



Employment and Social Development Canada Emploi et Développement social Canada

National Skilled Trades Advertising Campaign – 2024-2025 Creative Testing and 2025-2026 Evaluation

Final Report

Prepared for Employment and Social Development Canada

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Canada 

National Skilled Trades Advertising Campaign – 2024-2025 Creative Testing and 2025-2026 Evaluation

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Supplier name: Earnscliffe Strategy Group
May 2026

This public opinion research report presents the results of the focus groups and two online surveys conducted by Earnscliffe Strategy Group on behalf of Employment and Social Development Canada (ESDC). The focus groups were conducted in November 2024, the pre-campaign survey was conducted in January 2025, and the post-campaign survey was conducted in March 2026.

Cette publication est aussi disponible en français sous le titre : Campagne nationale de publicité pour les métiers spécialisés — test de concepts créatifs 2024-2025 et évaluation 2025-2026.

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Executive summary

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of qualitative and quantitative research conducted to test creative materials for the 2024-2025 National Skilled Trades Campaign and evaluate the 2025-2026 Campaign. The qualitative phase was conducted to pre-test creative materials while the quantitative phases were conducted pre- and post- campaign using the Advertising Campaign Evaluation Tool (ACET) issued by the Communications and Consultations Secretariat of the Privy Council Office (PCO) and additional campaign-specific questions developed in consultation with ESDC.

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

The National Skilled Trades campaign aligns with Employment and Social Development's core responsibility of helping Canadians access post-secondary education, obtain the skills and training needed to participate in a changing labour market, and provide supports to those who are temporarily unemployed. Ensuring that Canadians have access to the education, training, and life-long learning supports required to gain the skills and work experience they need will help build an inclusive and efficient labour market.

After successful National Skilled Trades campaigns in FY 2021-2022, FY 2022-2023, and FY 2023-2024, ESDC launched a refreshed campaign in FY 2024-2025 and FY 2025-2026 to continue to attract attention. The 2024-2025 campaign had a budget of \$3.69 million, which was used for creative material production, media purchase, an Experiential Marketing event tour, additional marketing, and required creative testing and ACET evaluation. The 2025-2026 campaign had a budget of \$2.5 million, which was used to update creative materials, media purchase, and ACET evaluation.

The goals of the campaign were to:

- Change the perception around apprenticeship and careers in the skilled trades by promoting their merits as viable and rewarding.
- Position apprenticeships and skilled trades as first-choice career paths (that is, a career in the skilled trades is a rewarding "Plan A" choice for youth and not a "Plan B" alternative).
- Build awareness of the Government of Canada funding, tools, and resources available.
- Highlight sustainable jobs and the green economy as it relates to the skilled trades.
- Highlight the construction industry as it relates to housing.

The fiscal year 2024-2025 campaign featured a revamped advertising campaign, and used the insights gained through this research and lessons learned from previous years' campaigns; and experiential marketing, including events across the country which targeted the audiences of this research. The fiscal year 2025-2026 campaign featured an updated advertising campaign.

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

The first qualitative phase consisted of a series of eight online focus groups conducted November 4 and 5, 2024. The target audiences included youth (16 to 19) and young adults (20 to 34). Six groups were conducted in English with residents of Atlantic Canada, Ontario, and Western/Northern Canada, while two groups were conducted with residents of Quebec in French. Those residing in official language minority communities (OLMCs) were invited to participate in a group in the official language of their choice. Recruitment aimed for a good mix of gender, age, region, and socio-economic status (income, education, employment); both in school and out-of-school, and not-employed-or-in-education-or-training (NEET); new Canadian/immigrant, disability, and visible minority representation. The focus groups were 90 to 120 minutes in length and participants received an honorarium of \$145 as a token of appreciation for their time.

The main objective of this initial qualitative phase was to collect feedback on creative concepts to inform final creative development and to ensure the advertising campaign resonates with its intended target audiences and meets its objectives. The research informed final creative development by determining the potential for effectiveness and the resonance of messages and concepts with target audiences.

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

The second phase, the pre-campaign survey, utilized a quantitative methodology, and made use of the Advertising Campaign Evaluation Tool (ACET) and additional campaign-specific questions developed in consultation with ESDC. This survey was conducted online among 2,001 Canadians using Leger's proprietary opt-in online panel prior to the campaign to set a baseline on which to measure aided and unaided recall, message retention, and effectiveness. The survey was conducted among Canadians aged 16 to 34, divided between youth (16 to 19) both in and out of school and not employed or in education or training (NEET) and young adults (20 to 34) looking to change careers or go to school in the five years. The survey averaged 7 minutes in length. Fieldwork was conducted from January 9th to January 23rd, 2025.

The third phase, the post-campaign survey, utilized a similar quantitative methodology, making use of the ACET and the additional campaign-specific questions. This survey was also conducted online among 2,004 Canadians using Leger's proprietary opt-in online panel post campaign to measure aided and unaided recall, message retention, and effectiveness. The survey was conducted among Canadians aged 16 to 34, divided between youth (16 to 19) both in and out of school and not employed or in education or training (NEET) and young adults (20 to 34) looking to change careers or go to school in the five years. The survey averaged 8 minutes in length. Fieldwork was conducted from March 10th to March 31st, 2026.

Key findings

Phase 1: Qualitative concept testing

Awareness and understanding of skilled trades

- Participants had generally positive impressions of a career in the skilled trades though the majority offered they had not considered such a career.
- Unaided participants conveyed their perception that a career in the skilled trades was in demand, offer independence and stability, and can be lucrative (high paying). The main downside noted by participants was related to the physical nature of some of the skilled trades.
- Many of benefits associated with a career in the skilled trades, such as those listed above, fit with the criteria participants deemed important when considering a career. The criteria that they felt might not fit as well was the potential for repetitive work and a sense that some skills may not be transferable.
- While most had positive impressions of a career in the skilled trades, respected those who were in them, and could point to many positive criteria associated with such a career, advice they tended to receive from influencers (i.e., parents and other trusted sources) was to pursue university education after high school.

Creative concepts

- There were elements of most concepts that participants appreciated, and youth seemed to react more favourably to all of the concepts than young adults. Worth noting, no one felt it would be inappropriate for the Government of Canada to proceed with any of these ads.
- In terms of the video concepts, overall preference was split between “We Made That” and “Future You”, with young adults preferring the former and youth preferring the latter. Preference for “The Change Makers” was significantly lower overall and among young adults.
 - What participants liked about “We Made That”, was that it was informative, dynamic, eye-catching, and showcased a variety of skilled trades (albeit the more obvious trades). Participants appreciated that having three stories allowed for (could allow for) a diversity of individuals to be featured including those of different ethnicities, genders and ages.
 - In terms of “Future You”, participants felt the message was direct/clear and reinforced the view that a career in the skilled trades is important, respectable, and meaningful. This concept also effectively showed a variety of skilled trades and participants very much appreciated the reference to paid learning (apprenticeships) and the emphasis on newer environmentally conscious technologies featured in the concept. Reaction across the two target audiences was divergent. Young adults

- were a little more critical, than youth, of the idyllic white picket fence ending which they argued was not necessarily what younger people strive for.
 - Reaction to “The Change Makers” was less positive, though youth appreciated it more than young adults. Youth interpreted the main message as someone who grows up and follows their passions, whereas young adults struggled to understand how the activities a child might enjoy related to a career in the skilled trades.
- Where the static images were concerned, there was more coalescence among both audiences around Concept A, which depicted billboards on the sides of buildings and bridges.
 - Concept A was described as to the point with a clear message that depicted work accomplished by those in the skilled trades. Participants felt that the ad would be much easier to understand in situ if walking or driving by (at a quick glance).
 - Whereas with Concept B, participants felt they would not take the time to stop and read the billboards/posters to understand the main message. What participants appreciated about Concept B, however, was the more vibrant colours, the mention of a variety of skilled trades, and the images of those working in the skilled trades.
- Preference of taglines was split between “Your skills. Your story.” and “The future is yours to make.” Preference for “Build your world” and “Building Canada” was much lower.
 - “The future is yours to make” felt open ended and participants appreciated the emphasis on “your”. It was personal and they could see themselves in it.
 - Participants felt “Your skills. Your story.” was catchy and personal in that it also put the emphasis on the individual. This concept worked better in English than it did in French. In French it was described as old, outdated, and generic.
 - With respect to the other two taglines, participants felt they were too general and too heavily focused on one skilled trade, construction.

Communications needs and preferences

- In terms of where they look for information when career planning, both audiences offered websites and social media sources.
 - Young adults more often referred to employment related sites like Indeed, LinkedIn, Glassdoor, and Reddit; whereas, youth referred to sites like Instagram, Tik Tok, Twitter/X, and YouTube.
- These were often the sources most often suggested when asked how they want the Government to communicate about jobs and career planning.
- In addition to these sources, many also suggested that learning from those on the job through in-person contact (such as at job fairs) and testimonials (including videos on YouTube, reviews on Glassdoor) was an effective way to communicate with them about career planning.

Phase 2: Quantitative pre-campaign survey

- Just over half (53%) claim to have seen, read, or heard any advertising from the Government of Canada.
- Of those who recall general Government of Canada advertising, politics (22%) is cited as the most top-of-mind topic.
- Over one-in-four (28%) claim to have seen, read or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.
- Among respondents who recall Government of Canada ads about the skilled trades, YouTube (35%), internet websites (30%), and online news sites (20%) are the most cited sources of recall.
- Respondents with unaided ad exposure cited 'promoting careers in skilled trades' (30%) and 'educational, career change initiatives' (10%) as the messaging they most recall.

Phase 3: Quantitative post-campaign survey

- Just over half (57%) claim to have seen, read, or heard any advertising from the Government of Canada in the post-campaign survey.
- Four-in-ten (40%) claim to have seen, read or heard any Government of Canada advertising about exploring a career or training in the skilled trades over the past three weeks.
- After being exposed to the ads used in the campaign, 31% of respondents claim to have seen one or more of these ads.
- Of those claiming ad exposure, YouTube (48%), digital/streaming TV (25%), and internet websites (21%) were the most cited points of contact.
- Over a third (35%) of respondents say they did nothing as a result of seeing the ad(s), while one quarter (25%) say they learned something about the skilled trades.
- After reviewing the ads used, interpretation of the main message varied, with the largest proportion of respondents (30%) claiming their message was to encourage people to get into the skilled trades. A majority of respondents (79%) agree that the ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades.

Political neutrality statement

Research Firm:

Earnscliffe Strategy Group (Earnscliffe)

Contract Number: CW2376024-G9292-25-7549

Contract award date: September 26, 2024

I hereby certify as a Representative of Earnscliffe Strategy Group that the final deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Policy on Communications and Federal Identity and Directive on the Management of Communications. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, and standings with the electorate or ratings of the performance of a political party or its leaders.

Signed:

Date: July 16, 2026

A handwritten signature in black ink, appearing to read 'Stephanie Constable', written in a cursive style.

Stephanie Constable
Principal, Earnscliffe

Introduction

Earnscliffe Strategy Group (Earnscliffe) is pleased to present this report to Employment and Social Development Canada (ESDC) summarizing the results of qualitative and quantitative research conducted to test creative materials for the 2024-2025 National Skilled Trades Advertising Campaign and evaluate the 2025-2026 campaign. The qualitative phase was conducted to pre-test creative materials while the quantitative phases were conducted pre- and post- campaign using the Advertising Campaign Evaluation Tool (ACET) issued by the Communications and Consultations Secretariat of the Privy Council Office (PCO).

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

The National Skilled Trades campaign aligns with Employment and Social Development's core responsibility of helping Canadians access post-secondary education, obtain the skills and training needed to participate in a changing labour market, and provide supports to those who are temporarily unemployed. Ensuring that Canadians have access to the education, training, and life-long learning supports required to gain the skills and work experience they need will help build an inclusive and efficient labour market.

After successful National Skilled Trades campaigns in FY 2021-2022, FY 2022-2023, and FY 2023-2024, ESDC launched a refreshed campaign in FY 2024-2025 to continue to attract attention. The 2024-2025 campaign had a budget of \$3.69 million, which was used for creative material production, media purchase, an Experiential Marketing event tour, additional marketing, and required creative testing and ACET evaluation. The 2025-2026 campaign had a budget of \$2.5 million, which was used to update creative materials, media purchase, and ACET evaluation.

The goals of the campaign were to:

- Change the perception around apprenticeship and careers in the skilled trades by promoting their merits as viable and rewarding.
- Position apprenticeships and skilled trades as first-choice career paths (that is, a career in the skilled trades is a rewarding "Plan A" choice for youth and not a "Plan B" alternative).
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The fiscal year 2024-2025 campaigns featured a revamped advertising campaign, using the insights gained through this research and lessons learned from previous years' campaigns; and experiential marketing, including events across the country which will target the audiences of this research. The fiscal year 2025-2026 campaign featured an updated advertising campaign.

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

Phase 1: Qualitative concept testing

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

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

- determining how well the main message is understood and perceived;
- determining whether advertising grabs the audience's attention and what components (design, vocabulary, imagery, tone) are successful/not successful;
- assessing the strengths and weaknesses of ads;
- assessing the clarity of advertising; and
- generating other suggestions for improvements.

Specific to the 2024-2025 National Skilled Trades Advertising Campaign advertising campaign, we understand there will be three concepts evaluated. For each, the following will be explored:

- Does the advertising campaign resonate with its intended target audience and meets its campaign objectives?
- Determine how well the main messages are understood and perceived:
 - Does presented language resonate with participants?
 - Which key words are most important?
 - Are there any terms that the participants find confusing or difficult to understand?
- Determine whether the ad grabs the attention of the audience and what components (design, vocabulary, imagery, tone) are successful/not successful.
- Assess the strengths and weaknesses of the advertising.
- Assess the clarity of the advertising.
- Generate other suggestions for improvements.
- Understand attitudes and awareness of skilled trades as a viable career path, specifically as it relates to career planning:
 - What do participants know about the skilled trades (i.e., pay, job opportunities, types of skilled trade careers)?
 - Have participants considered the skilled trades when career planning?
 - Do participants consider the skilled trades a respectable career option?
 - What is important to them and their future (i.e., money, stability, job satisfaction)?
 - When career planning, have participants considered going straight to work or attending college, trade school or university?
- Measure audience media habits to further supplement/support the media mix data used to inform advertising campaign design:
 - Where do participants look for information when career planning (i.e. website, social media, school resources, parents/guardians)?
 - How does the audience want the government to communicate with them (i.e. website, social media, TV, direct mail)?

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

We conducted a series of eight online focus groups on November 4 and 5, 2024. The target audiences included youth (16 to 19) and young adults (20 to 34). Six groups were conducted in English with residents of Atlantic Canada, Ontario, and Western/Northern Canada, while two groups were conducted with residents of Quebec in French. Those residing in official language minority communities (OLMCs) were invited to participate in a group in the official language of their choice. Recruitment aimed for a good mix of gender, age, region, and socio-economic status (income, education, employment); both in school and out-of-school, and not-employed-or-in-education-or-training (NEET); new Canadian/immigrant, disability, and visible minority representation. The focus groups were 90 to 120 minutes in length and participants received an honorarium of \$145 as a token of appreciation for their time.

The table below illustrates the number of participants who were recruited for and participated in each group:

Exhibit 1. Number of focus group participants by group

Group	Region/Audience	Language	No. of recruits	No. of participants
Monday, November 4, 2024				
1	Atlantic Canada young adults (20 to 34)	English	10	9
2	Ontario young adults (20 to 34)	English	10	10
3	Quebec young adults (20 to 34)	French	10	7
4	Western/Northern Canada young adults (20 to 34)	English	10	9
Tuesday, November 5, 2024				
5	Atlantic Canada youth (16 to 19)	English	10	7
6	Ontario youth (16 to 19)	English	10	9
7	Quebec youth (16 to 19)	French	10	8
8	Western/Northern Canada youth (16 to 19)	English	10	10

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

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

Phase 2: Quantitative pre-campaign survey

The second phase, utilizing a quantitative methodology, made use of an Advertising Campaign Evaluation Tool (ACET) and additional campaign-specific questions developed in consultation with ESDC. Online ACET surveys are conducted prior to and after the campaigns run in the media to measure aided and unaided recall, message retention, and effectiveness.

Specifically, the ACETs:

- establish a baseline of public awareness, attitudes, and behaviours prior to the launch of the campaign;

- gauge the effectiveness of the campaign;
- measure awareness and knowledge of the campaign and ESDC programs; and
- detect if the campaign was effective in promoting the call to action.

The pre-campaign survey was conducted online using Leger’s proprietary opt-in online panel prior to the campaign to set a baseline on which to measure aided and unaided recall, message retention, and effectiveness.

The survey included 2,001 Canadians, including 343 youth (16 to 19) and 1,658 young adults (20 to 34) who are changing careers, continuing schooling, or who intend to go back to school. The survey averaged 7 minutes in length. Fieldwork was conducted from January 9th to January 23rd, 2025.

The sample of youth (16 to 19) was weighted to be reflective of the overall population by gender and age within region. The sample of young adults (20 to 34) looking to change careers, continue schooling, or who intend to go back to school were weighted using the incidence rates determined by the research itself.

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

Phase 3: Quantitative post-campaign survey

The third phase, utilizing a quantitative methodology, made use of an Advertising Campaign Evaluation Tool (ACET) and additional campaign-specific questions developed in consultation with ESDC. Online ACET surveys are conducted prior to and after the campaigns run in the media to measure aided and unaided recall, message retention, and effectiveness.

Post-campaign data metrics are measured against the baseline data to assist in developing or adjusting future media strategies. In addition, results from the campaign evaluation provide valuable trend information for future campaigns.

Specifically, the ACETs:

- establish a baseline of public awareness, attitudes, and behaviours prior to the launch of the campaign;
- gauge the effectiveness of the campaign;
- measure awareness and knowledge of the campaign and ESDC programs; and
- detect if the campaign was effective in promoting the call to action.

Following the campaign, the post-campaign survey was conducted online using Leger’s proprietary opt-in panel, benchmarking metrics to the pre-campaign survey results.

The survey included 2,004 Canadians, including 343 youth (16 to 19) and 1,661 young adults (20 to 34) who are changing careers, continuing schooling, or who intend to go back to school. The survey averaged 8 minutes in length. Fieldwork was conducted from March 10th to March 31st, 2026.

The sample of youth (16 to 19) was weighted to be reflective of the overall population by gender and age within region. The sample of young adults (20 to 34) looking to change careers,

continue schooling, or who intend to go back to school were weighted using the incidence rates determined by the research itself.

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

Detailed findings

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

- Phase 1: Qualitative concept testing
- Phase 2: Quantitative pre-campaign survey
- Phase 3: Quantitative post-campaign survey

Phase 1: Qualitative concept testing

Qualitative concept testing results are divided into three sections that present participants' awareness and understanding of skilled trades; reactions to the concept testing; and understand their communications needs and preferences.

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

Awareness and understanding of skilled trades

The focus groups began with an initial warm-up discussion about careers and the skilled trades.

Where future career prospects were concerned, more participants described their prospects as good, rather than excellent or only fair, but very few were so pessimistic as to describe their prospects as poor.

For young adults, this often had to do with the fact that they are either well on their way or are already in their desired career. Those currently in post-secondary programs often said they had chosen their field because of the career prospects and that was instilling a sense of confidence.

