



# Survey of Canadians' Perceptions of Post-Secondary Education, Retraining and Lifelong Learning

Submitted to:

Colleges and Institutes Canada

**EKOS RESEARCH ASSOCIATES INC.**

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# SUMMARY

## Background and Methodology

Colleges and Institutes Canada (CICan) commissioned EKOS Research Associates to conduct a survey of Canadians' views on post-secondary education. The survey examined a range of issues including general perceptions of post-secondary education, perceptions of Canadian colleges, interest in institutions for retraining/lifelong learning, and perceived barriers to accessing retraining.

This survey was conducted using EKOS' online research panel. The field dates for this survey were August 13 to August 21, 2019. In total, 1,030 Canadians aged 18 years of age and older completed the survey.

## Survey Findings

Outlined below are key findings from this study. The remainder of this report describes survey results in more detail.

### Perceptions of Post-Secondary Education (PSE)

Results reveal very positive perceptions of post-secondary education. Almost all Canadians (98 per cent) agree that access to lifelong learning at all ages is important (and fully 74 per cent strongly agree with this idea). Results also reveal a desire for post-secondary education to not only provide students with core skills and the opportunity to get good jobs, but also to help with broader societal issues such as integrating new Canadians, promoting Canadian citizenship, and reconciliation with Indigenous communities. Nearly nine in 10 agree that a good education is one that gives hands-on experience to students (90 per cent), and that the purpose of post-secondary education is to help people to get and keep good jobs (87 per cent). In addition, three-quarters of Canadians (75 per cent) agree the purpose of post-secondary education is to give people advanced core skills in literacy, mathematics, and science. Clear majorities also believe education is one of the best paths for the social and economic integration of new Canadians (86 per cent), that the purpose of post-secondary education is to equip people with a broad base of skills, social awareness, and knowledge essential to citizenship (72 per cent), and that education is one of the best paths to reconciliation with Indigenous communities (62 per cent).

## **Perceptions of Colleges**

Canadians were also asked a series of questions about their perceptions of colleges. Results reveal perceptions of colleges are very positive, although some question whether colleges are the best choice for top students. Nine in 10 agree colleges prepare students with the technical skills they need in the workplace, and colleges have a positive impact on their local community. Moreover, clear majorities agree a college credential will lead to a good job (98 per cent), colleges prepare students with the professional, interpersonal, and critical thinking skills they need in the workplace (82 per cent), colleges prepare students for the wide range of jobs that will exist in the future (79 per cent), and training at colleges is successful at keeping up with technological change (78 per cent). Interestingly, despite positive views on the benefits of a college education, there is less agreement that colleges are the best choice for hardworking, ambitious students (57 per cent), or that colleges are the best choice for students with top grades (40 per cent). However, very few (16 per cent) agree colleges are mainly for students with lower academic achievement.

When asked to rate the performance of Canada's colleges in local communities, respondents provided somewhat mixed opinions. While a clear majority feel colleges are a positive influence in their local communities in general, significantly fewer feel colleges directly help in addressing issues of importance in their communities. More than three in four (78 per cent) rate Canada's colleges as either good or very good at being a positive influence in their local communities, but significantly fewer (50 per cent) feel colleges help tackle issues that matter in local communities.

## **Views on Delivery of PSE**

Turning to views on the delivery of post-secondary education, results reveal a desire for post-secondary education to prepare students for the workplace, but less agreement that this should be the sole focus of PSE. A large majority (87 per cent) agree businesses should advise PSE institutions to make sure students graduate with skills they need in the workplace. Similarly, eight in 10 agree that all students should get experience in a workplace as part of their programs (86 per cent), and that post-secondary institutions should offer more methods for recognizing past work experience with credit or credential (83 per cent). Despite strong agreement that post-secondary institutions should prepare students for the workplace, only 63 per cent agree that education should be geared toward specific jobs in the workplace.

## **Barriers to Accessing Retraining/Support for Changing Careers**

Canadians were also asked about potential barriers to accessing retraining. Results reveal that money and time are the most significant barriers to retraining. Six in 10 indicated funds available to pay for tuition or other living expenses while in training (63 per cent each) are barriers to retraining. Over half (53 per cent) indicated the time commitment related to getting training is a barrier.

