/> Web search (e.g. Google, Bing) <input type="radio"/> YouTube <input type="radio"/> Job fairs 	<p>T1B : Où avez-vous vu, lu ou entendu cette publicité au sujet de l'importance d'acquérir de nouvelles compétences professionnelles pour vous aider à vous préparer à l'avancement de votre carrière ainsi que sur les programmes et services financiers disponibles pour vous soutenir tout au long de votre parcours ?</p> <p>CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES. [ALTERNER L'ORDRE DES CHOIX DE RÉPONSES]</p> <ul style="list-style-type: none"> <input type="radio"/> Télévision <input type="radio"/> Snapchat <input type="radio"/> Radio numérique/en continue (p. ex., Spotify) <input type="radio"/> Site Internet <input type="radio"/> LinkedIn <input type="radio"/> Pinterest <input type="radio"/> Sites Web de nouvelles <input type="radio"/> Moteur de recherche (p. ex., Google, Bing) <input type="radio"/> YouTube <input type="radio"/> Salons de l'emploi

<ul style="list-style-type: none"> ○ Near job recruitment agencies ○ School campus ○ Static or digital billboard on the street ○ Transit (e.g., Inside/outside bus/subway or bus shelter) ○ Other, please specify: ○ Don't know 	<ul style="list-style-type: none"> ○ Près d'agences de recrutement d'emplois ○ Campus d'une école ○ Panneau d'affichage statique ou numérique sur la rue ○ Transport en commun (par exemple, intérieur/extérieur des autobus / dans le métro, dans un aribus) ○ Autre, veuillez préciser : ○ Je ne sais pas
<p>T1C: What do you remember about this ad?</p> <ul style="list-style-type: none"> ○ OPEN-ENDED _____ 	<p>T1C : De quoi vous souvenez-vous à propos de cette publicité?</p> <ul style="list-style-type: none"> ○ Question ouverte: _____
<p>CAMPAIGN SPECIFIC ATTITUDINAL AND BEHAVIOURAL QUESTIONS</p> <p>ASK ALL RESPONDENTS</p> <p>UYS1: Are you aware that the Government of Canada has resources available to help Canadians upgrade their skills, including financial supports to help you gain skills and prepare for career growth?</p> <ul style="list-style-type: none"> ○ Yes ○ No ○ Unsure / Don't know <p>UYS2: In the past five years, have you considered developing your professional skills to find a job, get a promotion, or change careers?</p> <ul style="list-style-type: none"> ○ Yes ○ No <p>UYS3: With specific regard to the Government of Canada's various programs and services related to financial supports that are available to help you gain skills and prepare for career growth, what programs and services are you aware of?</p> <p style="text-align: center;">[UNAIDED – OPEN TEXT]</p> <p>UYS4: Which of the following Government of Canada programs and services are you aware of?</p> <p style="text-align: center;">SELECT ALL THAT APPLY</p> <p style="text-align: center;">[RANDOMIZE LIST]</p>	<p>DES QUESTIONS PRÉCISES À LA CAMPAGNE POUR ÉVALUER LES ATTITUDES ET LES COMPORTEMENTS</p> <p>POSEZ À TOUS LES RÉPONDANTS.</p> <p>UYS1: Savez-vous que le gouvernement du Canada dispose de ressources pour aider les Canadiens à améliorer leurs compétences, y compris du soutien financier pour vous aider à acquérir des compétences et à vous préparer au développement de votre carrière?</p> <ul style="list-style-type: none"> ○ Oui ○ Non ○ Incertain / Je ne sais pas <p>UYS2 : Au cours des cinq dernières années, avez-vous envisagé de développer vos compétences professionnelles afin d'obtenir un emploi, une promotion ou changer de carrière?</p> <ul style="list-style-type: none"> ○ Oui ○ Non <p>UYS3 : En ce qui concerne spécifiquement les divers programmes et services du gouvernement du Canada liés au soutien financier qui sont disponibles pour vous aider à acquérir des compétences et à vous préparer à l'évolution de carrière, quels programmes et services connaissez-vous?</p> <p style="text-align: center;">[SANS AUCUNE AIDE – TEXTE OUVERT]</p> <p>UYS4: Quels programmes et services connaissez-vous parmi les suivants?</p> <p style="text-align: center;">SÉLECTIONNEZ TOUTES LES RÉPONSES QUI S'APPLIQUENT. [ALTERNER L'ORDRE DES CHOIX DE RÉPONSES]</p>