Among the youth, some had given it a fair bit of thought already and tended to be more optimistic while others were only slightly less optimistic indicating barriers or challenges ahead such as the education system making the job opportunities tougher and needing to have good timing or luck. Some youth also admitted they had not thought about it much at this point in their lives.

“You have to limit your expectations. A lot of it is timing.” – Youth, Ontario

“I’ve been working in admin but wish I had learned a skill.” – Young adult, Western/Northern Canada

“I’d say only fair. I don’t know what impact AI will have.” – Young adult, Ontario

Participants had generally positive impressions of a career in the skilled trades though the majority offered they had not considered such a career. A small number were already pursuing a path toward a skilled trade.

Unaided views of the skilled trades tended to revolve around the sense that such a career is in demand, offers independence and stability, have paid on the job learning/apprenticeships, and can be lucrative (high paying). The main downside usually revolved around the physically intensive nature of some of the skilled trades.

“People I know see it as a big positive. There are a lot of opportunities and flexibility. You can start your own business, make your own hours.” – Youth, Atlantic Canada

“These are jobs that have their place in society. They have formal training and guidelines they have to follow. Very respectable.” – Youth, Quebec

“It’s manual labour. Hard, but respected.” – Young adult, Ontario

Indeed, many of benefits associated with a career in the skilled trades fit with the criteria participants deemed important when considering a career. For example, most felt that depending on the trade and individual, one could likely have independence, meaning/job satisfaction, a good salary, benefits/vacation, flexibility, opportunities for growth/advancement, and training/learning. The criteria that they felt might not fit as well was the potential for repetition/lack of creativity and a sense that some skills may not be all that transferable.

Exhibit A1: What are the most important things you are looking for when considering which kind of career to pursue? Displayed in no particular order / As far as you’re concerned, how well or poorly does a career in the skilled trades fit with these criteria?

Most important criteria when considering a career	Fits well with a career in the skilled trades	Fits poorly with a career in the skilled trades
Flexibility/Independence	X	
Meaningful/Job satisfaction	X	
Training and learning	X	
Opportunity for growth/advancement	X	
Good salary, benefits, vacation time	X	
Stability	X	
Work-life balance/Quality of life	X	
Team environment	X	
Hybrid work environment		X
Creative freedom/Not too repetitive		X

While most could see the aspect of flexibility that is independence, a few pointed out that another aspect of flexibility was lacking, in that it would not allow for working from home or hybrid options. One example of this was a participant who mentioned needing that kind of accommodation due to a disability.

“Work from home is important to me. Flexibility is a big thing.” – Young adult, Ontario

Worth noting, several participants also mentioned another benefit of a career in the skilled trades was the perception that such a career would be immune to the threat of artificial intelligence.

While most had positive impressions of a career in the skilled trades, respected those who were in them, and could point to many positive criteria associated with such a career, what many were hearing from influencers (i.e., parents and other trusted sources) was to pursue university education after high school.

“I haven’t really considered it. My family is really pushing me to go to university.”
– Youth, Quebec

“Back up option.” – Young adult, Ontario

“My family is very academic.” – Youth, Western/Northern Canada

Finally, when provided with a definition of skilled trades, some pointed out that one or two of the four examples - hairstylist and cook - were ones that do not come to mind when they think of skilled trades. The tendency is to think of examples that involve building or repairing.

Concept testing

Following the initial warm-up, the conversation explored reactions to video, static and tagline concepts as part of an advertising campaign on skilled trades.

Video concepts

There were elements of most concepts that participants appreciated, and youth seemed to react more favourably to all of the concepts than young adults. Certainly, no one felt it would be inappropriate for the Government of Canada to proceed with any of these ads.

In terms of the video concepts, overall preference across all groups was split between “We Made That” and “Future You”, with young adults preferring the former and youth preferring the latter. Preference for “The Change Makers” was significantly lower overall and especially among young adults.

Exhibit A2. Which of the three video concepts do you prefer?

Video concept	*Total (68)	*Youth (33)	Young adults (35)
We Made That	30	9	21
Future You	29	16	13
The Change Makers	9	8	1

*The rating for one participant was not captured.

We Made That

What participants liked about “We Made That”, was that it was informative, dynamic, eye-catching, and showcased a variety of skilled trades (albeit the more obvious trades).

Participants appreciated that having three stories allowed for (could allow for) a diversity of individuals to be featured including those of different ethnicities, genders and ages. The message was clear, and participants noted and appreciated the mention of the 300+ different trades. They also really liked the pace/flow of the ad and felt that showcasing people walking, relaxed, to work and enjoying their work all around us sent a positive message about the benefits of such a career.

“I liked how it showed a variety of trades and how they fit together. It conveyed a sense of community.” – Young adult, Western/Northern Canada

“Three characters means that it could be aimed at everyone, including people of different origins, genders, ages.” – Young adult, Quebec

“Five years ago, I’d have said ‘wow, trades are literally what builds this world!’” – Youth, Western/Northern Canada

“I like the different areas. It’s more inclusive and I appreciate the female representation (finally!).” – Youth, Ontario

Highlighting the fact that everything around them involved skilled trades in some way was welcome and thought-provoking. Participants felt that could be called out more prominently throughout the ad.

“If ‘Made by the skilled trades’ was added throughout, it would help reinforce the message.” – Young adult, Ontario

“I was confused at first but liked it later.” – Youth, Western/Northern Canada

Several participants suggested bringing the information featured at the end of the concept such as the number and variety of in-demand jobs up to the front. They also suggested emphasizing the career path, education requirements, and the array of skilled trades showcased in this concept (such as that an EV charging station relates to the skilled trades) which they felt may pique more participants’ interest in an ad about the skilled trades.

“The 300+ careers mentioned make it clickable.” – Young adult, Western/Northern Canada

“It would be better if there was more talk about the benefits like the money and that it takes less schooling.” – Youth, Ontario

“It’s great to see how many career opportunities there are. It’s very powerful that there are jobs.” – Youth, Ontario

Future You

Participants felt the message conveyed in “Future You” was direct/clear and reinforced the view that a career in the skilled trades is important, respectable, and meaningful. This concept also effectively showed a variety of skilled trades and participants very much appreciated the reference to paid learning (apprenticeships) and the emphasis on newer environmentally conscious technologies featured in the concept.

“This one really caught my attention. It’s more intense. There is more stuff, more possibilities, more impact. It does a good job of showing the skilled trades.” – Youth, Atlantic Canada

“This one is relatable. It shows you can have a fulfilling and rewarding career. It’s also kind of funny but needs a messier room.” – Young adult, Western/Northern Canada

Young adults were a little more critical of this ad. They did not feel it was all that attention grabbing or memorable. They also felt it was predictable and outdated especially the idyllic white picket fence ending which some argued is not necessarily what younger people strive for anymore. They also worried that it did not very well depict diversity and seemed to convey white, male, privilege (the main character is assumed to be white, does a google search, and seems to find a paid apprenticeship and career very easily which did not fit with everyone’s experience).

“I hate the end – the house, the family, the dog. It’s old school.” – Young adult, Atlantic Canada

“This feels male focussed. It would not encourage a woman to join [the skilled trades].” – Young adult, Ontario

“There’s a lot going on – too much, but I like the variety” – Young adult, Western/Northern Canada

Youth, on the other hand, seemed to appreciate this concept for all these reasons. Unlike young adults, they felt it was realistic in that they could imagine themselves (relatable person sitting at a computer doing research) in this situation. Similarly, they appreciated the kaleidoscope effect illustrating the various life goals/milestones toward the end of the concept and described it as aspirational. They summarized their interpretation of the main message as, there are a variety of skilled trades, that would provide job satisfaction and a sense of accomplishment.

“I liked this one. There were more options of trades in the collages. It hit some important topics right now like the environment. It makes you feel more engaged to follow this person.” – Youth, Atlantic Canada

“I could imagine myself doing this. I like that there is job satisfaction, accomplishment. You build the world. It’s important.” – Youth, Quebec

“I really liked this ad. Lots of information shown in a palpable way. Visuals work well like mentorship, apprenticeship, technology.” – Youth, Western/Northern Canada

The Change Makers

Reaction to “The Change Makers” among youth was more positive than among young adults despite it also not often being selected as their preferred concept (though youth in the West/North selected it as their preferred concept). Youth interpreted the message as someone who grows up and follows their passions; a message that did not seem as effective among young adults.

“I know people in trades, and this is how they feel about what they are doing. They work together, laugh a lot and have joy.” – Youth, Ontario

Young adults described it as basic, confusing, and not all that attention grabbing. They did not feel that the beginning correlated with the end and struggled to understand how the activities a child might enjoy related to a career in the skilled trades; especially the lemonade stand though youth interpreted it as finding a career that builds on their passions/interests. Some criticized it for implying that if you did not have such passions as a child, skilled trades may not be for you (i.e., the lemonade stand was not a good representation of how today’s young people might have been entrepreneurial as children).

“I liked the message but thought it was a little cliché.” – Youth, Quebec

“This one comes from a place of privilege. Assumes kids had toys to play with, could make lemonade. There is not much diversity.” – Young adult, Atlantic Canada

“It implies you had to have the interest as a kid.” – Young adult, Ontario

Static concepts

There seemed to be more consensus around the static concepts with Concept A being preferred by the majority of participants, including across both audiences.

Exhibit A3. Which static concept do you prefer?

Static concept	Total (69)	Youth (34)	Young adults (35)
Concept A	44	20	24
Concept B	25	14	11

Concept A was to the point with a clear message that they likened to the “We Made That” video concept, and the depiction of all the work accomplished by those in the skilled trades. They felt this approach fit very well with the application in that the viewer would very easily understand the message/point if walking/driving by (at a quick glance).

“This one catches my attention. It shows the finished products and what you can do in the field. Concept B feels like an ad for a university or college.” – Young adult, Quebec

“This one elevates the respectability of the trades by putting them on the building.” – Young adult, Western/Northern Canada

“Makes me appreciate the trades and the impact they are having.” – Youth, Western/Northern Canada

“Would like to see what specific trades made this.” – Youth, Ontario

Whereas with Concept B, participants felt they would not take the time to stop and read the billboards/posters to understand the main message. What they liked about Concept B, however,

was the more vibrant colours, the mention of a variety of skilled trades, and the images of those working in the skilled trades. Young adults felt this concept was more like a university/college enrollment ad than one about the skilled trades.

“This one is more attractive, interesting, colourful, and dynamic.” – Youth, Quebec

“I liked that it showed other skilled trades. I don’t think a lot of people think of chefs and gardeners. This shows other trades and real people in those jobs.” – Youth, Atlantic Canada

“It’s bright, more personal and the listed words are more interesting.” – Youth, Ontario

Taglines

Preference of taglines was split between “Your skills. Your story.” and “The future is yours to make.” With respect to the other two, though some did prefer “Build your world,” only one participant preferred “Building Canada.”

Exhibit A4. Which tagline do you prefer?

Tagline	*Total (68)	*Youth (33)	Young adults (35)
The future is yours to make	28	16	12
Your skills. Your story.	24	11	13
Build your world	12	3	9
Building Canada	4	3	1

*The rating for one participant was not captured.

“The future is yours” to make felt open ended and participants appreciated the emphasis on “your”. It was personal and they could see themselves in it. This tagline suggested you could gain the necessary skills to have a future.

“This leaves it up to the imagination. Pave your own path.” – Young adult, Western/Northern Canada

“This is more open ended. It doesn’t assume what skills you have or don’t have. You can gain skills.” – Young adult, Atlantic Canada

“It’s clear and relatable.” – Youth, Western/Northern Canada

In French, the double entendre around the word “make” was noted and appreciated. Participants felt it spoke to the ability to “make” things with a career in the skilled trades and “make” a career for oneself [in the skilled trades]. They also appreciated the encouragement and motivation implied in the message.

““Your” leads us to take action. I can contribute. I can build my career as well.” – Young adult, Quebec

Participants felt “Your skills. Your story.” was catchy and personal in that it put the emphasis on the individual. This concept worked better in English than it did in French. In French it was described as old, outdated and generic. They also appreciated the inference that people have a diverse array of skills and talents.

“This one tells more about you. It shows your identity, your skills.” – Young adult, Atlantic Canada

“I know everyone has different skills and talents.” – Youth, Atlantic Canada

“It’s not all that dynamic. It’s old and slow. It convinces me less.” – Youth, Quebec

“Encourages you to be yourself.” – Young adult, Ontario

With respect to the other two taglines, participants felt they were too general and too heavily focused on one skilled trade, construction. What participants liked about them was the play on the word, build, and the relevance to skilled trades. “Building Canada” inferred a certain grandeur and importance.

Communications needs and preferences

The discussion concluded with a conversation about information needs and communications preferences for information about careers and from the Government of Canada.

In terms of where they look for information when career planning, sources differed slightly between audiences. While both often mentioned websites and social media sources, young adults referred to employment related sites like Indeed, LinkedIn, Glassdoor as well as Reddit, whereas youth often mentioned sites like Instagram, Tik Tok, Twitter/X and YouTube. A number mentioned following influencers and YouTube channels that show a day in the life of people in different roles. A few suggested leveraging high school or post-secondary school information vehicles or avenues.

“I like watching videos on YouTube. People talk about their careers. It’s informative.” – Young adult, Quebec

“At school. You’re already there to take in information.” – Youth, Western/Northern Canada

Incidentally, these were often the sources most often suggested as sources the Government of Canada could leverage to reach them. Participants across both audiences also mentioned the importance of in-person contact with the suggestion of job fairs. Testimonials were also suggested as a compelling way to learn about different careers. Participants explained they liked having the opportunity to have a conversation with or learn from someone in the job.

The information participants are most interested in includes:

- Description of different trades/jobs
- Education/training requirements, time commitment of training

- Job opportunities/demand including where (regionally) these jobs are in demand
- Salary, benefits, vacation time
- Paid internships
- Drawbacks of a certain trade/job (to have a full picture) – Again, Glassdoor was cited as a helpful resource that provides reviews from people in the industry

Phase 2: Quantitative pre-campaign survey

Quantitative pre-campaign survey results are divided in six sections: career or schooling prospects; unaided advertising recall; familiarity with and impressions of the skilled trades; current employment in, consideration and recommendation of skilled trades; rating sources of information; and awareness of Government of Canada programs and services. This phase established a baseline which the post-campaign results could be measured against (in Phase 3).

Career or schooling prospects over the next five years

To gauge career and schooling prospects, respondents were asked about their plans for the next five years. Almost half (48%) plan to change their careers, while the rest plan to continue (33%) or go back to school (20%).

Those who identify as men (55%) are far more likely to change careers than those who identify as women (40%). Those who identify as women are more likely to continue school (38%) or go back to school (22%).

Exhibit B1: Qf. In the next five years, do you plan or are you thinking about changing careers, continuing your schooling, or going back to school?

Base: Young adults

Column %	Total	Youth	Young adult	Man	Woman
Yes, change careers	48%	n/a	48%	55%	40%
	-	-	-	E	
Yes, continue schooling	33%	n/a	33%	28%	38%
	-	-	-		D
Yes, go back to school	20%	n/a	20%	17%	22%
	-	-	-		D
Sample size	1658	-	1658	888	745
Column label	A	B	C	D	E

Other important demographics include:

- Changing careers is significantly higher in Ontario (51%) and British Columbia (52%).
- On the other hand, respondents in Alberta/Northwest Territories (40%), Quebec (43%), and Atlantic provinces (38%) are more likely to continue school, whereas those in Manitoba/Saskatchewan/Nunavut (26%) and Ontario (22%) are more likely to go back to school.

Unaided advertising recall

Respondents were asked if they have been exposed to any advertising from the Government of Canada in past three weeks to set a baseline for post-campaign metrics. About half of respondents (53%) have seen, read or heard any advertising from the Government of Canada in the past three weeks.

There are no significant differences between age groups or gender in general Government of Canada advertising awareness.

Exhibit B2: Q1. Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Yes	53%	54%	53%	54%	52%
	-				
No	47%	46%	47%	46%	48%
	-				
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Overall exposure to Government of Canada advertising is highest in Ontario (57%).

Those who recalled Government of Canada advertising were asked what comes to mind when thinking about the most recent ad they saw. Ads related to politics or political parties (22%) have the highest overall recall; stronger among those who identify as women (25%). Those who identify as men have higher recall of ads related to recruitment of the armed forces (10%).

Exhibit B3: Q3. Think about the most recent Government of Canada ad that comes to mind. What do you remember about this ad?

Base: Those who saw, read, or heard advertising from the Government of Canada

*Note: Only responses with $\geq 3\%$ are shown.

Column %	Total	Youth	Young adult	Man	Woman
Politics / Political parties	22%	23%	21%	19%	25%
	-				D
Armed forces / Recruitment	7%	6%	8%	10%	5%
	-			E	
Healthcare / Well-being / Mental health	6%	11%	4%	4%	7%
	-	C			D
Elections / Voting	5%	4%	5%	5%	5%
	-				
Federal government dental insurance/coverage program	4%	2%	5%	3%	5%
	-		B		
Immigration / Immigration policies	3%	2%	4%	4%	3%
	-		B		
Pause on GST/HST sales tax	3%	1%	4%	4%	2%
	-		B	E	

Column %	Total	Youth	Young adult	Man	Woman
DK/NR	11%	15%	10%	9%	13%
	-				
Other	9%	8%	9%	8%	10%
	-				
Sample size	1057	184	873	530	506
Column label	A	B	C	D	E

Over the past three weeks, over a quarter of respondents (28%) have been exposed to Government of Canada advertising about exploring a career in the skilled trades.

Unaided recall is significantly higher among those who identify as men (33%) and young adults (29%).

Exhibit B4: T1A. Over the past three weeks, have you seen, read or heard any Government of Canada advertising about exploring a career in the skilled trades?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Yes	28%	23%	29%	33%	23%
	-		B	E	
No	72%	77%	71%	67%	77%
	-	C			D
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics:

- Unaided advertising recall was highest in British Columbia (31%), Ontario (32%) and among those with a trades/college (29%) or university (32%) education

Overall, source of recall was highest for YouTube (35%) and internet websites (30%), followed by online news sites (20%) and web searches (e.g. Google, Bing) (19%).

Those who identify as men (34%) have higher recall on internet websites, whereas those who identify as women (22%) have higher recall on transit.

Exhibit B5: T1B. Where have you seen, read or heard this Government of Canada ad about exploring a career in the skilled trades? Please select all that apply.

Base: Those who have seen, read, or heard any Government of Canada advertising about exploring a career in the skilled trades

*Note: Only responses with $\geq 3\%$ are shown.