The survey also examined Canadians' views on opportunities and support if they wished to change careers. Results reveal only a moderate degree of perceived opportunity/support for changing careers. When asked if they feel they have sufficient opportunities to change careers, less than half (45 per cent) believe they do, while slightly fewer (38 per cent) feel they have sufficient supports to do so.

### **Interest in Institutions for Retraining/Lifelong Learning**

Canadians were asked which types of institutions they would be most interested in accessing for retraining or lifelong learning. Colleges and universities are at the top of the list, with over half of respondents indicating a strong interest in colleges (56 per cent) and universities (52 per cent) for accessing retraining and lifelong learning. About one in three (37 per cent) selected workplace training and about one fifth (21 per cent) selected private training institutes.

### **Preferred Format for Accessing Retraining**

When asked about their preferred format for accessing training, results reveal Canadians primarily prefer accessing training through the traditional in-class format. A clear majority (64 per cent) prefer to access training in a classroom at a post-secondary institution. Far fewer prefer a simulated workplace at a post-secondary institution (46 per cent), learning online through text and reading material (45 per cent), visiting a workplace to learn from employees there (42 per cent), learning online through one on one video or audio tutoring (39 per cent), or learning online through pre-recorded video or audio (40 per cent). Only one in three (32 per cent) prefer accessing training from a trainer visiting their workplace, and even fewer (20 per cent) prefer taking lessons by mail, through assignments and books.





# 1. BACKGROUND AND METHODOLOGY

Colleges and Institutes Canada (CICan) commissioned EKOS Research Associates to conduct a survey of Canadians' views on post-secondary education. The survey examined a range of issues including general perceptions of post-secondary education, perceptions of Canadian colleges, interest in institutions for retraining/lifelong learning, and perceived barriers to accessing retraining. The category of "College" includes publicly funded institutions that primarily award 2- and 3-year college certificates and diplomas, and which also frequently offer training for trades and apprenticeships, short-cycle technical training programs, post-graduate certificates, diplomas, and 4-year degrees. For the purposes of this survey, "College" includes all institutions labelled as "College", "Community College", "Polytechnic", "Institute of Technology", or "cegep".

The survey was conducted using EKOS' online research panel, Probit. Our panel offers complete coverage of the Canadian population (i.e., Internet, phone, cell phone), random recruitment (in other words, participants are recruited randomly, they do not opt themselves into our panel), and equal probability sampling. All respondents to our panel are recruited by telephone using random digit dialling and are confirmed by live interviewers.

The field dates for this survey were August 13 to August 21, 2019. In total, 1,030 Canadians aged 18 years and over completed the survey. The margin of error associated with the total sample is +/- 3.1 percentage points, 19 times out of 20.

Please note that the margin of error increases when the results are sub-divided (i.e., error margins for sub-groups such as region, gender, age, education). All the data have been statistically weighted by age, gender, region, and education to ensure the sample's composition reflects that of the actual population of Canada according to Census data.