- Apprenticeship Incentive Grant for Women
- Apprenticeship Incentive (AIG)
- Apprenticeship Completion Grant (ACG)
- Canada Apprenticeship Loan
- Tax deductions and credits for apprentices and tradespersons
- Tax deductions for employers of apprentices
- Employment Insurance (EI)
- Union Training and Innovation Program
- Skilled Trades Awareness and Readiness (STAR) Program
- Apprenticeship Service Program
- Canada Student Financial Assistance Program (includes Canada Student Grants and Loans, and Repayment Assistance Program)
- Canada Summer Jobs
- Labour Market Development Agreements/ Workforce Development Agreements
- Job Bank – job searches, job alerts, job matching
- Red Seal Program (skilled trades and apprenticeship)
- Skills for Success
- Student Work Placement Program
- Other (specify)
- None of the above

UYS5:

Please rate the extent to which you would recommend, use, and/or visit the following sources for information about training or skills development programs and services available to help you prepare for career growth:

[ROTATE ORDER OF INFORMATION SOURCES]

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

- 1- Definitely would not recommend, use, or visit
- 2
- 3
- 4
- 5- Definitely would recommend, use, or visit
- Don't know

[ASK QUESTION UYS6 ONLY IF CODES 1-2 OR 4-5 FOR QUESTION UYS5A]

UYS6:

- Subvention incitative aux apprentis pour les femmes
- Subvention incitative aux apprentis (SIA)
- Subvention à l'achèvement de la formation d'apprenti (SAFA)
- Prêt canadien aux apprentis
- Déductions fiscales et crédits d'impôt pour les apprentis et les gens de Métier
- Déductions fiscales pour les employeurs qui embauchent des apprentis
- Assurance-emploi
- Programme pour la formation et l'innovation en milieu syndical
- Programme de sensibilisation et de préparation aux métiers spécialisés
- Programme Service d'apprentissage
- Programme canadien d'aide financière aux étudiants (inclus les subventions et prêts d'études canadiens et le programme d'aide au remboursement)
- Emplois d'été Canada
- Ententes sur le développement du marché du travail / Ententes sur le développement de la main-d'œuvre
- Guichet emplois – recherche d'emploi, alertes-emplois, jumelage-emploi
- Programme Sceau rouge (métiers spécialisés et apprentissage)
- Compétences pour réussir
- Programme de stages pratiques pour étudiants
- Autre (précisez)
- Aucune de ces réponses

UYS5:

Veuillez évaluer dans quelle mesure vous recommanderiez, utiliseriez, ou visiteriez les sources suivantes pour obtenir de l'information au sujet de programmes et services de formation ou de développement des compétences disponibles pour vous aider à vous préparer à l'avancement de votre carrière:

[FAIRE LA ROTATION DES SOURCES D'INFORMATION]

- Sites Web du gouvernement du Canada
- Sites Web du gouvernement provincial
- Sites de planification de la carrière/des études
- Sites Web des universités et des collèges communautaires
- Sites de recrutement
- Guichet-Emplois
- Syndicats, organismes de certification ou d'accréditation ou spécialistes de l'industrie

- 1– Vous n'auriez certainement pas recommandé, utilisé, ou visité
- 2
- 3
- 4
- 5– Vous auriez certainement recommandé, utilisé, ou visité
- Je ne sais pas

[POSER LA QUESTION UYS6 SEULEMENT SI CODES 1-2 OU 4-5 À LA QUESTION UYS5A]

Why would you [codes 4-5 for question UYS5A] / Why would you not [codes 1-2 for question UYS5A] recommend, use, or visit Government of Canada websites for information on programs and services about training or skills development to help you prepare for career growth?

UYS7:

All things considered, please rate how satisfied or dissatisfied you are with the Government of Canada's support for Canadians in the following areas: **[ROTATE STATEMENTS]**

- Education
 - Training to acquire skills
- 1-Completely dissatisfied
2
3
4
5-Completely satisfied
Don't know

UYS6:

Pourquoi auriez-vous [codes 4-5 à la question T1G] / Pourquoi n'auriez-vous pas [codes 1-2 à la question T1G] recommandé, utilisé ou visité les sites Web du gouvernement du Canada pour obtenir de l'information au sujet des programmes et des services sur la formation ou le développement des compétences pour vous aider à vous préparer à l'avancement de votre carrière?