Column %	Total	Youth	Young adult	Man	Woman
YouTube	35%	30%	37%	39%	31%
	-				
Internet websites	30%	28%	31%	34%	26%
	-			E	
Online news sites	20%	17%	21%	21%	20%

Column %	Total	Youth	Young adult	Man	Woman
	-				
Web search (e.g. Google, Bing)	19%	11%	21%	21%	15%
	-		B		
Transit (e.g. Inside/outside bus/subway or bus shelter)	17%	13%	18%	14%	22%
	-				D
Digital/Streaming TV (e.g., Netflix, Disney+, Prime, Crave)	14%	11%	15%	15%	12%
	-				
In a mobile app	13%	11%	13%	12%	14%
	-				
Billboard (e.g. on bridge or building)	13%	13%	12%	12%	12%
	-				
Digital/Streaming radio (e.g., Spotify, Podcast)	10%	6%	12%	10%	11%
	-				
Snapchat	6%	5%	7%	8%	5%
	-				
Pinterest	3%	1%	4%	4%	2%
	-				
Twitch	3%	1%	3%	3%	1%
	-				
Other	3%	6%	3%	1%	5%
	-				D
Don't know	4%	8%	4%	5%	4%
	-				
Sample size	558	76	482	325	221
Column label	A	B	C	D	E

Other important demographics:

- Respondents from Alberta/Northwest Territories and Ontario cited YouTube more often than other regions as their source of recall (38% each).

Among those who recalled advertising about the skilled trades, respondents were asked what they remember about the ad. The most prevalent theme cited was 'promoting careers in the skilled trades' (30%), mentioned more by those who identify as women (38%).

Exhibit B6: T1C. What do you remember about this ad?

Base: Those who have seen, read, or heard any Government of Canada advertising about exploring a career in the skilled trades

*Note: Only responses with ≥ 3% are shown.

Column %	Total	Youth	Young adult	Man	Woman
Promoting careers in the trades / Skilled trades	30%	38%	28%	23%	38%
	-				D
Educational/Career change/Upgrade programs	10%	7%	11%	11%	9%
	-				
Employment / Jobs	6%	3%	7%	6%	6%
	-				

Column %	Total	Youth	Young adult	Man	Woman
Grants/Scholarships/Financial assistance for those who want to work in the trades	6%	3%	6%	6%	6%
	-				
Armed forces / Recruitment	3%	4%	3%	5%	2%
	-			E	
Other	16%	10%	18%	19%	12%
	-			E	
None / Nothing	15%	23%	12%	14%	16%
	-				
Don't know	8%	7%	8%	7%	8%
	-				
Sample size	558	76	482	325	221
Column label	A	B	C	D	E

Other important demographics:

- Responses among those from Alberta/Northwest Territories (42%) mentioned 'promoting careers in the trades' at a higher rate than other regions, most notably Quebec (25%).

Familiarity with and impressions of the skilled trades

To gauge understanding of what is meant by the skilled trades, respondents were asked to rate their level of familiarity, ranging from 'not at all familiar' to 'very familiar'. For our analysis, 'familiar' and 'very familiar' were combined to represent the percentage of respondents who are familiar. By this definition, about two-in-five (42%) respondents are familiar, though 76% are at least 'somewhat familiar'.

Respondents of different age groups have similar familiarity with the skilled trades but there are notable differences among gender, with significantly higher familiarity among those who identify as men (44%).

Exhibit B7. T1D-1: How familiar would you say you are with what is meant by skilled trades?

Base: All respondents

*Note: % NET familiar = familiar + very familiar; % NET unfamiliar = not at all + not very familiar

Column %	Total	Youth	Young adult	Man	Woman
Not at all familiar	6%	8%	5%	5%	7%
	-				
Not very familiar	14%	16%	14%	14%	16%
	-				
Somewhat familiar	34%	31%	36%	34%	35%
	-				
Familiar	25%	23%	25%	24%	25%
	-				
Very familiar	17%	17%	17%	20%	13%

Column %	Total	Youth	Young adult	Man	Woman
	-			E	
Unsure/Don't know	3%	5%	3%	3%	4%
	-				D
NET Not Familiar	21%	24%	19%	19%	23%
	-				D
NET Familiar	42%	39%	42%	44%	38%
	-			E	
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Quebec (17%) respondents are the least familiar with skilled trades.

To further assess familiarity with the skilled trades, respondents were asked to list the type of professions they associate with the industry. Plumbing (42%), electrician (39%) and carpentry (28%) are the most often linked with the skilled trades.

Those who identify as women associated the skilled trades with plumbing (46%) and electrician (41%) significantly more than their counterpart. Youth (22%) listed construction work more often than young adults (16%).

Exhibit B8: T1D_3: Please list types of jobs you associated with the skilled trades.

Base: All respondents

*Note: Only responses with $\geq 3\%$ are shown.

Column %	Total	Youth	Young adults	Man	Woman
Plumber / Plumbing	42%	41%	43%	38%	46%
	-				D
Electrician / Electrical / Electrical Engineering	39%	43%	38%	36%	41%
	-				D
Carpenter / Carpentry / Woodworking / Joiner	28%	29%	27%	26%	28%
	-				
Construction/Building	18%	22%	16%	16%	19%
	-	C			
Welder / Welding	18%	21%	16%	14%	18%
	-				D
Mechanic (unspecified)	13%	13%	13%	10%	16%
	-				D
Cook / Chef / Baker	5%	7%	5%	4%	6%
	-				
HVAC	5%	5%	4%	4%	5%
	-				
Cosmetologist / Cosmetology	4%	7%	3%	2%	6%
	-	C			D
Engineer/Engineering	4%	5%	4%	4%	4%
	-				

Column %	Total	Youth	Young adults	Man	Woman
Doctor / Surgeon	4%	4%	4%	4%	4%
	-				
Healthcare	3%	4%	3%	3%	3%
	-				
Technician (various)	3%	3%	3%	3%	2%
	-				
Other	13%	16%	12%	15%	11%
	-			E	
DK/NR	8%	8%	8%	8%	8%
	-				
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Quebec respondents associate the skilled trades with different professions, as mention of plumbing (19%), electrician (21%), and carpentry (11%) is significantly lower than other regions. On the other hand, their association with doctors/surgeons (15%) when thinking about the skilled trades is higher than other regions.
- Job associations are higher overall among respondents with a high school or less education, where 43% listed plumbing, 44% listed electrician, and 32% listed carpentry.

Overall impression of the skilled trades was measured using a three-point scale spanning from negative to positive. About half (53%) of respondents view the skilled trades positively, with a sizable neutral segment (40%). Very few respondents report having a negative impression (2%) of skilled trades.

Positive impression is 13 percentage points higher for young adults (56%) compared to youth – who have a significantly higher neutral impression (48%). Gender identity does not noticeably influence sentiment on skilled trades.

Exhibit B9: T1D-4. When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

Base: All respondents

Column %	Total	Youth	Young adults	Man	Woman
Positive	53%	43%	56%	54%	52%
	-		B		
Neutral	40%	48%	38%	39%	42%
	-	C			
Negative	2%	2%	2%	2%	1%
	-				
Unsure/Don't know	5%	7%	4%	5%	4%
	-				
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Positive impression is significantly higher in Manitoba/Saskatchewan/Nunavut (62%) and Ontario (55%) than other regions. Neutral sentiment is significantly higher among Quebec respondents.
- Respondents with a trades/college (57%) or university (58%) education also have higher positive views of the skilled trades than those with a high school or less education (47%).

Exploring beyond sentiment, respondents were asked their level of agreement with the statement that the skilled trades provide career opportunities or flexibility. For our analysis, 'somewhat agree' and 'strongly agree' were combined to represent the percentage of respondents who agree.

Almost two-thirds (65%) of all respondents agree that a career in the skilled trades will provide them with career opportunities and over half (53%) agree that the skilled trades provide flexibility in their career.

When breaking down net agree, more (+9 points) respondents 'strongly agree' with the view that the skilled trades 'provide career opportunities' compared with 'career flexibility'.

Only a small proportion ($\leq 10\%$) of respondents disagree with either statement.

Exhibit B10: T1D-2A. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: % NET agree = agree + strongly agree; % NET disagree = disagree + strongly disagree.

Column %	The skilled trades provide me with career opportunities	The skilled trades provide flexibility in my career
Strongly disagree	4%	3%
Disagree	5%	7%
Neither agree/disagree	17%	23%
Agree	39%	36%
Strongly agree	26%	17%
Not applicable	6%	8%
Unsure/Don't know	2%	6%
NET Disagree	9%	10%
NET Agree	65%	53%
Sample size	2001	2001

Compared to their counterparts, young adults and those who identify as men agree significantly more that the skilled trades offer career opportunities (67% and 69%, respectively) and provide career flexibility (56% for both groups).

Exhibit B11: T1D-2A. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: % NET agree = agree + strongly agree

Column %	Total	Youth	Young adults	Man	Woman
The skilled trades provide me with career opportunities	65%	59%	67%	69%	62%
	-		B	E	
The skilled trades provide flexibility in my career	53%	42%	56%	56%	50%
	-		B	E	
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Perceptions of career opportunities in the skilled trades is significantly higher among respondents in Quebec (71%), despite their neutral sentiment.
- Aligning with positive impression noted earlier, respondents with a trades/college (59%) or university education (56%) have a higher view of the skilled trades providing career flexibility than those with a high school or less education (46%).

Respondents were also asked if they feel a career in the skilled trades offers financial opportunities, job stability, and fulfillment.

Three-quarters of respondents agree that the skilled trades provide financial opportunities (76%). About seven in ten respondents also agree that a job in skilled trades is a personally rewarding career option for young people (70%) and would provide job stability (68%).

Disagreement with the three statements was minimal among respondents.

Exhibit B12: T1D-2B1-3. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: % NET agree = agree + strongly agree; % NET disagree = disagree + strongly disagree.

Column %	The skilled trades provide financial opportunities	The skilled trades provide job stability	A job in the skilled trades is a personally rewarding career option for young people
Strongly disagree	2%	2%	2%
Disagree	4%	6%	4%
Neither agree/disagree	15%	19%	19%
Agree	50%	47%	46%
Strongly agree	26%	21%	24%
Unsure/Don't know	4%	5%	6%
NET Disagree	6%	8%	5%
NET Agree	76%	68%	70%
Sample size	2001	2001	2001

Young adults are consistently more inclined to agree with positive statements about the skilled trades than youth. Financial opportunities (77%), personally rewarding (72%), and job stability (71%) score significantly higher for young adults as associations with skilled trades.

Those who identify as women also have a better outlook on a career in the skilled trades, with almost eight in ten (79%) agreeing that it would provide financial opportunities and 73% agreeing that it would be a personally rewarding career option for young people.

Exhibit B13: T1D-2B. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: % NET agree = somewhat + strongly agree.

Column %	Total	Youth	Young adults	Man	Woman
The skilled trades provide financial opportunities	76%	71%	77%	74%	79%
	-		B		D
A job in the skilled trades is a personally rewarding career option for young people	70%	63%	72%	68%	73%
	-		B		D
The skilled trades provide job stability	68%	60%	71%	69%	68%
	-		B		
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- A career in the skilled trades is associated with financial opportunities significantly more among Alberta/Northwest Territories (83%) and University (79%) educated respondents.

Though overall appeal for the skilled trades was measured, respondents were also asked specifically how appealing they would find working in an industry that helps build the housing Canadians need now and for the future and a low-carbon and environmentally sustainable future. For our analysis, 'appealing' and 'very appealing' were combined to represent the percentage of respondents who find each statement appealing.

Just under half (48%) of respondents find generally working in the skilled trades appealing. Interestingly, appeal increases when linked with a career that builds housing for Canadians or builds an environmentally sustainable future, with over half (56%) finding either path appealing.

Exhibit B14: T1D-2C. How appealing would each of the following be to you?

Base: All respondents

*Note: % NET appealing = appealing + very appealing; NET unappealing = unappealing + very unappealing.

Column %	Working in a skilled trades job/career	Working in a skilled trades job/career that helps build the housing Canadians need now and for the future	Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future
Very unappealing	7%	5%	5%

Column %	Working in a skilled trades job/career	Working in a skilled trades job/career that helps build the housing Canadians need now and for the future	Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future
Unappealing	15%	11%	8%
Neither appealing/unappealing	25%	22%	25%
Appealing	36%	39%	40%
Very appealing	13%	17%	16%
Unsure / don't know	4%	6%	7%
NET Unappealing	22%	16%	12%
NET Appealing	48%	56%	56%
Sample size	2001	2001	2001

In accordance with higher positive impression and association with skilled trades, the career path is significantly more appealing to young adults (53%) and those who identify as men (54%) than their counterparts. Their appeal increases when coupled with a career that helps build housing for Canadians (61% and 62%, respectively) or helps build an environmentally sustainable future (58%, both).

Exhibit B15: T1D-2C. How appealing would each of the following be to you?

Base: All respondents

*Note: Only showing % appealing.

Column %	Total	Youth	Young adults	Man	Woman
Working in a skilled trades job/career that helps build the housing Canadians need now and for the future	56%	43%	61%	62%	52%
	-		B	E	
Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future	56%	47%	58%	58%	52%
	-		B	E	
Working in a skilled trades job/career	48%	36%	53%	54%	43%
	-		B	E	
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Appeal for a career that builds houses for Canadians is lower in Quebec (44%) and Atlantic provinces (48%).
- All three statements are lower for respondents who have a high school education or less, with less appeal for a career in the skilled trades (43%), building an environmentally sustainable future (50%), and building homes for Canadians (49%).

Current employment in, consideration and recommendation of the skilled trades

About a fifth (21%) of all respondents are currently or have worked in the skilled trades industry, with young adults (24%) and those who identify as men (30%) having significantly more experience in the field.

Exhibit B16: T1D-5. Do you currently or have you ever worked in the skilled trades?

Base: All respondents

Column %	Total	Youth	Young adults	Man	Woman
Yes	21%	14%	24%	30%	12%
	-		B	E	
No	79%	86%	76%	70%	88%
	-	C			D
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Respondents from Quebec (15%) and those with a high school or less education (16%) have the least amount of involvement in the skilled trades industry.

The respondents who have not worked in the skilled trades were asked if they have considered a career in the industry. We see mixed results with just under half (47%) saying they have considered it.

Young adults (49%) and those who identify as men (51%) are more likely to have considered a career in the skilled trades.

Exhibit B17: T1D-6. Have you ever considered having a career in the skilled trades?

Base: Those who do not currently or have ever worked in the skilled trades

Column %	Total	Youth	Young adults	Man	Woman
Yes	47%	40%	49%	51%	42%
	-		B	E	
No	53%	60%	51%	49%	58%
	-	C			D
Sample size	1571	306	1265	677	861
Column label	A	B	C	D	E

Other important demographics include:

- Respondents from Alberta/Northwest Territories, Manitoba/Saskatchewan/Nunavut and Ontario are more inclined to have considered a career in the skilled trades.
- Quebec respondents are statistically less likely, with 60% saying they have not considered a career in the skilled trades.

Not surprising following their higher appeal, young adults (63%) are significantly more inclined to recommend a career in the skilled trades to someone compared to youth (54%). That said, though those who identify as men also had higher appeal, recommending a career in the skilled trades is relatively similar across genders.

Exhibit B18: T1D-7. Have you ever recommended or considered recommending a career in the skilled trades to someone?

Base: All respondents

Column %	Total	Youth	Young adults	Man	Woman
Yes	61%	54%	63%	59%	61%
	-		B		
No	39%	46%	37%	41%	39%
	-	C			
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Quebec continues to be less engaged in skilled trades' careers, with significantly less respondents from the province recommending a career in the field.

Rating sources of information

Respondents were asked to rate their likelihood of recommending, using, or visiting different avenues for accessing information on a 5-point scale. For our analysis, a rating of four or five (4-5) were combined as the percentage of 'would recommend, use, or visit'.

University and community college websites (62%) had the highest overall interest, followed by career/education planning sites (59%) and Government of Canada websites (54%).

Young adults (56%) are significantly more likely to engage with Government of Canada websites as a resource for the skilled trades. There is no notable difference between gender, with over half reporting interest.

Those who identify as women (67%) are more likely to engage with university and community college websites more than their counterparts. Similarly, young adults are more likely than youth to use Government of Canada websites (56%), provincial websites (53%) and trade unions, certifications or accreditation bodies, or industry experts (54%) as sources of information.

Exhibit B19: T1D-8. Please rate how likely you would be to recommend, use, or visit the following sources for information about the skilled trades using a 5-point scale where 1 means “Definitely would not recommend, use, or visit” and 5 means “Definitely would recommend, use, or visit”

Base: All respondents

*Note: % NET would recommend, use, or visit (4-5)

Column %	Total	Youth	Young adult	Man	Woman
University and community college websites	62%	62%	62%	57%	67%
	-				D
Career/education planning sites	59%	57%	60%	57%	60%
	-				
Government of Canada websites	54%	47%	56%	53%	55%
	-		B		
Trade unions, certification or accreditation bodies, or industry experts	52%	46%	54%	52%	52%
	-		B		
Provincial Government websites	51%	46%	53%	51%	51%
	-		B		
Recruitment sites	46%	42%	48%	49%	44%
	-			E	
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Awareness of Government of Canada programs and services

In order to gauge familiarity with programs and services related to the skilled trades, respondents were asked of which listed programs they are aware of. Over 1 in 4 (29%) of respondents are aware of Employment Insurance for apprentices, which is significantly higher among young adults (30%).

The Red Seal Program (31%) and Women in the Skilled Trades Initiative (29%) is more recognized among those who identify as women. On the other hand, those who identify as men have higher awareness of Skilled Trades Awareness and Readiness Program (14%), Canadian Apprenticeship Strategy (13%), and Apprenticeship Job Creation Tax Credit (11%).

Exhibit B20: T1D-9. Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Employment Insurance (EI) for apprentices	29%	24%	30%	28%	30%
	-		B		
Red Seal Program	27%	25%	28%	23%	31%
	-				D

Column %	Total	Youth	Young adult	Man	Woman
Women in the Skilled Trades Initiative	22%	24%	21%	14%	29%
	-				D
Apprenticeship Service	18%	21%	17%	17%	18%
	-				
Tuition Tax Credit and Licensing Examination Fees	16%	15%	16%	17%	15%
	-				
Canada Apprentice Loan	15%	15%	14%	15%	14%
	-				
Skills/Compétences Canada (SCC)	14%	16%	13%	15%	12%
	-				
Skilled Trades Awareness and Readiness (STAR) Program	13%	14%	13%	14%	11%
	-			E	
Canadian Apprenticeship Strategy	10%	12%	10%	13%	7%
	-			E	
Deduction for tools (Tradespersons)	9%	6%	10%	10%	8%
	-		B		
Union Training and Innovation Program (UTIP)	9%	10%	9%	10%	9%
	-				
Apprenticeship Job Creation Tax Credit (AJCTC)	9%	9%	9%	11%	7%
	-			E	
Labour Mobility Deduction (for eligible tradespeople)	7%	5%	7%	9%	5%
	-			E	
NET Aware of any	70%	66%	71%	70%	69%
None of the above	30%	34%	29%	30%	31%
	-				
Sample size	2001	343	1658	975	983
Column label	A	B	C	D	E

Other important demographics include:

- Overall, respondents from Quebec have significantly lower awareness of Government of Canada programs and services related to the skilled trades or apprenticeships.

Phase 3: Quantitative post-campaign survey

Quantitative post-campaign survey results are divided in seven sections: career or schooling prospects; unaided advertising recall; familiarity with and impressions of the skilled trades; current employment in, consideration and recommendation of skilled trades; rating sources of information; awareness of Government of Canada programs and services; and advertising recall.

The third and final phase of the research involved a quantitative post-campaign survey to which pre-campaign metrics are benchmarked.

Career or schooling prospects over the next five years

Young adults (20 to 34) were asked to indicate their future career or schooling plans again and results are relatively similar to those pre-campaign.