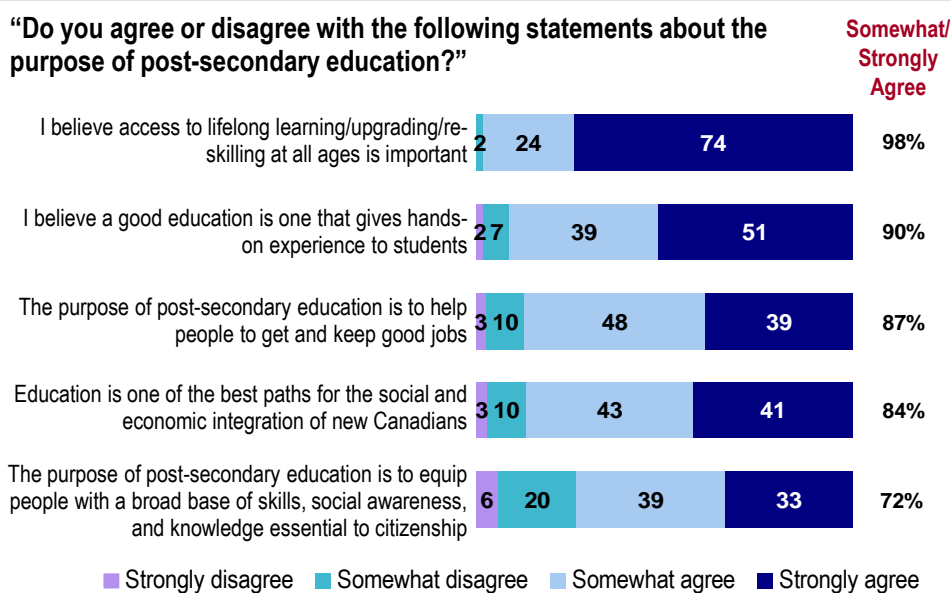
## 2. SURVEY FINDINGS

### 2.1 PERCEPTIONS OF POST-SECONDARY EDUCATION

Respondents were first asked to rate the extent to which they agree or disagree with a series of statements examining their views on post-secondary education (PSE) in general, and the purpose of PSE. Results reveal very positive perceptions of post-secondary education. Almost all Canadians (98 per cent) agree access to lifelong learning at all ages is important (and fully 74 per cent strongly agree with this idea). Results also reveal a desire for post-secondary education to not only provide students with core skills and the opportunity to get good jobs, but also to help with broader societal issues such as integrating new Canadians, promoting Canadian citizenship, and reconciliation with Indigenous communities. Nine in 10 agree a good education is one that gives hands-on experience to students (90 per cent), and that the purpose of post-secondary education is to help people to get and keep good jobs (87 per cent). Similar proportions believe that education is one of the best paths for the social and economic integration of new Canadians (84 per cent), and that the purpose of post-secondary education is to equip people with a broad base of skills, social awareness, and knowledge essential to citizenship (72 per cent).

Chart 1

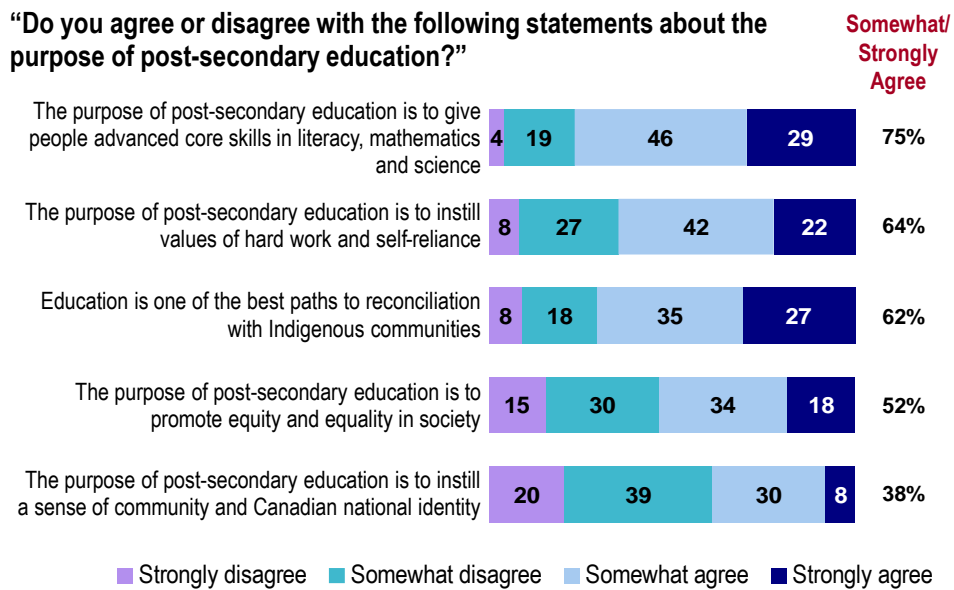
#### Perceptions of the Purpose of Post-Secondary Education (1)




Three-quarters of Canadians (75 per cent) agree the purpose of post-secondary education is to give people advanced core skills in literacy, mathematics, and science. A clear majority (62 per cent) also agree that education is one of the best paths to reconciliation with Indigenous communities. More mixed views are expressed in terms of the values post-secondary education should instill. Six in 10 (64 per cent) agree that the purpose of post-secondary education is to instill values of hard work and self-reliance. There is less agreement that the purpose of post-secondary education is to instill social values. Only half (52 per cent) agree the purpose of post-secondary education is to promote equity in society, and fewer than four in 10 (38 per cent) agree the purpose of post-secondary education is to instill a sense of community and Canadian national identity.