UYS7:

Veuillez évaluer à quel point vous êtes satisfait ou insatisfait du soutien du gouvernement du Canada aux Canadiens dans les secteurs suivants : **[FAIRE LA ROTATION DES ÉNONCÉS]**

- Éducation
 - Formation pour acquérir des compétences
- 1 – Entièrement insatisfait
2
3
4
5 – Entièrement satisfait
Je ne sais pas

**AD RECALL QUESTIONS
[ASK IN POST-CAMPAIGN SURVEY ONLY]**

**QUESTIONS SUR LE RAPPEL DES ANNONCES
[DEMANDER UNIQUEMENT DANS LE SONDAGE D'APRÈS CAMPAGNE]**

Next are some ads that have recently been broadcast on various media. Click 'Next' to view.

**[INSERT SOCIAL MEDIA, VIDEO, AND OUT-OF-HOME ADS]
[CLICK TO GO TO THE NEXT PAGE]**

T1H:

Over the past couple of months, have you seen, read or heard any of these ads?

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

Voici quelques publicités qui ont récemment été diffusées sur différents médias. Cliquez ici pour les voir.

**[INSÉREZ LES PUBLICITÉS MÉDIAS SOCIAUX, VIDÉO ET AFFICHAGE EXTÉRIEUR]
[CLIQUEZ POUR ALLER À LA PAGE SUIVANTE]**

T1H :

Au cours des derniers mois avez-vous vu, lu ou entendu l'une ou l'autre de publicités?

- Oui
- Non => **ALLER À T1J**

T1I:

Where have you seen, read or heard these ads?

SELECT ALL THAT APPLY

USE LIST FROM T1B
Don't know

T1I :

Où avez-vous vu, lu ou entendu ces publicités?

CHOISISSEZ TOUTES LES RÉPONSES APPLICABLES.

UTILISEZ LA LISTE DE T1B
Je ne sais pas

T1J:
 What do you think is the **main** point these ads are trying to get across?
 OPEN-ENDED _____

T1K:
 Please indicate your level of agreement with the following statements about these ads?

RANDOMIZE STATEMENTS

'Don't know' will be an option for each statement

	1 Strongly Disagree	2	3	4	5 Strongly Agree
These ads catch my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads are difficult to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads do not favour one political party over another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads talk about an important topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads provide new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads clearly convey that the Government of Canada wants to inform Canadians about the importance of learning new skills to advance your career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
These ads clearly convey that the Government of Canada has financial support and resources available to help you gain skills and prepare for career growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T1J :
 Quel est, selon vous, le message **principal** que ces publicités tentent de véhiculer?
 Question ouverte: _____

T1K :
 Dans quelle mesure êtes-vous d'accord ou non avec les énoncés suivants au sujet de ces publicités?

LISEZ LES ÉNONCÉS AU HASARD. Je ne sais pas

	1 Fortement en désaccord	2	3	4	5 Fortement en accord
Ces publicités attirent mon attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités me concernent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités sont difficiles à suivre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cette publicité ne favorise pas un parti politique plus qu'un autre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités traitent d'un sujet important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités fournissent de l'information nouvelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités indiquent clairement que le gouvernement du Canada veut informer les Canadiens de l'importance d'acquérir de nouvelles compétences pour faire avancer votre carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ces publicités indiquent clairement que le gouvernement du Canada a du soutien financier et des ressources disponibles pour vous aider à acquérir des compétences et préparer l'avancement de votre carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- T1L:**
 After seeing the advertisements, how interested were you in seeking out resources on skills development from the Government of Canada?
- 1 – Not at all interested
 - 2 – Slightly interested
 - 3 – Somewhat interested
 - 4 – Very interested
 - 5 – Extremely interested
 - Unsure / Don't know

- T1L:**
 Après avoir vu les publicités, dans quelle mesure êtes-vous intéressé à obtenir des ressources sur le perfectionnement des compétences auprès du gouvernement du Canada?
- 1 – Pas du tout intéressé
 - 2 – Un peu intéressé
 - 3 – Plutôt intéressé
 - 4 – Très intéressé
 - 5 – Extrêmement intéressé
 - Incertain / Je ne sais pas