Less than half (45%) of young adults are planning on changing their careers, with over a third (35%) continuing school and a fifth (20%) going back to school in the next five years. Those who identify as men are more likely to change careers (50%), whereas those who identify as women are more likely to continue schooling (39%).

Exhibit C1: Qf. In the next five years, do you plan or are you thinking about changing careers, continuing your schooling, or going back to school?

Base: Young adults

Column %	Total	Youth	Young adult	Man	Woman
Yes, change careers	45%	n/a	45%	50%	41%
	-	-	-	E	
Yes, continue schooling	35%	n/a	35%	31%	39%
	-	-	-		D
Yes, go back to school	20%	n/a	20%	19%	19%
	-	-	-		
Sample size	1661		1661	857	776
Column label	A	B	C	D	E

Other important demographics include:

- Respondents in Manitoba/Saskatchewan/Nunavut (41%) and Quebec are significantly more likely to continue schooling (43%).
- The next five-year outlook among respondents in Manitoba/Saskatchewan/Nunavut changed considerably compared to pre-campaign. Fewer plan to change their careers (-13 points), while more intend to continue schooling (+14 points) post-campaign.

Unaided advertising recall

There is a significant increase in unaided recall (+4%) compared to pre-campaign, with under three in five (57%) respondents having seen, read, or heard advertising from the Government of Canada.

The lift is attributed to those who identify as men (+8 points to 62%), as recall remained flat for those who identify as women.

Exhibit C2: Q1. Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Yes	57%	56%	58%	62%	53%
	-			E	
No	43%	44%	42%	38%	47%
	-				D
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Exhibit C3: Q1. Over the past three weeks, have you seen, read or heard any advertising from the Government of Canada?

Base: All respondents

Column %	Total Pre-campaign	Total Post-campaign
Yes	53%	57%
		A
No	47%	43%
	B	
Sample size	2001	2004
Column label	A	B

Other important demographics include:

- Ontario and Quebec (61% each) have the highest unaided Government of Canada ad recall, while lower among respondents from British Columbia and Alberta/Northwest Territories (50% each).

When those who recalled were asked what they remembered about the ads in an open-ended format, responses varied with no dominant theme. Recruitment ads for the armed forces (11%) have the highest response rate, with significantly higher mentions by young adults (12%) and those who identify as men (15%) compared to their respective counterparts.

The second most often mentioned theme is employment and jobs (6%) which is also mentioned more often by young adults (7%) than youth (4%).

There is a cluster of responses in the 3%-4% range in which ads about the skilled trades is included. Other mentions include ads related to: Buying Canadian, Building Canada Strong, the economy and economic growth, immigration, the Ontario government/Doug Ford, energy projects, healthcare/mental health, income taxes/CRA, the Government of Canada ad jingle, and a nation of builders/infrastructure.

Exhibit C4: Q3. Think about the most recent Government of Canada ad that comes to mind.
What do you remember about this ad?

Base: Those who saw, read, or heard advertising from the Government of Canada

*Note: Only showing responses $\geq 3\%$.

Column %	Total	Youth	Young adult	Man	Woman
Armed forces / Recruitment	11%	7%	12%	15%	6%
	-		B	E	
Employment / Jobs	6%	4%	7%	6%	7%
	-		B		
Buy / Support / Choose Canadian	4%	6%	4%	4%	3%
	-				
Building Canada Strong / Investing in Canada / Building our future	4%	5%	4%	4%	3%
	-				
Economy / Economic development/growth	4%	2%	4%	4%	3%
	-				
Immigration / Immigration policies	3%	1%	4%	4%	3%
	-		B		
Ontario/Doug Ford-related	3%	4%	3%	3%	4%
	-				
Energy projects (e.g. oil, gas, pipelines, nuclear)	3%	3%	3%	2%	4%
	-				
Healthcare / Well-being / Mental health	3%	6%	2%	3%	4%
	-				
Income taxes / CRA	3%	1%	4%	2%	4%
	-		B		
"This message is from the government of Canada" / jingle / flag	3%	2%	3%	2%	4%
	-				D
"Canada Nation of Builders" / infrastructure projects	3%	3%	2%	3%	2%
	-				
Trades / Skilled trades training	3%	1%	3%	3%	2%
	-				
Other	10%	14%	8%	11%	8%
	-				
None / Nothing	3%	4%	3%	3%	3%
	-				
DK/NR	10%	13%	10%	10%	12%
	-				
Sample size	1148	185	963	600	523
Column label	A	B	C	D	E

Other important demographics include:

- Armed/forces are mentioned significantly more among respondents in Quebec (17%) and those with a university education (14%).

When asked specifically about Government of Canada advertising about a career in the skilled trades, unaided recall increases significantly from 28% to 40% post-campaign.

Young adults (42%) and those who identify as men (45%) have significantly higher unaided recall as compared to their counterparts.

Exhibit C5: T1A. Over the past three weeks, have you seen, read or heard any Government of Canada advertising about exploring a career in the skilled trades?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Yes	40%	33%	42%	45%	34%
	-		B	E	
No	60%	67%	58%	55%	66%
	-	C			D
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Exhibit C6: T1A. Over the past three weeks, have you seen, read or heard any Government of Canada advertising about exploring a career in the skilled trades?

Base: All respondents

Column %	Total Pre-campaign	Total Post-campaign
Yes	28%	40%
		A
No	72%	60%
	B	
Sample size	2001	2004
Column label	A	B

Other important demographics:

- Unaided ad recall for skilled trades advertising is highest in Ontario (47%).
- Respondents with a trades/college (42%) or university (45%) education and those with a household income between \$40,000 and \$100,000 (45%) have significantly higher recall than their counterparts.

Of all the platforms, respondents recall ad exposure most often on YouTube (42%). This is trailed by digital/streaming TV (22%), internet website (21%), transit (17%), in a mobile app (16%), web search (14%), digital/streaming radio (13%), online new site (13%), and on a billboard (10%).

Those who identify as men have significantly higher recall on YouTube (48%) and transit (19%). Websites are also a significantly higher source of recall for young adults and those who identify as men (24% each).

Exhibit C7: T1B. Where have you seen, read or heard this Government of Canada ad about exploring a career in the skilled trades? Please select all that apply.

Base: Those who have seen, read, or heard any Government of Canada advertising about exploring a career in the skilled trades

*Note: Only showing responses $\geq 3\%$ (excluding TV, Instagram, radio $< 2\%$).

Column %	Total	Youth	Young adult	Man	Woman
YouTube	42%	40%	43%	48%	34%
	-			E	
Digital/Streaming TV	22%	20%	23%	24%	21%
	-				
Internet website	21%	11%	24%	24%	18%
	-		B	E	
Transit (e.g. Inside/outside bus/subway or bus shelter)	17%	17%	17%	19%	13%
	-			E	
In a mobile app	16%	10%	17%	16%	16%
	-		B		
Web search (e.g. Google, Bing)	14%	5%	16%	14%	13%
	-		B		
Digital/Streaming radio (e.g., Spotify, Podcast)	13%	9%	15%	13%	15%
	-				
Online news sites	13%	10%	14%	15%	11%
	-				
Billboard (e.g. on bridge or building)	10%	7%	11%	10%	10%
	-				
Snapchat	7%	9%	6%	8%	4%
	-			E	
Twitch	4%	1%	4%	5%	3%
	-		B		
Pinterest	3%	2%	3%	3%	3%
	-				
Other	3%	7%	2%	3%	3%
	-	C			
DK/NR	2%	3%	2%	2%	3%
	-				
Sample size	810	117	693	451	338
Column label	A	B	C	D	E

Other important demographics:

- Quebec respondents (39%) have higher ad exposure on digital/streaming TV.
- Web searches are a significantly higher source of recall among university-educated respondents (19%).

In an open-end format, the message cited most by those who recall advertising about the skilled trades relates to 'promoting careers in the skilled trades' (39%); up significantly (+9%) from the pre-campaign survey.

Exhibit C8: T1C. What do you remember about this ad?

Base: Those who have seen, read, or heard any Government of Canada advertising about exploring a career in the skilled trades

*Note: Only responses with $\geq 3\%$ are shown.

Column %	Total	Youth	Young adult	Man	Woman
Promoting careers in the trades / Skilled trades	39%	44%	37%	39%	38%
	-				
Employment / Jobs	10%	11%	9%	9%	11%
	-				
Educational/Career change/Upgrade programs	5%	6%	5%	4%	8%
	-				D
Building Canada / Canada focused / Securing Canada	5%	6%	5%	5%	4%
	-				
Armed forces / Recruitment	5%	4%	5%	6%	3%
	-				
Depiction of workers in skilled trades	5%	8%	4%	3%	6%
	-				D
General info/ad (unspecified)	3%	1%	3%	3%	2%
	-				
Other	8%	6%	8%	8%	6%
	-				
None / Nothing	9%	6%	10%	9%	9%
	-				
DK/NR	8%	7%	8%	8%	8%
	-				
Sample size	810	117	693	451	338
Column label	A	B	C	D	E

Exhibit C9: T1C. What do you remember about this ad?

Base: Those who have seen, read, or heard any Government of Canada advertising about exploring a career in the skilled trades

*Note: Only responses with $\geq 3\%$ are shown.

Column %	Total Pre-campaign	Total Post-campaign
Promoting careers in the trades / Skilled trades	30%	39%
		A
Employment / Jobs	6%	10%
		A
Educational/Career change/Upgrade programs	10%	5%
	B	
Building Canada / Canada focused / Securing Canada	0%	5%
		A
Armed forces / Recruitment	3%	5%
Depiction of workers in skilled trades	0%	5%
		A
General info/ad (unspecified)	0%	3%
		A

Column %	Total Pre-campaign	Total Post-campaign
Other	16%	8%
	B	
None / Nothing	15%	9%
	B	
DK/NR	8%	8%
Sample size	558	810
Column label	A	B

Other important demographics:

- Quebec respondents were less clear on the messaging with only 15% relating it to promoting careers in the skilled trades. As well, almost as many Quebec respondents (16%) associated the ads with the armed forces.
- 'Promoting careers in the skilled trades' messaging stayed more top of mind for respondents with a high school or less education (45%) compared to those with a college or university education.

Familiarity with and impressions of the skilled trades

For our analysis, 'familiar' and 'very familiar' were combined to represent the percentage of respondents who are familiar.

By this definition, under half (46%) of respondents are familiar with the term skilled trades, though most (79%) are at least 'somewhat familiar'.

Benchmarking to the pre-campaign, familiarity increases significantly post-campaign (+4 points), with a notable increase among those who identify as men saw (+9 points) and steady among those who identify as women.

Exhibit C10. T1D-1: How familiar would you say you are with what is meant by skilled trades?

Base: All respondents

*Note: % NET familiar = familiar + very familiar; % NET Not familiar = not at all + not very familiar.

Column %	Total	Youth	Young adult	Man	Woman
Not at all familiar	5%	8%	4%	3%	7%
	-	C			D
Not very familiar	14%	14%	14%	11%	17%
	-				D
Somewhat familiar	33%	32%	33%	30%	35%
	-				
Familiar	27%	23%	28%	28%	25%
	-				
Very familiar	19%	18%	19%	25%	13%
	-			E	
DK/NR	3%	5%	3%	3%	4%

Column %	Total	Youth	Young adult	Man	Woman
	-				
NET Not Familiar	19%	22%	17%	14%	24%
	-				D
NET Familiar	46%	41%	47%	53%	38%
	-			E	
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Exhibit C11: T1D-1: How familiar would you say you are with what is meant by skilled trades?

Base: All respondents

*Note: % NET familiar = familiar + very familiar; % NET Not familiar = not at all + not very familiar.

Column %	Total Pre-campaign	Total Post-campaign
	6%	5%
Not at all familiar		
	14%	14%
Not very familiar		
	34%	33%
Somewhat familiar		
	25%	27%
Familiar		
	17%	19%
Very familiar		
	3%	3%
DK/NR		
	21%	19%
NET Not Familiar		
	42%	46%
NET Familiar		A
Sample size	2001	2004
Column label	A	B

Other important demographics include:

- Familiarity with the skilled trades continues to remain lower among respondents in Quebec (22%), 24 percentage points lower in compared to total sample.
- Respondents with a household income of under \$40,000 are significantly less familiar with the skilled trades (23% not familiar).

Consistent with previous results, plumber (47%) and electrician (44%) are the most frequently associated jobs with the skilled trades.

Responses did not differ much by age or gender, apart from those who identify as women having a higher association with construction work (24%) and the skilled trades.

Exhibit C12: T1D_3: Please list types of jobs you associated with the skilled trades.

Base: All respondents

*Note: Only responses with $\geq 3\%$ are shown.

Column %	Total	Youth	Young adults	Man	Woman
Plumber / Plumbing	47%	45%	48%	47%	47%
	-				
Electrician / Electrical / Electrical Engineering	44%	42%	44%	43%	45%
	-				
Carpenter / Carpentry / Woodworking / Joiner	28%	25%	28%	29%	26%
	-				
Construction / Building / Crane operator	22%	25%	21%	18%	24%
	-				D
Welder / Welding	18%	18%	18%	16%	19%
	-				
Mechanic (unspecified)	14%	17%	13%	12%	17%
	-				D
HVAC	6%	4%	6%	6%	6%
	-				
Engineer / Engineering	5%	5%	5%	4%	7%
	-				D
Cook / Chef / Baker	4%	5%	3%	3%	4%
	-				
Doctor / Surgeon	3%	4%	3%	3%	4%
	-				
Cosmetologist / Cosmetology	3%	5%	3%	2%	5%
	-				D
Healthcare	3%	3%	3%	2%	4%
	-				
Auto mechanic/technician	3%	4%	2%	3%	2%
	-				
Other	14%	13%	14%	15%	13%
	-				
DK/NR	6%	8%	5%	6%	7%
	-				
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Job associations among Quebec respondents are dispersed with significantly lower associations. Only 20% of them listed plumber and 24% listed electrician—27 and 20 percent points lower than total sample, respectively.

On a three-point scale measuring impression, over half of respondents (56%) view the skilled trades positively.

Compared to pre-campaign, overall 'positive' impression sees a directional increase of 3 percentage points, mainly coming from young adults (+4 points vs. pre-campaign) and those

who identify as men (+7 points vs. pre-campaign). Youth and those who identify as women remained flat.

Exhibit C13: T1D-4. When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

Base: All respondents

Column %	Total	Youth	Young adults	Man	Woman
Positive	56%	43%	60%	61%	51%
	-		B	E	
Neutral	38%	45%	35%	34%	42%
	-	C			D
Negative	2%	4%	1%	1%	3%
	-	C			D
Unsure/Don't know	4%	7%	3%	4%	4%
	-	C			
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Exhibit C14: T1D-4. When you think of skilled trades, does it evoke a positive, neutral, or a negative impression for you?

Base: All respondents

Column %	Total Pre-campaign	Total Post-campaign
Positive	53%	56%
Neutral	40%	38%
Negative	2%	2%
Unsure/Don't know	5%	4%
Sample size	2001	2004
Column label	A	B

Other important demographics include:

- Consistent with previous results, Quebec respondents score lower on 'positive' (48%) sentiment than other regions, primarily coming from 'neutral' or uncertain impressions.
- 'Neutral' impression is more prevalent among respondents with a high school education or less (43%) and those with household incomes of \$40,000 or below (42%), compared to respondents with higher levels of education and income.

On an attitudinal basis, for our analysis, 'somewhat agree' and 'strongly agree' were combined to represent the percentage of respondents who agree.

Over two-thirds (68%) of respondents agree that the skilled trades provide career opportunities. Over half (58%) agree that the industry provides career flexibility, up significantly post-campaign (+5 points).

Respondents 'strongly agree' notably more that the skilled trades will 'provide career opportunities' compared with 'career flexibility', consistent with pre-campaign results.

Net disagreement with either statement is negligible at less than 10%.

Exhibit C15: T1D-2A. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: % NET agree = agree + strongly agree; % NET disagree = disagree + strongly disagree.

Column %	The skilled trades provide me with career opportunities	The skilled trades provide flexibility in my career
Strongly Disagree	3%	2%
Disagree	6%	6%
Neither Agree/Disagree	16%	20%
Agree	39%	38%
Strongly Agree	29%	20%
Not applicable	5%	8%
DK/NR	2%	6%
NET Disagree	8%	8%
NET Agree	68%	58%
Sample size	2004	2004

Exhibit C16: T1D-2A1. Please indicate your level of agreement with the following statement:

The skilled trades provide me with career opportunities.

Base: All respondents

*Note: % NET agree = agree + strongly agree; % NET disagree = disagree + strongly disagree.

Column %	Total Pre-campaign	Total Post-campaign
Strongly disagree	4%	3%
	B	
Disagree	5%	6%
Neither agree/disagree	17%	16%
Agree	39%	39%
Strongly agree	26%	29%
Not applicable	6%	5%
DK/NR	2%	2%
NET Disagree	9%	8%
NET Agree	65%	68%
Sample size	2001	2004
Column label	A	B

Exhibit C17: T1D-2A2. Please indicate your level of agreement with the following statement:
The skilled trades provide flexibility in my career.

Base: All respondents

*Note: % NET agree = agree + strongly agree; % NET disagree = disagree + strongly disagree.

Column %	Total Pre-campaign	Total Post-campaign
Strongly disagree	3%	2%
	B	
Disagree	7%	6%
Neither agree/disagree	23%	20%
	B	
Agree	36%	38%
Strongly agree	17%	20%
		A
Not applicable	8%	8%
DK/NR	6%	6%
NET Disagree	10%	8%
NET Agree	53%	58%
		A
Sample size	2001	2004
Column label	A	B

Within age and gender, a significantly higher proportion of young adults and those who identify as men agree that the skilled trades provide them with 'career flexibility' (60% and 63%, respectively). Those who identify as men (74%) also agree significantly more that the skilled trades offer 'career opportunities', +12 points compared to those who identify as women (62%).

Exhibit C18: T1D-2A. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: Only showing % NET agree.

Column %	Total	Youth	Young adults	Man	Woman
The skilled trades provide me with career opportunities	68%	66%	69%	74%	62%
	-			E	
The skilled trades provide flexibility in my career	58%	49%	60%	63%	52%
	-		B	E	
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Respondents with a trades/college education (73%) and those with a household income of \$40,000 to \$100,00 (72%) or above \$100,000 (70%) are significantly more likely than their counterparts to view the skilled trades as offering career opportunities.
- The skilled trades offer 'career flexibility' is a stronger sentiment among those with trades/college (60%) or university (61%) education.

Views of financial opportunities, stability, and a rewarding career within the skilled trades are directionally higher compared to the perceptions of career opportunities and flexibility.

Over three-quarters (76%) agree that the skilled trades provide financial opportunities, while seven-in-ten (70%) view the trades as providing job stability or a potentially rewarding career path.

In the post-campaign, 'strongly agree' with the perception that the skilled trades provide job stability increases significantly (+4 points).

It is worth noting that less than 10% disagree with any of the three statements.

Exhibit C19: T1D-2B1-3. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: NET agree = agree + strongly agree; NET disagree = disagree + strongly disagree.