**DEMOGRAPHIC QUESTIONS
 [ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]**

**QUESTIONS DÉMOGRAPHIQUES
 [DEMANDER DANS LES SONDAGES DE RÉFÉRENCE ET D'APRÈS CAMPAGNE]**

- D3:**
 What is the highest level of formal education that you have completed?
- SELECT ONE ONLY**
- 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

- D3 :**
 Quel est le plus haut niveau de scolarité que vous avez atteint?
- NE CHOISISSEZ QU'UNE SEULE OPTION.**
- Moins qu'un diplôme d'études secondaires ou l'équivalent
 - Diplôme d'études secondaires ou l'équivalent
 - Apprentissage enregistré ou autre certificat ou diplôme d'une école de métiers
 - Collège, cégep ou autre certificat ou diplôme d'une institution non universitaire
 - Certificat ou diplôme inférieur au baccalauréat
 - Baccalauréat
 - Diplôme d'études universitaires supérieur au baccalauréat
 - Préfère ne pas répondre

- D4:**
 Are there any children under the age of 18 currently living in your household?
- Yes
 - No
 - Prefer not to answer

- D4 :**
 Des enfants de moins de 18 ans habitent-ils actuellement dans votre foyer?
- Oui
 - Non
 - Préfère ne pas répondre

- D5:**
 Which of the following categories best describes your total annual household income, including income from all household members, before taxes are deducted?
- SELECT ONE ONLY**

- D5 :**
 Laquelle des catégories suivantes décrit le mieux la somme des revenus annuels avant impôts de tous les membres de votre foyer?
- NE CHOISIR QU'UNE SEULE RÉPONSE.**

<ul style="list-style-type: none"> <input type="radio"/> Under \$20,000 <input type="radio"/> Between \$20,000 and \$40,000 <input type="radio"/> Between \$40,000 and \$60,000 <input type="radio"/> Between \$60,000 and \$80,000 <input type="radio"/> Between \$80,000 and \$100,000 <input type="radio"/> Between \$100,000 and \$150,000 <input type="radio"/> Between \$150,000 and \$200,000 <input type="radio"/> \$200,000 and above <input type="radio"/> Prefer not to answer 	<ul style="list-style-type: none"> <input type="radio"/> Moins de 20 000 \$ <input type="radio"/> Entre 20 000 \$ et 40 000 \$ <input type="radio"/> Entre 40 000 \$ et 60 000 \$ <input type="radio"/> Entre 60 000 \$ et 80 000 \$ <input type="radio"/> Entre 80 000 \$ et 100 000 \$ <input type="radio"/> Entre 100 000 \$ et 150 000 \$ <input type="radio"/> Entre 150 000 \$ et 200 000 \$ <input type="radio"/> 200 000 \$ et plus <input type="radio"/> Préfère ne pas répondre
<p>D6: Where were you born?</p> <ul style="list-style-type: none"> <input type="radio"/> Born in Canada <input type="radio"/> Born outside Canada Specify the country: _____ <input type="radio"/> Prefer not to answer <p>ASK IF D6=BORN OUTSIDE CANADA</p> <p>D7: In what year did you first move to Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> YYYY <input type="radio"/> Prefer not to answer <p>ADMISSIBLE RANGE: 1900-2024</p>	<p>D6 : Où êtes-vous né(e)?</p> <ul style="list-style-type: none"> <input type="radio"/> Au Canada <input type="radio"/> À l'étranger Précisez quel pays : _____ <input type="radio"/> Préfère ne pas répondre <p>DEMANDEZ SI D6=NÉ(E) À L'ÉTRANGER</p> <p>D7 : En quelle année êtes-vous arrivé(e) au Canada?</p> <ul style="list-style-type: none"> <input type="radio"/> AAAA <input type="radio"/> Préfère ne pas répondre <p>PÉRIODE ADMISSIBLE : 1900 à 2024</p>
<p>D8: What is the language you first learned at home as a child and still understand? SELECT UP TO TWO</p> <ul style="list-style-type: none"> <input type="radio"/> English <input type="radio"/> French <input type="radio"/> Other language, specify: _____ <input type="radio"/> Prefer not to answer 	<p>D8 : Quelle est la première langue que vous avez apprise lorsque vous étiez enfant et que vous comprenez toujours? EN CHOISIR AU PLUS DEUX</p> <ul style="list-style-type: none"> <input type="radio"/> Anglais <input type="radio"/> Français <input type="radio"/> Autre langue; veuillez préciser _____ <input type="radio"/> Préfère ne pas répondre
<p>These questions collect information in accordance with the Employment Equity Act and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural, and economic life of Canada.</p> <p>D9: Do you self-identify as an Indigenous person, that is, are you First Nations, Métis or Inuk (Inuit)? Note: First Nations (North American Indian) includes Status and Non-Status Indians.</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, First Nations (North American Indian) <input type="radio"/> Yes, Métis <input type="radio"/> Yes, Inuk (Inuit) <input type="radio"/> No, not First Nations, Métis or Inuk (Inuit) <input type="radio"/> Prefer not to answer 	<p>Ces questions recueillent des informations conformément à la Loi sur l'équité en matière d'emploi, sa réglementation et ses directives, pour appuyer les programmes qui donnent à chacun une chance égale de participer à la vie sociale, culturelle et économique du Canada.</p> <p>D9 : Vous identifiez-vous comme une personne autochtone; c'est-à-dire, Première Nation, Métis ou Inuk (Inuit)? Note : Première Nation (Indien de l'Amérique du Nord) comprend les Indiens avec statut et les Indiens sans statut.</p> <ul style="list-style-type: none"> <input type="radio"/> Oui, Première Nation (Indien de l'Amérique du Nord) <input type="radio"/> Oui, Métis <input type="radio"/> Oui, Inuk (Inuit) <input type="radio"/> Non, pas Première Nation, Métis ou Inuk (Inuit) <input type="radio"/> Préfère ne pas répondre

ASK D10 only if D9 is “No” or “Prefer not to answer.”

D10:

What is your ethnic or cultural background?

- Caucasian / White
- Chinese
- South Asian (i.e., East Indian, Pakistani, etc.)
- Black
- Filipino
- Latin American
- East or Southeast Asian (i.e., Vietnamese, etc.)
- Arab
- West Asian (i.e. Iranian, Afghan, etc.)
- Korean
- Japanese
- Other (please specify)
- Prefer not to answer

D11:

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

- Yes
- No
- Don't know
- Prefer not to answer

D12:

What is the size of the community where you currently live?

- City with a population of over one million
- City with a population of between 100,000 and one million
- City/town with a population of between 30,000 and 99,999
- Town with a population between 1,000 and 29,999
- Rural area with a population of less than 1,000
- Prefer not to answer

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.

DEMANDEZ D10 si D9 est “Non” ou “Préfère ne pas répondre”

D10 :

Quelle est votre origine ethnique ou culturelle?

- Caucasien / Blanc
- Chinois
- Asiatique du Sud (Indiens d'Asie, Pakistanais, etc.)
- Noir
- Philippin
- Latino-Américain
- Asiatique de l'Est ou du Sud-Est (Vietnamien, etc.)
- Arabe
- Asiatique de l'Ouest (Iranien, Afghan, etc.)
- Coréen
- Japonais
- Autre (veuillez préciser)
- Préfère ne pas répondre

D11 :

Vous identifiez-vous comme une personne en situation de handicap?

Une personne en situation de handicap est une personne qui présente une incapacité durable ou récurrente (liée à la vision, l'ouïe, la mobilité, la flexibilité, la dextérité, la douleur, l'apprentissage, au développement, la mémoire ou la santé mentale) qui limite ses activités quotidiennes à l'intérieur ou à l'extérieur du domicile (école, travail ou communauté en général).

- Oui
- Non
- Je ne sais pas
- Préfère ne pas répondre

D12 :

Quelle est la population de la communauté dans laquelle vous vivez actuellement?

- Ville de plus d'un million d'habitants
- Ville de 100 000 à un million d'habitants
- Ville ou petite agglomération de 30 000 à 99 999 habitants
- Petite agglomération de 1 000 à 29 999 habitants
- Région rurale comptant moins de 1 000 habitants
- Préfère ne pas répondre

Voilà qui met fin au sondage que nous avons effectué pour le compte d'Emploi et Développement social Canada

Dans les mois à venir, le rapport sera disponible auprès de Bibliothèque et Archives Canada. Nous vous remercions beaucoup d'avoir pris le temps d'y participer, nous vous en sommes reconnaissants.