Column %	The skilled trades provide financial opportunities	The skilled trades provide job stability	A job in the skilled trades is a personally rewarding career option for young people
Strongly disagree	2%	1%	1%
Disagree	4%	6%	4%
Neither agree/disagree	14%	17%	19%
Agree	50%	45%	46%
Strongly agree	27%	25%	24%
Unsure/Don't know	4%	5%	5%
NET Disagree	5%	7%	5%
NET Agree	76%	70%	70%
Sample size	2004	2004	2004

Exhibit C20: T1D-2B1. Please indicate your level of agreement with the following statement:
The skilled trades provide financial opportunities.

Base: All respondents

*Note: NET agree = agree + strongly agree; NET disagree = disagree + strongly disagree.

Column %	Total Pre-campaign	Total Post-campaign
Strongly disagree	2%	2%
Disagree	4%	4%
Neither agree/disagree	15%	14%
Agree	50%	50%
Strongly agree	26%	27%
Unsure/Don't know	4%	4%
NET Disagree	6%	5%
NET Agree	76%	76%
Sample size	2001	2004
Column label	A	B

Exhibit C21: T1D-2B2. Please indicate your level of agreement with the following statement:
The skilled trades provide job stability.

Base: All respondents

*Note: NET agree = agree + strongly agree; NET disagree = disagree + strongly disagree.

Column %	Total Pre-campaign	Total Post-campaign
Strongly disagree	2%	1%
	B	
Disagree	6%	6%
Neither agree/disagree	19%	17%
Agree	47%	45%
Strongly agree	21%	25%
		A
Unsure/Don't know	5%	5%
NET Disagree	8%	7%
NET Agree	68%	70%
Sample size	2001	2004
Column label	A	B

Exhibit C22: T1D-2B3. Please indicate your level of agreement with the following statement: A job in the skilled trades is a personally rewarding career option for young people.

Base: All respondents

*Note: NET agree = agree + strongly agree; NET disagree = disagree + strongly disagree.

Column %	Total Pre-campaign	Total Post-campaign
Strongly disagree	2%	1%
Disagree	4%	4%
Neither agree/disagree	19%	19%
Agree	46%	46%
Strongly agree	24%	24%
Unsure/Don't know	6%	5%
NET Disagree	5%	5%
NET Agree	70%	70%
Sample size	2001	2004
Column label	A	B

Perceptions of financial opportunities and job stability in skilled trades are generally consistent among age and gender. In contrast, young adults (72%) are more inclined to view the skilled trades as offering rewarding career options compared to youth (64%).

Exhibit C23: T1D-2B. Please indicate your level of agreement with the following statements.

Base: All respondents

*Note: Only showing % NET agree.

Column %	Total	Youth	Young adults	Man	Woman
The skilled trades provide financial opportunities	76%	73%	78%	75%	78%
	-				
The skilled trades provide job stability	70%	69%	71%	71%	70%
	-				
A job in the skilled trades is a personally rewarding career option for young people	70%	64%	72%	70%	72%
	-		B		
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Respondents in Atlantic provinces are less likely to agree that the sector offers rewarding career options for young people (55%), mainly coming from high uncertainty as opposed to disagreement.
- Similarly, neutrality or uncertainty in Ontario, Quebec, and Atlantic provinces contributes to fewer respondents anticipating financial opportunities in skilled trades.

For our analysis, ‘appealing’ and ‘very appealing’ were combined to represent the percentage of respondents who find each statement appealing.

While 49% of respondents find working in a skilled trades job appealing, the career path yields more interest when associated with making a positive impact (7 points higher for building housing; 9 points higher for improving sustainability).

Though appeal for all three statements remained flat compared to the pre-campaign survey, the proportion of respondents who find a career that ‘builds housing for Canadians’ unappealing increased post-campaign.

A quarter (25%) of respondents are neutral about a career in the skilled trades, with about a fifth (21%) finding it unappealing. Notably, ‘building a sustainable future’ has a lower score on ‘unappealing’ (13%) than the other statements.

Exhibit C24: T1D-2C. How appealing would each of the following be to you?

Base: All respondents

*Note: NET appealing = appealing + very appealing; NET unappealing = unappealing + very unappealing.

Column %	Working in a skilled trades job/career	Working in a skilled trades job/career that helps build the housing Canadians need now and for the future	Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future
Very unappealing	6%	5%	4%
Unappealing	15%	14%	9%
Neither appealing/unappealing	25%	21%	23%
Appealing	37%	39%	41%
Very appealing	13%	17%	18%
Unsure / don't know	4%	4%	5%
NET Unappealing	21%	20%	13%
NET Appealing	49%	56%	58%
Sample size	2004	2004	2004

Exhibit C25: T1D-2C1. How appealing would 'Working in a skilled trades job/career' be to you?

Base: All respondents

*Note: NET appealing = appealing + very appealing; NET unappealing = unappealing + very unappealing.

Column %	Total Pre-campaign	Total Post-campaign
Very unappealing	7%	6%
Unappealing	15%	15%
Neither appealing/unappealing	25%	25%
Appealing	36%	37%
Very appealing	13%	13%
Unsure / don't know	4%	4%
NET Unappealing	22%	21%
NET Appealing	48%	49%
Sample size	2001	2004
Column label	A	B

Exhibit C26: T1D-2C2. How appealing would 'Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future' be to you?

Base: All respondents

*Note: NET appealing = appealing + very appealing; NET unappealing = unappealing + very unappealing.

Column %	Total Pre-campaign	Total Post-campaign
Very unappealing	5%	4%
Unappealing	8%	9%
Neither appealing/unappealing	25%	23%
Appealing	40%	41%
Very appealing	16%	18%
Unsure / don't know	7%	5%
NET Unappealing	12%	13%
NET Appealing	56%	58%
Sample size	2001	2004

Column %	Total Pre-campaign	Total Post-campaign
Column label	A	B

Exhibit C27: T1D-2C3. How appealing would 'Working in a skilled trades job/career that helps build the housing Canadians need now and for the future' be to you?

Base: All respondents

*Note: NET appealing = appealing + very appealing; NET unappealing = unappealing + very unappealing.

Column %	Total Pre-campaign	Total Post-campaign
Very unappealing	5%	5%
Unappealing	11%	14%
		A
Neither appealing/unappealing	22%	21%
Appealing	39%	39%
Very appealing	17%	17%
Unsure / don't know	6%	4%
	B	
NET Unappealing	16%	20%
		A
NET Appealing	56%	56%
Sample size	2001	2004
Column label	A	B

Consistent with a more positive impression and association, working in the skilled trades is significantly more appealing for young adults (53%) and those who identify as men (57%); 15 percentage points higher than their counterparts.

A career that builds homes for Canadians is more appealing among young adults (+16 points) and those who identify as men (+14 points) compared to youth and those who identify as women, respectively.

Exhibit C28: T1D-2C. How appealing would each of the following be to you?

Base: All respondents

*Note: Only showing % NET appealing.

Column %	Total	Youth	Young adults	Man	Woman
Working in a skilled trades job/career	49%	38%	53%	57%	42%
	-		B	E	
Working in a skilled trades job/career that helps build the	56%	44%	60%	63%	49%
	-		B	E	

Column %	Total	Youth	Young adults	Man	Woman
housing Canadians need now and for the future.					
Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future.	58%	48%	62%	61%	56%
	-		B	E	
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- While appeal for a career in the skilled trades is lower among Quebec respondents, it is not linked to an ‘unappealing’ perception. Conversely, they are less motivated by a career that ‘builds housing for Canadians’, with 21% finding the path ‘unappealing’ (vs. 14% total sample).
- Households with a high income (\$100,000 or higher) find a career in the skilled trades significantly more unappealing (25%) than respondents with a lower household income. This group is also less motivated by a career that helps build an environmentally sustainable future.

Current employment in, consideration and recommendation of the skilled trades

Over a fifth (22%) of respondents work or have worked in the skilled trades, with significantly more industry experience among young adults (26%) and those who identify as men (30%) than their respective counterparts.

Exhibit C29: T1D-5. Do you currently or have you ever worked in the skilled trades?

Base: All respondents

Column %	Total	Youth	Young adults	Man	Woman
Yes	22%	12%	26%	30%	15%
	-		B	E	
No	78%	88%	74%	70%	85%
	-	C			D
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Skilled trades experience is significantly more prevalent among respondents from Manitoba/Saskatchewan/Nunavut (37%) and those with a trades/college education (30%), while lower in Quebec (16%).

Respondents with no prior experience were asked if they have ever considered a career path in skilled trades. About half (49%) have thought about it with higher consideration among young adults and those who identify as men (55%).

Exhibit C30: T1D-6. Have you ever considered having a career in the skilled trades?**Base: Those who do not currently or have ever worked in the skilled trades**

Column %	Total	Youth	Young adults	Man	Woman
Yes	49%	44%	52%	55%	43%
	-		B	E	
No	51%	56%	48%	45%	57%
	-	C			D
Sample size	1543	305	1238	661	846
Column label	A	B	C	D	E

Other important demographics include:

- Unsurprisingly, Quebec respondents continue to have less interest in the skilled trades with the lowest consideration (38%) of the regions.
- Respondents with a high household income (46%) also have less interest, considering the career path significantly less than households with an income under \$100,000.
- Among the levels of educating, consideration is highest among trades/college educated respondents.

Recommending a career in the skilled trades remains relatively flat compared to the pre-campaign survey, with consistently higher responses among young adults (64%) and no notable differences among gender.

Exhibit C31: T1D-7. Have you ever recommended or considered recommending a career in the skilled trades to someone?**Base: All respondents**

Column %	Total	Youth	Young adults	Man	Woman
Yes	61%	51%	64%	62%	59%
	-		B		
No	39%	49%	36%	38%	41%
	-	C			
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Exhibit C32: T1D-7. Have you ever recommended or considered recommending a career in the skilled trades to someone?**Base: All respondents**

Column %	Total Pre-campaign	Total Post-campaign
Yes	61%	61%
No	39%	39%
Sample size	2001	2004
Column label	A	B

Other important demographics include:

- Consistent with low consideration, recommending a career in the skilled trades remains significantly lower in Quebec among regions.
- Recommendation is also lower among respondents with a household income of under \$40,000 (56%) and an education of high school or less (53%) comparatively, although support remains over half in both groups.

Rating sources of information

Results for recommending, using, or visiting the listed sources of information are consistent with the pre-campaign results. For a detailed analysis, please refer to insights in the previous section of the report, Exhibit B19.

A notable change post-campaign is the increase in source ratings among youth, bringing their likelihood to recommend, use, or visit the sources closer to those of young adults. As such, results no longer skew higher for young adults.

Exhibit C33: T1D-8. Please rate how likely you would be to recommend, use, or visit the following sources for information about the skilled trades using a 5-point scale where 1 means “Definitely would not recommend, use, or visit” and 5 means “Definitely would recommend, use, or visit”

Base: All respondents

Note: % Net would recommend, use, or visit (4-5)

Column %	Total	Youth	Young adult	Man	Woman
University and community college websites	61%	60%	61%	58%	63%
	-				D
Career/education planning sites	59%	59%	59%	58%	59%
	-				
Government of Canada websites	56%	53%	57%	56%	57%
	-				
Trade unions, certification or accreditation bodies, or industry experts	55%	52%	56%	55%	55%
	-				
Provincial Government websites	54%	53%	55%	53%	55%
	-				
Recruitment sites	48%	44%	49%	49%	47%
	-				
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Awareness of Government of Canada programs and services

Awareness of Government of Canada programs remains relatively stable compared to the pre-campaign results, with the exception of a significant increase for the Women in the Skilled Trades Initiative (25%). Please refer to insights in the previous section of the report, Exhibit B20.

Awareness of the Red Seal Program has stabilized among gender, increasing (+4 points) for those who identify as men from the pre-campaign.

Exhibit C34: T1D-9. Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Red Seal Program	28%	29%	28%	27%	29%
	-				
Employment Insurance (EI) for apprentices	28%	24%	29%	27%	28%
	-		B		
Women in the Skilled Trades Initiative	25%	26%	25%	18%	32%
	-				D
Apprenticeship Service	19%	21%	19%	20%	18%
	-				
Canada Apprentice Loan	16%	14%	17%	17%	15%
	-				
Tuition Tax Credit and Licensing Examination Fees	16%	10%	18%	16%	16%
	-		B		
Skilled Trades Awareness and Readiness (STAR) Program	15%	12%	16%	17%	13%
	-			E	
Skills/Compétences Canada (SCC)	13%	13%	13%	13%	12%
	-				
Canadian Apprenticeship Strategy	12%	8%	13%	14%	9%
	-		B	E	
Deduction for tools (Tradespersons)	11%	8%	11%	12%	9%
	-			E	
Union Training and Innovation Program (UTIP)	10%	6%	11%	12%	7%
	-		B	E	
Apprenticeship Job Creation Tax Credit (AJCTC)	9%	8%	9%	11%	6%
	-			E	
Labour Mobility Deduction (for eligible tradespeople)	6%	4%	7%	8%	4%
	-			E	
NET Aware of any	72	64	74	74	69
			B	E	
None of the above	28%	36%	26%	26%	31%

Column %	Total	Youth	Young adult	Man	Woman
	-	C			D
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Quebec respondents continue to have lower overall awareness of Government of Canada programs.
- Among education and household income, Skilled Trades Awareness and Readiness awareness is higher among those with a university education (18%) or a household income of \$40,000 to \$100,000 (19%).

Advertising recall

To measure aided advertising recall, respondents were asked to watch and listen to Government of Canada creatives for the skilled trades. The video and audio were set to mandatory playback, preventing participants from continuing the survey until both were viewed and heard in full.

Just under one in three (31%) respondents remember seeing, reading, or hearing advertising on the skilled trades.

Interestingly, aided recall for skilled trades advertising was comparatively lower than unaided recall (40%). Ontario (47%) skewed higher unaided recall, potentially referencing similar advertising by their provincial government.

Recall was relatively stable across the age groups, though differences were observed among gender with higher recall among those who identify as men (36%).

Exhibit C35: T1H. Over the past three weeks, have you seen, read or heard these ads?

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
Yes	31%	27%	33%	36%	27%
	-			E	
No	69%	73%	67%	64%	73%
	-				D
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Ontario (37%) respondents recalled the campaign significantly more than the other regions.

Of those who recalled the campaign, about half (48%) report seeing it on YouTube, while a quarter (25%) claim they saw it on digital/streaming TV. Source of recall remained stable among age and gender.

Exhibit C36: T1IC: Where have you seen, read or heard these ads?

Base: Those who recall advertising

*Note: Only showing responses $\geq 3\%$

Column %	Total	Youth	Young adult	Man	Woman
YouTube	48%	46%	49%	48%	46%
	-				
Digital/Streaming TV	25%	24%	26%	25%	26%
	-				
Internet websites	21%	18%	22%	24%	17%
	-				
Transit	18%	19%	18%	19%	19%
	-				
Digital/Streaming radio (e.g., Spotify, Podcast)	16%	18%	16%	17%	16%
	-				
In a mobile app	16%	17%	16%	17%	17%
	-				
Billboard (e.g. on bridge or building)	15%	14%	16%	15%	17%
	-				
Online news sites	15%	13%	15%	19%	10%
	-			E	
Web search	13%	9%	14%	15%	10%
	-				
Snapchat	6%	6%	6%	7%	5%
	-				
Pinterest	5%	2%	6%	6%	5%
	-		B		
Twitch	5%	2%	5%	7%	3%
	-			E	
Television	3%	4%	2%	1%	4%
	-				D
Other	1%	1%	1%	1%	1%
	-				
DK/NR	1%	0%	1%	1%	1%
	-		B		
Sample size	638	93	545	360	266
Column label	A	B	C	D	E

Other important demographics include:

- As source of ad exposure, YouTube was cited highest in Ontario (52%) while transit was highest in the British Columbia region (27%).

Of those who recalled the campaign, the leading outcomes were 'learned something about the skilled trades' (25%), 'talked about the skilled trades with someone' (22%), 'encouraged

someone to consider the skilled trades as an option for themselves' (20%), and 'visited the Government of Canada website' (20%).

Among age groups and gender, the campaign had a stronger influence on young adults and those who identify as men, leading to significantly higher engagement following exposure to the ads.

After seeing the advertising, a quarter of young adults (25%) 'talked about the skilled trades with someone', dropping to 13% for youth.

Young adults and those who identify as men 'visited the Government of Canada website' (23% and 24%) and expressed intent to 'pursue training, a job or a career in the skilled trades' (13% and 14%), demonstrating a significantly higher impact on behaviour post-exposure.

In contrast, over half of youth (56%) say they did nothing after seeing, reading, or hearing the ads, suggesting the campaign resonated with them significantly less than young adults.

Exhibit C37: T1I_AC: Did you do anything as a result of seeing these ads?

Base: Those who recall advertising

Column %	Total	Youth	Young adult	Man	Woman
Learned something about the skilled trades	25%	24%	25%	26%	23%
	-				
Talked about the skilled trades with someone	22%	13%	25%	24%	18%
	-		B		
Encouraged someone to consider the skilled trades as an option for themselves	20%	12%	22%	21%	19%
	-		B		
Visited the Government of Canada website	20%	8%	23%	24%	15%
	-		B	E	
Searched for more information about the skilled trades	17%	5%	21%	20%	14%
	-		B		
Decided to pursue training, a job or a career in the skilled trades	11%	3%	13%	14%	7%
	-		B	E	
Other	0%	0%	0%	0%	0%
	-				
All of the above	3%	3%	3%	3%	3%
	-				
None of the above	35%	56%	29%	30%	42%
	-	C			D
Sample size	638	93	545	360	266
Column label	A	B	C	D	E

Other important demographics include:

- Consistent with lower appeal, familiarity, and overall engagement, advertising had less influence on behaviour for respondents in Quebec.

- Post-ad engagement is stronger among respondents in British Columbia. Perhaps most notable, 17% of them ‘decided to pursue training, a job or a career in the skilled trades’ after seeing the ads—compared to 11% total sample.
- Respondents with a university-level education were also significantly more likely to take action after exposure to skilled trades ads, compared to respondents with a trades/college or high school or less education.

To gauge the effectiveness of the messaging, respondents were asked to describe what they thought the ads were communicating. Open-end responses most frequently convey an encouragement to learn about or pursue a career in the skilled trades (30%).

Among the age groups, messaging about employment opportunities in the skilled trades are mentioned at a higher rate by young adults (19%). Among gender, messaging about the skilled trades’ contribution to society or the economy resonates more among those who identify as women (11%).

Exhibit C38: T1J: What do you think is the main point these ads are trying to get across?

Base: All respondents

*Note: Only showing responses $\geq 3\%$

Column %	Total	Youth	Young adult	Man	Woman
Encouraging people to learn/get into a skilled trade	30%	33%	29%	29%	30%
	-				
About employment opportunities / 300+ Careers opportunities in skilled trades	18%	14%	19%	18%	18%
	-		B		
Skilled trades are an essential occupation / Contribute to society / Help grow our economy	10%	15%	8%	8%	11%
	-	C			D
Skilled trades workers building a better future for Canada (e.g. projects, infrastructure, housing)	9%	8%	9%	9%	9%
	-				
Trades are good / Rewarding/valuable/good career option	9%	9%	9%	9%	9%
	-				
High demand for skilled trades workers / Labour shortage/skilled trades are needed	8%	7%	8%	7%	8%
	-				
Other	4%	3%	5%	5%	3%
	-			E	
DK/NR	7%	6%	7%	9%	5%
	-			E	
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

To assess clarity and relevance of campaign messaging, respondents were shown ad sentiment questions. They were asked to indicate their level of agreement on a five-point scale, where 1 represents strongly disagree and 5 represents strongly agree. For our analysis, a rating of four and five (4-5) were combined as the percentage of NET agree.

Overall, most respondents agree that the ads clearly conveyed that the Government of Canada wants to encourage people to join the skilled trades (79%), with agreement higher among those who identify as women (81%) compared to those who identify as men.

Around two-thirds agree that the ads address an important topic (68%) and that the ads are not partisan (65%).

Some other distinctions were noted among age groups and gender. The ads resonated more strongly overall with young adults, who are more likely to find them more attention-catching (48%), informative (46%) and relevant (38%) than youth.

While those who identify as men find the ads more relevant (42%), they also find them more difficult to follow (17%) than their counterpart.

Exhibit C39: T1K. Please indicate your level of agreement or disagreement with the following statements about these ads.

*Note: Only showing % NET Agree (4-5)

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
These ads clearly convey that the Government of Canada wants to encourage people to join the skilled trades.	79%	81%	79%	77%	81%
	-				D
These ads talk about an important topic	68%	68%	67%	67%	68%
	-				
These ads do not favour one political party over another	65%	62%	65%	63%	65%
	-				
These ads catch my attention	45%	33%	48%	45%	45%
	-		B		
These ads provide new information	43%	36%	46%	46%	42%
	-		B		
These ads are relevant to me	34%	22%	38%	42%	26%
	-		B	E	
These ads are difficult to follow	13%	8%	14%	17%	9%
	-		B	E	
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Quebec respondents found the ads less attention-catching (37%), informative (38%), and relevant (26%).
- Overall, the ads resonate more for respondents with a university education, though they are also more likely to find the ads difficult to follow (15%) than respondents with a high school or less education.

The survey also asked respondents to indicate their level of agreement on statements assessing the clarity of the call to action and the benefits of the skilled trades on a five-point scale, where 1 represents strongly disagree and 5 represents strongly agree. For our analysis, a rating of four and five (4-5) were combined as the percentage of NET agree.

Just over half (52%) of respondents agree that the ‘ads clearly show where to go to find Government of Canada programs, fundings, tools, and resources on the skilled trades’, with agreement significantly higher among those who identify as men (55%).

About half (48%) of respondents also agree that the ‘ads show me the benefits of a career in the skilled trades’, predictably higher among young adults (50%) and those who identify as men (51%) than their respective counterparts.

Exhibit C40: T1L. Please indicate your level of agreement or disagreement with the following statements about these ads.

*Note: Only showing % NET Agree (4-5)

Base: All respondents

Column %	Total	Youth	Young adult	Man	Woman
These ads clearly show where to go to find Government of Canada programs, fundings, tools, and resources on the skilled trades.	52%	49%	53%	55%	49%
	-			E	
These ads show me the benefits of a career in the skilled trades.	48%	42%	50%	51%	45%
	-		B	E	
Sample size	2004	343	1661	967	995
Column label	A	B	C	D	E

Other important demographics include:

- Consistent with findings, both call to action and messaging about the benefits of career in skilled trades resonate lower among respondents in Quebec.
- On the other hand, respondents in British Columbia and Manitoba/Saskatchewan/Nunavut are clearer on the call to action and understand the benefit of a career in the skilled trades.

Conclusions

Phase 1: Qualitative concept testing

To the extent that the purpose of the initial qualitative phase was to pre-test creative materials to gauge whether they were attention-grabbing, memorable, and motivating, in terms of encouraging the intended audiences – youth (16 to 19) and young adults (20 to 34) – to consider a career in the skilled trades, the findings suggest that there were some compelling and persuasive elements worth considering. And, while there were preferences across the different video concepts, static concepts, and taglines tested, there did not appear to be any major negative sentiment or reactions. It is certainly acceptable and appropriate for the Government of Canada to communicate in this way.

Regardless of the campaign element or specific concept, several key messages emerged as particularly relevant and compelling. First, the vast array of different trades available and the consequent variety of career options. Skilled trades related to a low carbon emission future were not obvious to most. Second, there is funding and/or assistance to help you get the training you need, including paid internships. Third, these are skills that are in demand and that you can make a lifelong career in the skilled trades.

In terms of the video concepts, preference was split between “We Made That”, preferred by young adults, and “Future You”, preferred by youth. Both were described as informative, dynamic, and eye-catching and both effectively showcased a variety of skilled trades. Participants felt that the three characters depicted in “We Made That” would more easily accommodate more diversity of different ethnicities, genders, and ages to be featured. What differentiated “Future You” was the reference to paid learning (apprenticeships) and the emphasis on a low carbon emission future. With respect to “The Change Makers” participants did not feel it made a compelling enough case to consider a career the skilled trades.

As for the static concepts, featuring the work accomplished by those in the skilled trades on billboards on buildings and bridges (Concept A) was very compelling and impactful. The message was compelling and easy to understand especially in situ at a quick glance. With Concept B, participants appreciated the vibrant colours, mention of the variety of skilled trades, and especially the images of those working in the skilled trades but felt they would be harder to digest and understand in situ.

Among the taglines, preferences were split between “Your skills. Your story.” and “The future is yours to make.” Both were described as personal, catchy, and memorable. “The future is yours to make” felt more open-ended and inferred one would gain the necessary skills to have a rewarding career; whereas “Your skills. Your story.” spoke to leveraging the skills and talents one already has. With respect to “Build your world” and “Building Canada”, there was a sense they were more general, not as aspirational, and focussed too heavily on the construction trade.

To ensure broad appeal among these age groups, emphasize skilled trades that are not obvious. For example, the skilled trades related to a low carbon emission future were not as obvious as the building and repairing trades featured throughout the concepts. Calling these out challenges perceptions about the skilled trades and forces youth and young adults to consider – or reconsider – whether a career in the skilled trades may be a good fit for them.

Relatedly, since many indicate a reluctance to consider a career in the skilled trades that may be physically demanding, highlighting trades that are less physically demanding may help overcome that barrier.

Highlighting the path to a career including the paid learning, apprenticeships, and financial compensation tied to one trade or another, or that such information is available would likely be appreciated and may encourage more uptake on the call to action.

Phase 2: Quantitative pre-campaign survey

As a baseline measure, half of respondents (53%) claim to have seen, read, or heard Government of Canada advertising. When asked specifically about advertising on exploring a career in the skilled trades, over a quarter (28%) claim unaided campaign recall.

Young adults and those who identify as men consistently score higher on key metrics such as familiarity, positive impression, appeal, and sentiment compared to youth and those who identify as women. Regional differences are most notable among respondents in Quebec, with the segment generally trailing other regions on key metrics.

Phase 3: Quantitative post-campaign survey

Post-campaign results reinforce that engagement with the skilled trades vary by age and gender, with young adults and those who identify as men consistently outperforming their counterparts across key metrics.

Consistent with the pre-campaign results, findings support low engagement and interest for the skilled trades among respondents in Quebec.

Unaided Government of Canada ad recall increased significantly in the post-campaign, driven by notably stronger lifts among those who identify as men and young adults.

When asked specifically about Government of Canada advertising about skilled trades, unaided recall saw a significant increase post-campaign, with those who identify as men and young adults continuing to demonstrate higher recall than their counterparts.

Following the campaign, respondents report significant lifts in familiarity notably among those who identify as men reporting higher and growing familiarity relative to those who identify as women. Quebec trails other regions on measures of familiarity and sentiment.

While positive sentiment toward the skilled trades trended upward overall, variances by age and gender became pronounced post-campaign, with impression among young adults and those who identify as men widening further compared to their respective counterparts.

Benchmarking to pre-campaign, the proportion of respondents who 'strongly agree' that the skilled trades offer job stability increased significantly.

When shown the ads, about one-third of respondents report recent exposure. Recall remains stable across age but differed by gender and region, with higher awareness among those who

identify as men and Ontario respondents. YouTube emerges as the most prominent platform for recall, followed by digital/streaming TV.

Among those who recall the ads, prevalent actions include learning about or discussing the skilled trades, as well as encouraging others to consider work in the field. Post-ad exposure engagement is strongest among young adults and those who identify as men, while having the least amount of behavioural impact on youth. Respondents in Quebec are least influenced to act after seeing the ads.

Most respondents agree that the ads clearly communicate encouragement to join the skilled trades, address an important issue and are non-partisan.

About half of respondents feel the ads have a clear call to action and show benefits of a career in the skilled trades—higher among young adults and those who identify as men.

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

Methodology

The target audiences included youth (16 to 19) and young adults (20 to 34), with a mix of gender, age, region, socio-economic status, both in school and out-of-school and not-employed-or-in-education-or-training (NEET), new Canadians, those with disability and visible minorities.

The groups were conducted with residents of four regions of the country: Atlantic Canada, Ontario, Quebec, and the West/North. The groups were conducted in English in all regions except for Quebec where they were conducted in French. Those in official language minority communities were invited to join a group in their preferred language.

Exhibit D1. Schedule and composition of the groups

Group	Region/Audience	Language	No of recruits	No of participants
Monday, November 4, 2024				
1	Atlantic Canada young adults (20 to 34)	English	10	9
2	Ontario young adults (20 to 34)	English	10	10
3	Quebec young adults (20 to 34)	French	10	7
4	Western/Northern Canada young adults (20 to 34)	English	10	9
Tuesday, November 5, 2024				
5	Atlantic Canada youth (16 to 19)	English	10	7
6	Ontario youth (16 to 19)	English	10	9
7	Quebec youth (16 to 19)	French	10	8
8	Western/Northern Canada youth (16 to 19)	English	10	10

The focus group participants received an honorarium of \$145 as a token of appreciation for their time. All focus groups were conducted between November 4-5, 2024.

Recruitment

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

The target audiences included youth (16 to 19) and young adults (20 to 34).

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

Our field work subcontractor, CRC Research, reached out to members of their database first via email and followed up with telephone calls to pre-qualify participants. They then conducted telephone recruitment to supplement in each market.

Moderation

Given the accelerated timeline, two moderators were used to conduct the focus groups. Each moderator took notes and summarized their groups and subsequently met to provide the other with a debrief on the groups, including the key findings.

A note about interpreting qualitative research results

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

Glossary of terms

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

Exhibit D2. Glossary of qualitative terms

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

Appendix B – Phase 1: Qualitative concept testing – Recruitment screener

Focus group summary

- Recruit 10 participants per group for 8-10 to show.
- Groups are up to 2 hours in length.
- 8 groups in total.
- Groups are with youth (16 to 19) and young adults (20 to 34) (Q5).
- All of those in the groups with young adults (20 to 34) must be looking to change careers, continue their schooling or go back to school (Q6).
- Aim for a mix who are both in and out of school and not-employed-or-in-education-or-training (NEET); aim for at least two NEET (Q7 & Q8).
- Aim for at least two self-identified visible minority (Q9) per group.
- Aim for at least one new Canadian (Q10 & Q11) per group.
- Aim for at least one individual with a disability (Q12) per group.
- Must ensure a good mix of all other demographics (age, gender, income, education, etc.).

Group #	Region/Audience	Language	Time
Monday, November 4, 2024			
1 (SC)	Atlantic young adults (20 to 34)	English	4:00 pm ET / 5:00 pm AT / 5:30 pm NT
2 (DA)	Ontario young adults (20 to 34)	English	6:00 pm ET
3 (SC)	Quebec young adults (20 to 34)	French	6:00 pm ET
4 (DA)	Western/Northern young adults (20 to 34)	English	8:00 pm ET / 7:00 pm CT / 6:00 pm MT / 5:00 pm PT
Tuesday, November 5, 2024			
5 (SC)	Atlantic youth (16 to 19)	English	4:00 pm ET / 5:00 pm AT / 5:30 pm NT
6 (DA)	Ontario youth (16 to 19)	English	6:00 pm ET
7 (SC)	Quebec youth (16 to 19)	French	6:00 pm ET
8 (DA)	Western/Northern youth (16 to 19)	English	8:00 pm ET / 7:00 pm CT / 6:00 pm MT / 5:00 pm PT
Respondent's name:		Interviewer:	
Respondent's phone number: (cell)		Date:	
Respondent's email:		Validated:	
Sample source: panel random client referral		On quotas:	

Hello/Bonjour, this is _____ calling on behalf of Earncliffe, a national public opinion research firm. We are organizing a series of discussion groups on issues of importance to Canadians on behalf of the Government of Canada, specifically Employment and Social Development Canada. The Government would like to better understand Canadians' views to help inform the development of a future advertising campaign. We are looking for people who would be willing to participate in an online discussion group that will last up to two hours.

May I continue?

Yes CONTINUE
No THANK AND TERMINATE

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

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

Yes CONTINUE
No THANK AND TERMINATE

Monitoring text:

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

ADDITIONAL CLARIFICATION IF NEEDED:

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

1. Do you or any member of your household work for?

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

If “yes” to any of the above, thank and terminate.

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

Atlantic Canada (Groups 1 & 5)		
Newfoundland and Labrador	1	
Nova Scotia	2	
Prince Edward Island	3	
New Brunswick	4	
Quebec (Groups 3 & 7)	5	
Ontario (Groups 2 & 6)	6	
Western/Northern Canada (Groups 4 & 8)	7	
Manitoba	8	
Saskatchewan	9	
Alberta	10	
British Columbia	12	
Yukon	13	
Northwest Territories	14	
Nunavut	15	
Prefer not to answer	99	Thank and terminate

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

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

4. Please indicate your gender. Do you identify as...? (Ensure good mix)

Male	1	
Female	2	
Gender diverse	3	
Prefer to self-describe	4	
Don't know/Prefer not to answer	99	

5. Which of the following age categories do you fall in to? Are you...? (Ensure good mix)

Under 16 years	1	Thank and terminate
16-19 years	2	Go to Q7
20-34 years	3	
35+ years	4	Thank and terminate
Don't know/Prefer not to answer	99	Thank and terminate

6. In the next few years, do you plan on changing careers, continuing your schooling or going back to school? (Ensure good mix)

Yes, change careers	1	
Yes, continuing schooling	2	
Yes, go back to school	3	
None of the above	4	Thank and terminate
Don't know/Prefer not to answer	9	Thank and terminate

7. Are you currently a student studying either full-time or part-time? (Ensure good mix)

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

8. What is your current employment status?

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

Aim for a minimum of 2 per group who are not students (Q7) and are unemployed (Q8).

9. What is your ethnic background? [Do not read] (Ensure good mix)

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

Aim for a minimum of 2 per group who identify as non-Caucasian.

10. Were you born in Canada?

Yes	1	Go to Q12
No	2	Ask Q11
Prefer not to say	9	Thank and terminate

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

5 years or less	1	
6 years or more	2	
Prefer not to say	9	Thank and terminate

Aim for a minimum of 1 per group who identifies as a new Canadian (says no to Q10 and 5 years or less to Q11).

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

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

Aim for a minimum of 1 per group who identifies as a person with a disability.

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

Some high school	1	
Completed high school	2	
Some college/university	3	
Completed college/university	4	
Don't know/Prefer not to answer	9	Thank and terminate

14. Which of the following categories best describes your total household income; that is, the total income of all persons in your household combined, before taxes? [Read list] (Ensure good mix)

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

This research requires participating in a video call online.

15. Do you have access to a computer or laptop with reliable internet which will allow you to participate in an online discussion group?

Yes	Continue
No	Thank and terminate

16. [If yes] Does your computer/laptop have a camera that will allow you to be visible to the moderator and other participants as part of an online discussion group?

Yes	Continue
No	Thank and terminate

17. [If yes] Do you have a personal email address that is currently active and available to you?

Yes	Continue
No	Thank and terminate

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

Yes	1	Max 2 per group
No	2	Go to Q21
Don't know/Prefer not to answer	9	Thank and terminate

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

If within the last 6 months	1	Thank and terminate
If not within the last 6 months	2	Continue
Don't know/Prefer not to answer	9	Thank and terminate

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

If 4 or less	1	Continue
If 5 or more	2	Thank and terminate
Don't know/Prefer not to answer	9	Thank and terminate

INVITATION

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

Very comfortable	1	Minimum 4 per group
Fairly comfortable	2	Continue
Comfortable	3	Continue
Not very comfortable	4	Thank and terminate
Not at all comfortable	5	Thank and terminate
Don't know/Prefer not to answer	9	Thank and terminate

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

Yes	1	Ask Q23
No	2	Skip to Q25
Don't know/Prefer not to answer	9	Thank and terminate

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

Yes	1	Ask Q24
No	2	Thank and terminate
Don't know/Prefer not to answer	9	Thank and terminate

24. What specifically? [OPEN END]

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

25. Based on your responses, it looks like you fit the criteria we are looking for. I would like to invite you to participate in a small group discussion, called an online focus group, we are conducting at [time], on [date]

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

It will last up to 2 hours, and you will receive \$145.00 as a thank you for your time and participation. Would you be willing to attend?

Yes	1	Recruit
No	2	Thank and terminate
Don't know/Prefer not to answer	9	Thank and terminate

Privacy questions

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

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

Yes	1	Go to P2
No	2	Go to P1a

We need to provide the first names and background of the people attending the focus group because only the individuals invited are allowed in the session and this information is necessary for verification purposes. Please be assured that this information will be kept strictly confidential. Go to P1a

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

Yes	1	Go to P2
No	2	Thank and terminate

- P2) A recording of the group session will be produced for research purposes. The recordings will be used by the research professional to assist in preparing a report on the research findings. Do you agree to be recorded for research and reporting purposes only?

Yes	1	Thank and go to P3
No	2	Read respondent info below & go to P2a

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

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

Yes	1	Thank and go to P3
No	2	Thank and terminate

P3) Employees from the Government of Canada and the creative agency working with the Government of Canada to develop the advertising campaign may also be online to observe the groups.

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

Yes	1	Thank and go to invitation
No	2	Go to P3a

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

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

Yes	1	Thank and go to invitation
No	2	Thank and terminate

INVITATION:

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

Group #	Region/Audience	Language	Time
Monday, November 4, 2024			
1 (SC)	Atlantic young adults (20 to 34)	English	4:00 pm ET / 5:00 pm AT / 5:30 pm NT
2 (DA)	Ontario young adults (20 to 34)	English	6:00 pm ET
3 (SC)	Quebec young adults (20 to 34)	French	6:00 pm ET
4 (DA)	Western/Northern young adults (20 to 34)	English	8:00 pm ET / 7:00 pm CT / 6:00 pm MT / 5:00 pm PT
Tuesday, November 5, 2024			
5 (SC)	Atlantic youth (16 to 19)	English	4:00 pm ET / 5:00 pm AT / 5:30 pm NT
6 (DA)	Ontario youth (16 to 19)	English	6:00 pm ET
7 (SC)	Quebec youth (16 to 19)	French	6:00 pm ET
8 (DA)	Western/Northern youth (16 to 19)	English	8:00 pm ET / 7:00 pm CT / 6:00 pm MT / 5:00 pm PT

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

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

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

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

First name

Last name

Email

Daytime phone number

Evening phone number

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

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

Introduction (10-minute section / 10 minutes total)

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

- The name of the firm the moderator works for, and the type of firm that employs them (that is, an independent marketing research firm).
- Role of participants: speak openly and frankly about opinions, remember that there are no right or wrong answers and no need to agree with each other.
- Results are confidential and reported all together/individuals are not identified/participation is voluntary.
- The length of the session (up to 2 hours).
- The presence of any observers, their role and purpose, and the means of observation (observers viewing and listening in remotely).
- The presence and purpose of any recording being made of the session.
- Confirm participants are comfortable with the platform and some of the specific settings such as: how to mute and unmute themselves; where the hand raise button is; and the chat box. Don't be afraid to use the chat box if you have something to contribute but are having trouble jumping in verbally.
- As mentioned, when we invited you to participate in this discussion group, we're conducting research on behalf of the Government of Canada and Employment and Social Development Canada, more specifically. The main focus of our discussion is to gather your feedback and reactions to some new advertising concepts.

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

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

Awareness and understanding of skilled trades

Section time: 15 minutes / Cumulative time: 25 minutes

- [poll] How do you feel about your future career prospects? Would you describe your career prospects as excellent, good, only fair or poor?
- [show poll results] Why do you feel your career prospects are excellent/good/only fair/poor?
- What are the most important things you're looking for when considering which kind of career to pursue? Why? (Probe: money, stability, job satisfaction, etc.)
- [chat box] What first comes to mind when you think of the skilled trades or a career in the skilled trades? Please write what comes to mind in the chat.

- Would you say that when you think of the skilled trades or a career in the skilled trades that it generally conjures up a positive, neutral, or a negative impression for you? Why? What is primarily informing that impression?

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

- As far as you're concerned, is a career in the skilled trades a respectable career option? Why or why not?
- Earlier, we made a list together of the most important things you look for when considering which kind of career to pursue. As far as you are concerned, how well or poorly does a career in the skilled trades fit with these criteria?
- Which criteria fit well? Which criteria fit poorly? Why do you think that?
- [show of hands] Has anyone considered the skilled trades when career planning or thinking about your future career? Why or why not? Please share what you have/had been thinking.
- When career planning, have you considered going straight to work or attending college, a trade school or university? Why?

Concept testing

Section time: 75 minutes / Cumulative time: 100 minutes

In the coming months, the Government of Canada is launching an advertising campaign on skilled trades.

For the remainder of our discussion today/tonight we are going to review a series of draft advertising concepts to gauge your reactions. We will be looking at a variety of different concepts.

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

Video concepts (storyboards)

First, I would like to share with you three video concepts that could eventually appear on digital media, social media, or on websites and they could appear on television. Depending on where you see these ads, you would be able to click on them to get more information. For each video concept, I will share storyboards with you which are illustrated to give you a sense as to what will be filmed, what you will hear, what will be said and what will appear on screen. Again, I would like you to use your imagination to think of this as a fully produced ad. And when you are reacting to the concept, think of it in its entirety.

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

[Rotate concepts for each group]

- Concept 1: We Made That
 - Concept 2: The Change Makers
 - Concept 3: Future You
-
- What is your overall reaction to this concept?
 - What did you take away as the main message?
 - As you think of the concept including the design, vocabulary, imagery, tone, etc., what, if anything, do you like? What, if anything, do you dislike? Why?
 - What did you think about the flow of the ad and the cadence to get to the main message? Was it appropriate or not? Why or why not?
 - How does it make you feel, especially about careers in the skilled trades? Why?
 - Would you notice it/Would it capture your attention? Is it memorable? Why or why not?
 - If you saw this concept, would it motivate you to do anything? Why or why not?
 - If yes, what would you be motivated to do?
 - If you saw it on social media, would you be likely to like it or share it? Why or why not?
 - As far as you're concerned, is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
 - Was it credible/believable? Why or why not?
 - Was anything confusing or unclear? How so?
 - How could it be improved?

Concept wrap-up:

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

- [poll] Which of the three video concepts do you prefer?
- Why?
- Are there elements of the video concepts you didn't choose that you liked, or that should be incorporated into the final version?
- Would any of the three be unacceptable or inappropriate for the Government to use? Why?
- Which, if any, makes you think differently (in a positive way) about careers in the skilled trades? Why?

Static ads

Now I would like to show you two static ads. These ads give you a flavour for the fonts, styles, colours, etc. that could be used in the campaign. They also include examples of how the ads could appear in print or on billboards.

[Rotate concepts for each group]

- Concept A
 - Concept B
-
- [poll] Which static concept do you prefer? Why?
 - Which elements do you particularly like? Which, if any, do you dislike? Why?
 - Are there elements of the other static concept you didn't choose that you liked, or that should be incorporated into the final version?
 - Would you notice it/Would it capture your attention? Is it memorable? Why or why not?
 - How could it be improved?

Taglines

Now let's focus on the taglines. There were four different taglines used throughout the concepts:

- Option 1: Your skills. Your story.
 - Option 2: The future is yours to make.
 - Option 3: Build your world.
 - Option 4: Building Canada
-
- [poll] Which tagline do you prefer? Why?
 - What thoughts/feelings did it evoke for you?
 - Is it memorable? Why or why not?
 - What did this tagline say to you about careers in the skilled trades? Why?
 - Is it appropriate to communicate about a career in the skilled trades in this way? Why or why not?
 - How, if at all, could it be improved? Why?

Communications

Section time: 10 minutes / Cumulative time: 110 minutes

- Where do you look for information when career planning? Probe: websites, social media, school resources, parents/guardians, other influencer(s)
- What types of information do you find most helpful? Why?
- How do you want the government to communicate with you about jobs and career planning? How could they reach you?
- Probe: website, social media, TV, direct mail (probe for specific channels)

Conclusion

Section time: 10 minutes / Cumulative time: 120 minutes

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

This concludes what we needed to cover today/tonight.

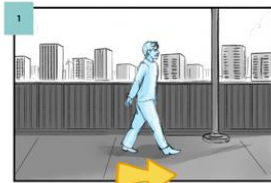
- Do you have any final thoughts or any advice for ESDC and their creative agency as they move to the production stage?

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

Appendix D – Phase 1: Qualitative concept testing – Concept testing materials

Video concepts

Concept A: We Made That



Three young people walk independently in their neighbourhoods with purpose. Person 1 walks through an urban environment.

VO: What do you see... when you look around?
MUSIC: An exciting and energetic soundtrack steadily grows to a climax.
SFX: City soundscape



Person 2 walks by wild postings on a wall with words in big, bold letters:
Made by skilled trades

MUSIC: Continues
SFX: City soundscape, ongoing

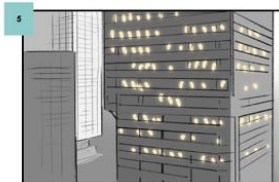


Person 3 walks through a small town neighbourhood.

MUSIC: Continues
SFX: City soundscape, ongoing

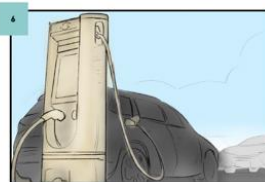


Person 1 continues down a sidewalk.



As they walk, we cut to cinematically graphic images of the world around them:

A building with lights.



An electric vehicle charger.

VO: Amazing ideas...



Glass windows on a building.



Person 2 pauses near a waterfront.



We cut to cinematically graphic images of the world around them:

A construction crane on site.



A stylish haircut being blow-dried.

VO: The latest trends...



A neon "OPEN" sign on a shop



Person 3 walks through a park.



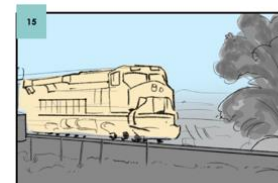
We cut to cinematically graphic images of the world around them:

A car on the road.



A housing complex with solar panels.

VO: Things that change lives...



A train on the tracks.



Each of them stops to appreciate the world in front of them.

VO: For those in the skilled trades...

17



(continued)

18



(continued)

VO: ...it's a world they help create.

19



300+ skilled trades

Faster cuts of the three characters, each entering into a trade.
One is a construction worker who walks into a construction site.
VO: Discover over 300 careers...
SUPER: 300+ skilled trades

20



In-demand jobs

One is a mechanic, and they enter a shop with electric vehicles.
VO: ...and the unmatched feeling of saying...
SUPER: In-demand jobs

21



Work that matters

One is a millwright, and they arrive at a warehouse near the water.
VO: ...I made that.
SUPER: Work that matters

22



Learn more at
Canada.ca/skilled-trades

Transition to the end screen.
SUPER: Learn more at
Canada.ca/skilled-trades

23



Canada wordmark appears.
VO: A message from the Government of Canada.
SOUND EFFECT: Canada wordmark jingle.

Concept B: The Change Makers

1



An indoor industrial work site. The camera moves through the location as people work.
MUSIC: Music to build intrigue.

2



The camera passes close to workers as they carry sheet metal.
VO: At just 2 years old, they built their first housing complex... with building blocks from their sister.

3



The camera continues, moving through sparks flying off a cutting tool.

4



The camera moves past three people in close proximity. First someone pouring paint, then someone carrying a roll of electrical wires, then someone revving a drill.
VO: At 10, they learned the basics of economics... by selling lemonade.

5



The camera pushes past an older gentleman and lands on a young person standing at the far end of the site. They're looking at blueprints while talking and laughing with their crew.
VO: And at 18, they found a way to keep doing what they love...

6



The camera pushes in closer on the character.
VO: ...by joining the skilled trades.

7



Your skills. Your story.
Learn more at
Canada.ca/skilled-trades

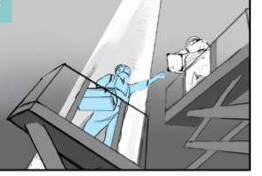
Transition to end screen.
SUPER: Your skills. Your story.
SUPER: Learn more at
Canada.ca/skilled-trades
VO: Your skills. Your story.
VO: Learn more about the skilled trades at
Canada.ca/skilled-trades

8



Canada wordmark appears.
VO: A message from the Government of Canada.
SOUND EFFECT: Canada wordmark jingle

Concept C: Future You

1 	2 	3 	4 
A young person sits at their computer with a bowl of noodles next to them.	We see a search bar graphic over the image. As they begin typing, we see words appear in the bar. A dramatic pause, then they hit 'enter.'	VO: What will your career look like? The camera zooms past the young person.	The world around them becomes a whirlwind of rapid, pulsating visuals.
SUPER (typing): Careers in the skilled trades		MUSIC: A musical track kicks in	A dazzling kaleidoscope of trades flashes across the screen before snapping into focus.
5 	6 	7 	8 
The camera settles on a welder working in an industrial space. Our main character learns from them as their apprentice.	The camera quickly zooms into the welding sparks...	...the light of the welding sparks become a light flare from the sun...	...then the camera lowers from the light flare down to the hero and a different journeyperson as they look at a wind turbine.
VO: Getting paid while you learn?			VO: Supporting a sustainable future?
9 	10 	11 	12 
The journeyperson mentors our hero.	The camera zooms into their hands as the journeyperson passes them a tablet with blueprints.	We zoom out of the tablet in our hero's hand as they lower it to their side. They're now in a different location.	Our hero is now standing in a vibrant neighbourhood that is under construction.
			VO: Building your world?
13 	14 	15 	16 
The camera spins around to their front as new and nearly-finished homes and buildings begin growing all around them.	...zooming into their face as they look at the world they helped create...	...and then zooms further into their eye.	Now a dazzling kaleidoscope of life milestones and special moments flashes across the screen before snapping back into focus.
The camera continues moving...			



The young hero sits at their computer, staring at the screen with wide-eyed amazement.

VO: In the skilled trades...
The future is yours to make.



The future is yours to make

Learn more at
canada.ca/skilled-trades

Transition to end screen.

SUPERS:
The future is yours to make
Learn more at Canada.ca/skilled-trades

VO: Learn more at
Canada.ca/skilled-trades



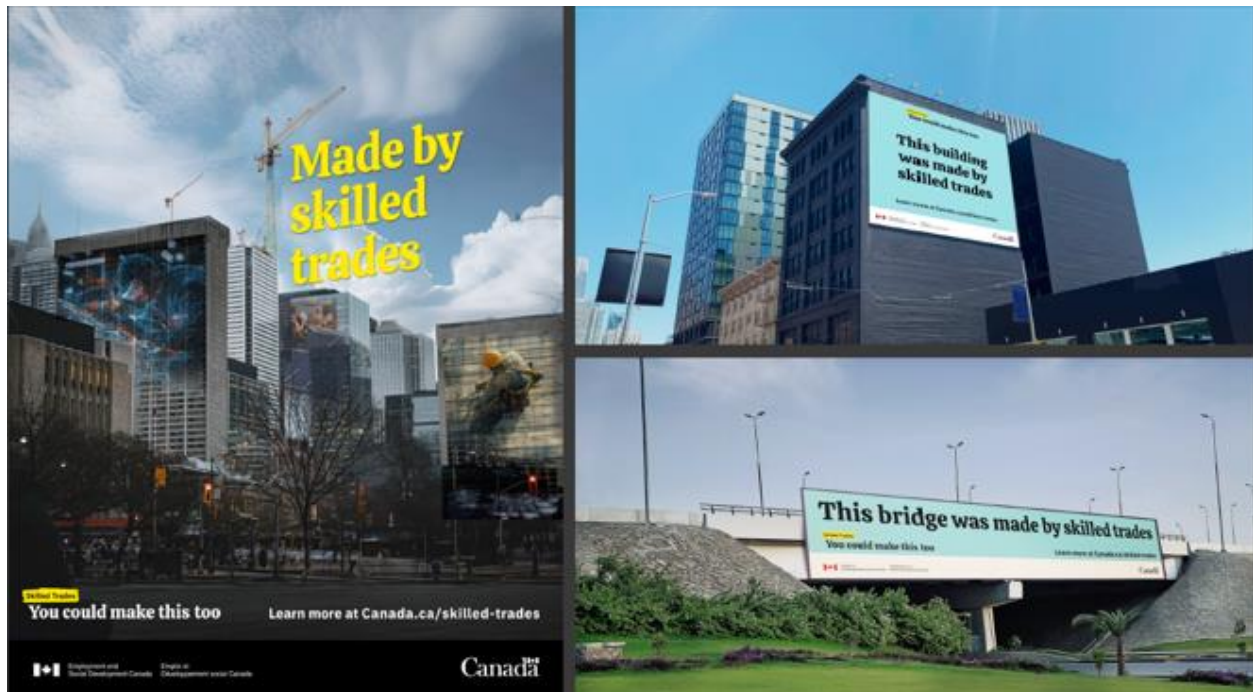
Canada wordmark appears.

VO: A message from the Government of Canada.

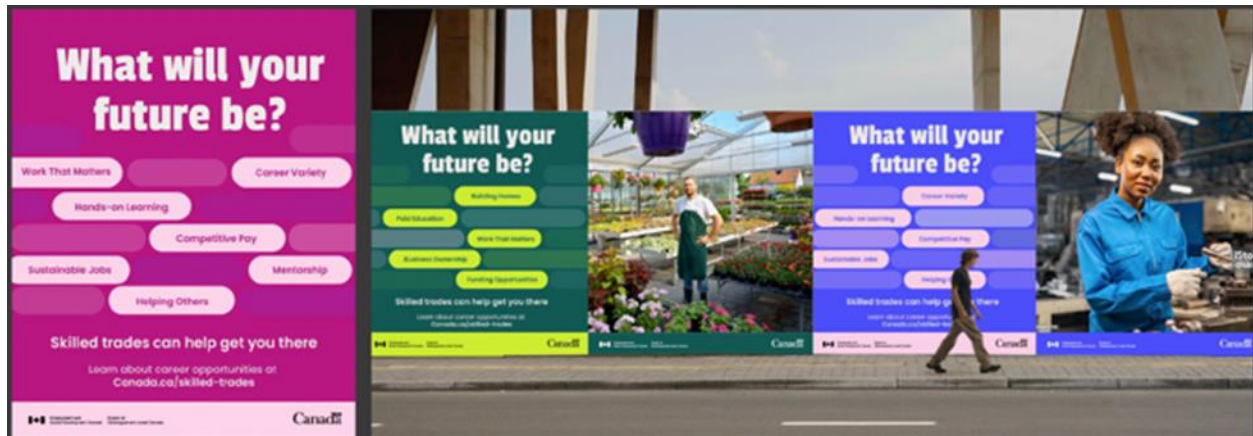
SOUND EFFECT: Canada wordmark jingle.

Static concepts

Concept A



Concept B



Taglines

Your skills. Your story.
The future is yours to make
Build your world
Building Canada

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

Survey methodology

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

Questionnaire design

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

Sample design and selection

Quotas were set by age overall, and by gender and region within age groups. The expected and final distribution of data is detailed below.

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

Data Collection

For both phases of the research, quotas were set for gender and age within region for the sample of youth (16 to 34). Since the profiles of young adults (20 to 34) looking to switch careers or go back to school were unknown at the outset of this initial study, we used preliminary data to establish those proportions for weighting (please refer to next section for details on, Weighting).

Based upon our experience surveying this audience in previous waves of study, the expected and final distribution for the pre-campaign survey (n=2,001) is detailed below:

Region/Province	Expected count	Final sample size
British Columbia	284	270
Alberta/Northwest Territories	252	252
Saskatchewan/Manitoba/Nunavut	117	111

Region/Province	Expected count	Final sample size
Ontario	814	776
Quebec	416	480
Atlantic	117	112
TOTAL	2,000	2,001

Gender	Expected count	Final sample size
Female	1,017	983
Male	947	975
Other	36	43
TOTAL	2,000	2,001

Age	Expected count	Final sample size
16-19	500	343
20-24	540	524
25-34	960	1134
TOTAL	2,000	2,001

Weighting

The data is weighted to ensure the sample of 16-34-year-olds is representative of the population. The entire data set (completes, terminations, and partials) was weighted by region, gender, and age using 2021 Census proportions. Preliminary data of eligible cases was used to establish the portions of samples that are young adults (20-34-year-olds) who intend to go back to school or switch careers. Those proportions were used to develop the weight that was applied to the final data.

Qf: In the next five years, do you plan or are you thinking about changing careers, continuing schooling, or going back to school?

Column %	Total	Eligible	Not eligible
Yes, change careers	32%	49%	0%
Yes, continue schooling	21%	32%	0%
Yes, go back to school	13%	19%	0%
None of the above	26%	0%	77%
Don't know/Prefer not to say	8%	0%	23%

Column %	Total	Eligible	Not eligible
Eligible	72%	100%	0%
Not eligible	28%	0%	100%

Column %	Total	Eligible	Not eligible
Youth (16 to 19)	18%	25%	0%
Young adult (20 to 34)	81%	75%	100%

Column %	Total	Eligible	Not eligible
Male	48%	51%	41%
Female	49%	46%	57%
Gender diverse	2%	3%	1%

Column %	Total	Eligible	Not eligible
British Columbia	14%	15%	11%
Alberta	12%	12%	11%
Saskatchewan	2%	2%	1%
Manitoba	5%	5%	5%
Ontario	40%	41%	37%
Quebec	21%	19%	27%
Atlantic Canada	6%	5%	7%

Quality Controls

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

Results

Total entered survey: #	4,308
Completed: #	2,001
Not qualified/screen out: #	1,881
Over quota: #	272
Suspend/drop-off: #	154
Unresolved (U): #	52,598
Email invitation bounce-backs: #	19
Email invitations unanswered: #	52,579
In-scope non-responding (IS): #	154
Qualified respondent break-off: #	154
In-scope responding (R): #	2,084
Completed surveys disqualified – quota filled: #	-
Completed surveys disqualified – other reasons: #	83
Completed surveys – valid: #	2,001
Fielding Date:	Jan 9 - Jan 23, 2025
Median LOI	7 min

Response rate = $R/(U+IS+R)$: 3.8%

Nonresponse

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

Margin of error

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

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

Introduction and screening

Landing page for online interviews

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]**.

[next]

Introduction page for online interviews

Background Information

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

This study has been registered with the Canadian Research Insights Council's Research Verification Service, allowing you to validate its authenticity by visiting CRIC's website and referencing project code 20241212-LE162.

If you require any technical assistance, please contact leo@legeropinion.com.

[next]

- 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

- c) In what year were you born?
- ☐ YYYY

ADMISSIBLE RANGE 1990-2008 (16 to 34)
IF <1990 or >2008, THANK AND TERMINATE
ASK D IF QUESTION C IS LEFT BLANK

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

SELECT ONE ONLY

- ☐ Less than 16 years old => **THANK AND TERMINATE**
- ☐ 16 to 19
- ☐ 20 to 24
- ☐ 25 to 34
- ☐ 35 or older => **THANK AND TERMINATE**

IF “LESS THAN 16 YEARS OLD” OR “BLANK”, THANK AND TERMINATE. IF “35 OR OLDER”, THANK AND TERMINATE.

- e) In which province or territory do you live?

SELECT ONE ONLY

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

IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE

ADDITIONAL SCREENING QUESTIONS

IF “20 to 24” or “25 to 34” ASK TO CLASSIFY “ADULTS LOOKING TO CHANGE CAREERS OR GO TO SCHOOL IN THE NEXT 5 YEARS.”

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

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

CORE QUESTIONS

[ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]

ASK ALL RESPONDENTS

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

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

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

- **OPEN-ENDED** _____

CAMPAIGN-SPECIFIC QUESTIONS

[ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]

ASK ALL RESPONDENTS

T1A:

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

- Yes
- No **=> GO TO T1D**

T1B:

Where have you seen, read or heard this Government of Canada ad about **exploring a career the skilled trades**?

SELECT ALL THAT APPLY

[RANDOMIZE LIST]

- Digital/Streaming TV (e.g., Netflix, Disney+, Prime, Crave)
- Snapchat
- Digital/Streaming radio (e.g., Spotify, Podcast)
- In a mobile app
- Twitch
- Internet website
- Online news sites
- Web search (e.g. Google, Bing)
- Pinterest
- YouTube
- Billboard (e.g. on bridge or building)
- Transit (e.g. Inside/outside bus/subway or bus shelter)
- Other, specify:

- Don't know

T1C:

What do you remember about this ad?

- **OPEN-ENDED** _____

CAMPAIGN SPECIFIC ATTITUDINAL AND BEHAVIOURAL QUESTIONS

ASK ALL RESPONDENTS

T1D-1:

How familiar would you say you are with what is meant by skilled trades?

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

T1D-3:

Please list types of jobs you associated with the skilled trades:

- **OPEN-ENDED** _____

T1D-4:

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

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

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

T1D-2a

Please indicate your level of agreement with the following statements:

- The skilled trades provide me with career opportunities.
 - The skilled trades provide flexibility in my career.
-
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neither Agree/Disagree
 - ☐ Agree
 - ☐ Strongly Agree

- ☐ Not applicable
- ☐ Unsure / don't know

T1D-2b

Please indicate your level of agreement with the following statements:

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

T1D-2c

How appealing would each of the following be to you?

[DISPLAY ONLY ONE ON-SCREEN AT A TIME. RANDOMIZE ORDER OF LAST TWO ONLY]

- Working in a skilled trades job/career
 - Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future.
 - Working in a skilled trade job/career that helps build the housing Canadians need now and for the future.
- Very unappealing
 - Unappealing
 - Neither appealing/unappealing
 - Appealing
 - Very appealing
 - Unsure / don't know

T1D-5:

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

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

T1D-6:

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

- Yes
- No

T1D-7: [ASK ALL]

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

- Yes
- No

T1D-8:

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

[ROTATE STATEMENTS]

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

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

Unsure / don't know

T1D-9:

Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of?

Select all that apply:

[ROTATE]

- Canada Apprentice Loan
- Employment Insurance (EI) for apprentices
- Tuition Tax Credit and Licensing Examination Fees
- Deduction for tools (Tradespersons) including the Deduction for tools for an eligible apprentice mechanic
- Apprenticeship Job Creation Tax Credit (AJCTC)
- Skilled Trades Awareness and Readiness (STAR) Program
- Union Training and Innovation Program (UTIP)
- Apprenticeship Service
- Red Seal Program
- Canadian Apprenticeship Strategy
- Women in the Skilled Trades Initiative
- Labour Mobility Deduction (for eligible tradespeople)
- Skills/Compétences Canada (SCC)
- None of the above

DEMOGRAPHIC QUESTIONS

[ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]

D1:

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

SELECT ONE ONLY

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

D2:

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

SELECT ONE ONLY

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

D3:

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

D4:

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

SELECT ONE ONLY

- ☐ Under \$20,000
- ☐ Between \$20,000 and \$40,000
- ☐ Between \$40,000 and \$60,000
- ☐ Between \$60,000 and \$80,000

- ☐ Between \$80,000 and \$100,000
- ☐ Between \$100,000 and \$150,000
- ☐ Between \$150,000 and \$200,000
- ☐ \$200,000 and above
- ☐ Prefer not to answer

D5: Where were you born?

- ☐ Born in Canada
- ☐ Born outside Canada
 - ☐ Specify the country: _____
- ☐ Prefer not to answer

ASK IF D5=BORN OUTSIDE CANADA

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

- ☐ YYYY
- ☐ Prefer not to answer

ADMISSIBLE RANGE: 1900-2025

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

SELECT UP TO TWO

- ☐ English
- ☐ French
- ☐ Other language, specify: _____
- ☐ Prefer not to answer

D8:

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

D9:

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

D10:

What are the first three characters of your postal code?

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

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

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

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

Appendix G – Phase 3: Quantitative post-campaign survey – Methodology report

Survey methodology

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

Questionnaire design

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

Sample design and selection

Quotas were set by age overall, and by gender and region within age groups. The expected and final distribution of data is detailed below.

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

Data Collection

For both phases of the research, quotas were set for gender and age within region for the sample of youth (16 to 34). Since the profiles of young adults (20 to 34) looking to switch careers or go back to school were unknown at the outset of this initial study, we used preliminary data to establish those proportions for weighting (please refer to next section for details on, Weighting).

Based upon our experience surveying this audience in previous waves of study, the expected and final distribution for the pre-campaign survey (n=2,004) is detailed below:

Region/Province	Expected count	Final sample size
British Columbia	284	272
Alberta/Northwest Territories	252	248
Saskatchewan/Manitoba/Nunavut	117	107

Ontario	814	794
Quebec	416	502
Atlantic	117	81
TOTAL	2,000	2,004

Gender	Expected count	Final sample size
Female	1,017	995
Male	947	967
Other	36	42
TOTAL	2,000	2,004

Age	Expected count	Final sample size
16-19	500	343
20-24	540	534
25-34	960	1127
TOTAL	2,000	2,004

Weighting

The data is weighted to ensure the sample of 16-34-year-olds is representative of the population. The entire data set (completes, terminations, and partials) was weighted by region, gender, and age using 2021 Census proportions. Preliminary data of eligible cases was used to establish the portions of samples that are young adults (20-34-year-olds) who intend to go back to school or switch careers. Those proportions were used to develop the weight that was applied to the final data.

Qf: In the next five years, do you plan or are you thinking about changing careers, continuing schooling, or going back to school?

Column %	Total	Eligible	Not eligible
Yes, change careers	30%	46%	0%
Yes, continue schooling	23%	35%	0%
Yes, go back to school	13%	19%	0%
None of the above	27%	0%	77%
Don't know/Prefer not to say	8%	0%	23%

Column %	Total	Eligible	Not eligible
Eligible	73%	100%	0%
Not eligible	27%	0%	100%

Column %	Total	Eligible	Not eligible
Youth (16 to 19)	18%	25%	0%
Young adult (20 to 34)	81%	75%	100%

Column %	Total	Eligible	Not eligible
Male	48%	50%	45%
Female	49%	47%	54%
Gender diverse	2%	2%	1%

Column %	Total	Eligible	Not eligible
British Columbia	14%	15%	11%
Alberta	12%	12%	12%
Saskatchewan	2%	2%	1%
Manitoba	5%	5%	6%
Ontario	40%	41%	36%
Quebec	21%	19%	27%
Atlantic Canada	6%	6%	5%

Quality Controls

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

Results

Total entered survey: #	3,762
Completed: #	2,004
Not qualified/screen out: #	1,539
Over quota: #	50
Suspend/drop-off: #	169
Unresolved (U): #	74,343
Email invitation bounce-backs: #	31
Email invitations unanswered: #	74,312
In-scope non-responding (IS): #	169
Qualified respondent break-off: #	169
In-scope responding (R): #	2,136
Completed surveys disqualified – quota filled: #	0

Completed surveys disqualified – other reasons: #	132
Completed surveys – valid: #	2004
Fielding Date:	March 10 - March 30, 2026
Median LOI	8 min

Response rate = $R/(U+IS+R)$: 2.8%

Nonresponse

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

Margin of error

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

Appendix H – Phase 3: Quantitative post-campaign survey – Questionnaire

Introduction and screening

Landing page for online interviews

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]**.

[next]

Introduction page for online interviews

Background Information

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

This study has been registered with the Canadian Research Insights Council's Research Verification Service, allowing you to validate its authenticity by visiting CRIC's website and referencing project code 20241212-LE162.

If you require any technical assistance, please contact leo@legeropinion.com.

[next]

- 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

- c) In what year were you born?
- ☐ YYYY

ADMISSIBLE RANGE 1992-2009 (16 to 34)

ASK D IF QUESTION C IS LEFT BLANK; OR IF 1991 or 2010

IF <1991 or >2009, THANK AND TERMINATE

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

SELECT ONE ONLY

- ☐ Less than 16 years old => **THANK AND TERMINATE**
- ☐ 16 to 19
- ☐ 20 to 24
- ☐ 25 to 34
- ☐ 35 or older => **THANK AND TERMINATE**

IF “LESS THAN 16 YEARS OLD” OR “BLANK”, THANK AND TERMINATE. IF “35 OR OLDER”, THANK AND TERMINATE.

- e) In which province or territory do you live?

SELECT ONE ONLY

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

IF NO PROVINCE OR TERRITORY IS SELECTED, THANK AND TERMINATE

ADDITIONAL SCREENING QUESTIONS

IF “20 to 24” or “25 to 34” ASK TO CLASSIFY “ADULTS LOOKING TO CHANGE CAREERS OR GO TO SCHOOL IN THE NEXT 5 YEARS.”

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

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

Core questions

ASK ALL RESPONDENTS

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

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

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

- **OPEN-ENDED** _____

CAMPAIGN-SPECIFIC QUESTIONS

[ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]

ASK ALL RESPONDENTS

T1A:

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

- Yes
- No => **GO TO T1D**

T1B:

Where have you seen, read or heard this Government of Canada ad about **exploring a career the skilled trades?**

SELECT ALL THAT APPLY

[RANDOMIZE LIST]

- Digital/Streaming TV (e.g., Netflix, Disney+, Prime, Crave)
- Snapchat
- Digital/Streaming radio (e.g., Spotify, Podcast)
- In a mobile app
- Twitch
- Internet website
- Online news sites
- Web search (e.g. Google, Bing)
- Pinterest
- YouTube
- Billboard (e.g. on bridge or building)
- Transit (e.g. Inside/outside bus/subway or bus shelter)

- Other, specify:
- Don't know

T1C:

What do you remember about this ad?

- **OPEN-ENDED** _____

CAMPAIGN SPECIFIC ATTITUDINAL AND BEHAVIOURAL QUESTIONS

ASK ALL RESPONDENTS

T1D-1:

How familiar would you say you are with what is meant by skilled trades?

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

T1D-3:

Please list types of jobs you associated with the skilled trades:

- **OPEN-ENDED** _____

T1D-4:

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

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

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

T1D-2a

Please indicate your level of agreement or disagreement with the following statements:

- The skilled trades provide me with career opportunities.
- The skilled trades provide flexibility in my career.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree/Disagree

- ☐ Agree
- ☐ Strongly Agree
- ☐ Not applicable
- ☐ Unsure / don't know

T1D-2b

Please indicate your level of agreement or disagreement with the following statements:

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

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

T1D-2c

How appealing or unappealing would each of the following be to you?

[DISPLAY ONLY ONE ON-SCREEN AT A TIME. RANDOMIZE ORDER OF LAST TWO ONLY]

- Working in a skilled trades job/career
 - Working in a skilled trades job/career that helps build a low-carbon and environmentally sustainable future.
 - Working in a skilled trade job/career that helps build the housing Canadians need now and for the future.
- ☐ Very unappealing
 - ☐ Unappealing
 - ☐ Neither appealing/unappealing
 - ☐ Appealing
 - ☐ Very appealing
 - ☐ Unsure / don't know

T1D-5:

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

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

T1D-6:

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

- Yes
- No

T1D-7: [ASK ALL]

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

- ☐ Yes
- ☐ No

T1D-8:

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

[ROTATE STATEMENTS]

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

1 - Definitely would not recommend, use, or visit

2

3

4

5 - Definitely would recommend, use, or visit

Unsure / don't know

T1D-9:

Thinking specifically about the Government of Canada programs and services related to the skilled trades or apprenticeships, which of the following are you aware of?

Select all that apply:

[ROTATE]

- ☐ Canada Apprentice Loan
- ☐ Employment Insurance (EI) for apprentices
- ☐ Tuition Tax Credit and Licensing Examination Fees
- ☐ Deduction for tools (Tradespersons) including the Deduction for tools for an eligible apprentice mechanic
- ☐ Apprenticeship Job Creation Tax Credit (AJCTC)
- ☐ Skilled Trades Awareness and Readiness (STAR) Program
- ☐ Union Training and Innovation Program (UTIP)
- ☐ Apprenticeship Service
- ☐ Red Seal Program
- ☐ Canadian Apprenticeship Strategy
- ☐ Women in the Skilled Trades Initiative
- ☐ Labour Mobility Deduction (for eligible tradespeople)
- ☐ Skills/Compétences Canada (SCC)

- None of the above

Ad recall questions

[ASK IN POST-CAMPAIGN SURVEY ONLY]

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

[INSERT VIDEO, PRINT AND RADIO ADS]

[CLICK TO GO TO THE NEXT PAGE]

T1H:

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

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

T1I:

Where have you seen, read or heard these ads?

SELECT ALL THAT APPLY

USE LIST FROM T1B

T1I-a:

Did you do anything as a result of seeing these ads?

[Ask only to those who said “Yes” in T1H]

SELECT ALL THAT APPLY

[RANDOMIZE STATEMENTS]

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

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 or disagreement with the following statements about these ads?

[RANDOMIZE STATEMENTS]

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

T1L:

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

RANDOMIZE STATEMENTS

	1 Strongly Disagree	2	3	4	5 Strongly Agree	Don't know
These ads show me the benefits of a career in the skilled trades.						
These ads clearly show where to go to find Government of Canada programs, fundings, tools, and resources on the skilled trades.						

DEMOGRAPHIC QUESTIONS**[ASK IN BASELINE AND POST-CAMPAIGN SURVEYS]****D1:**

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

SELECT ONE ONLY

- ☐ Working full-time (30 or more hours per week)
- ☐ Working part-time (less than 30 hours per week)

- ☐ Self-employed
- ☐ Unemployed, but looking for work
- ☐ Student
- ☐ Retired
- ☐ Not in the workforce (Full-time homemaker or unemployed but not looking for work)
- ☐ Other employment status
- ☐ Prefer not to answer

D2:

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

SELECT ONE ONLY

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

D3:

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

D4:

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

SELECT ONE ONLY

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

D5: Where were you born?

- ☐ Born in Canada
- ☐ Born outside Canada
- ☐ Specify the country: _____
- ☐ Prefer not to answer

ASK IF D5=BORN OUTSIDE CANADA

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

- ☐ YYYY
- ☐ Prefer not to answer

ADMISSIBLE RANGE: 1900-2026

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

SELECT UP TO TWO

- ☐ English
- ☐ French
- ☐ Other language, specify: _____
- ☐ Prefer not to answer

D8:

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

D9:

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

D10:

What are the first three characters of your postal code?

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

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

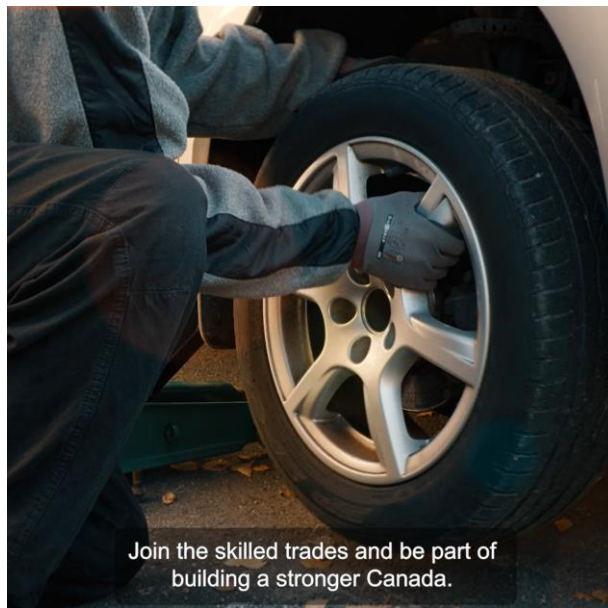
In the coming months the report will be available from Library and Archives Canada.

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

Appendix I – Phase 3: Quantitative post-campaign survey – Concept testing materials

The following are examples of elements of the campaign that went to market.

30 second video advertisement

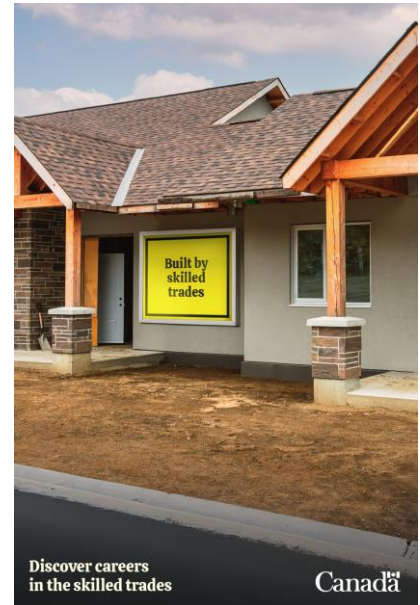


30 second audio advertisement

The radio creative uses the same audio from the video creative.

“Everything that surrounds us, that makes Canada what it is, was built by the hard work and dedication of Canadian workers. And now is the time to build again. Join the skilled trades and be a part of building a stronger Canada. Discover over 300 careers and paid apprenticeships. Take control of your future. Find out more at Canada.ca/skilledtrades.”

Pinterest



Programmatic