Chart 2

### Perceptions of the Purpose of Post-Secondary Education (2)



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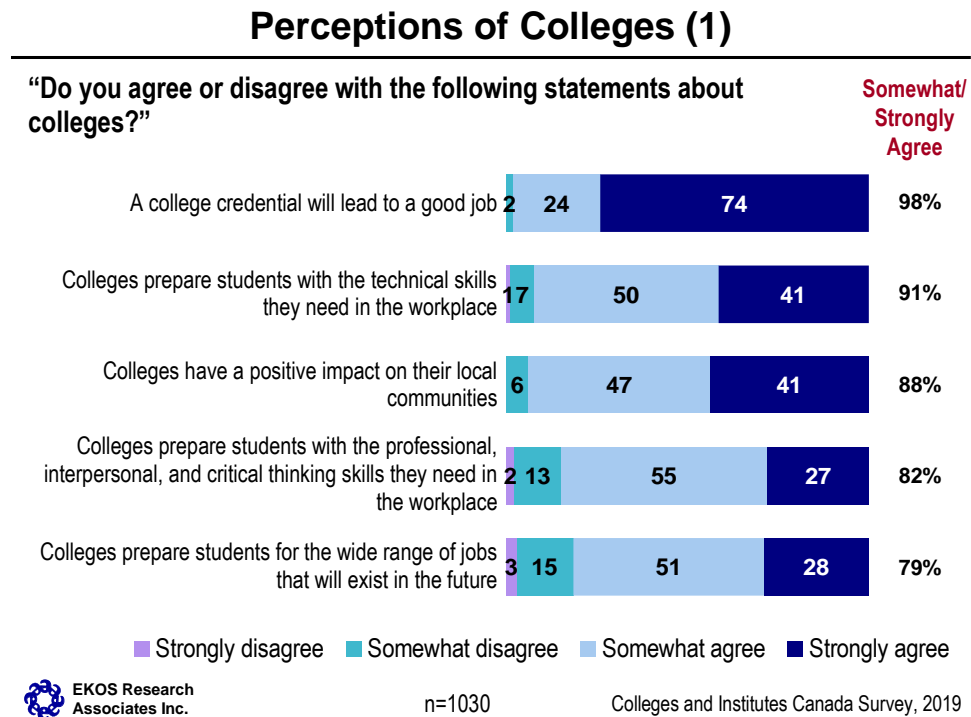
These results vary across regional and demographic sub-groups:

- Women are more likely to agree that the purpose of post-secondary education is to equip people with a broad base of skills, social awareness, and knowledge essential to citizenship (78 per cent).
- Those aged 65 or older are also more inclined to agree that education is one of the best paths for the social and economic integration of new Canadians (92 per cent).
- Residents of BC are more inclined to agree that the purpose of post-secondary education is to give people advanced core skills in literacy, mathematics and science (82 per cent).
- Residents of the prairies are more likely to agree the purpose of post-secondary education is to instill values of hard work and self-reliance (71 per cent).
- Respondents with an annual income of \$50k or less are more likely to agree the purpose of post-secondary education is to promote equity and equality in society (52 per cent).
- Respondents who were not born in Canada are more likely to agree the purpose of post-secondary education is to instill a sense of community and Canadian national identity (44 per cent).

## 2.2 PERCEPTIONS OF COLLEGES

Respondents were then asked a series of questions about their perceptions of colleges. Results reveal perceptions of colleges are very positive, although some question whether colleges are the best choice for top students. Almost all (98 per cent) agree a college credential will lead to a good job. Nine in 10 agree colleges prepare students with the technical skills they need in the workplace, and colleges have a positive impact on their local community. Eight in 10 agree colleges prepare students with the professional, interpersonal, and critical thinking skills they need in the workplace (82 per cent), and colleges prepare students for the wide range of jobs that will exist in the future (79 per cent).

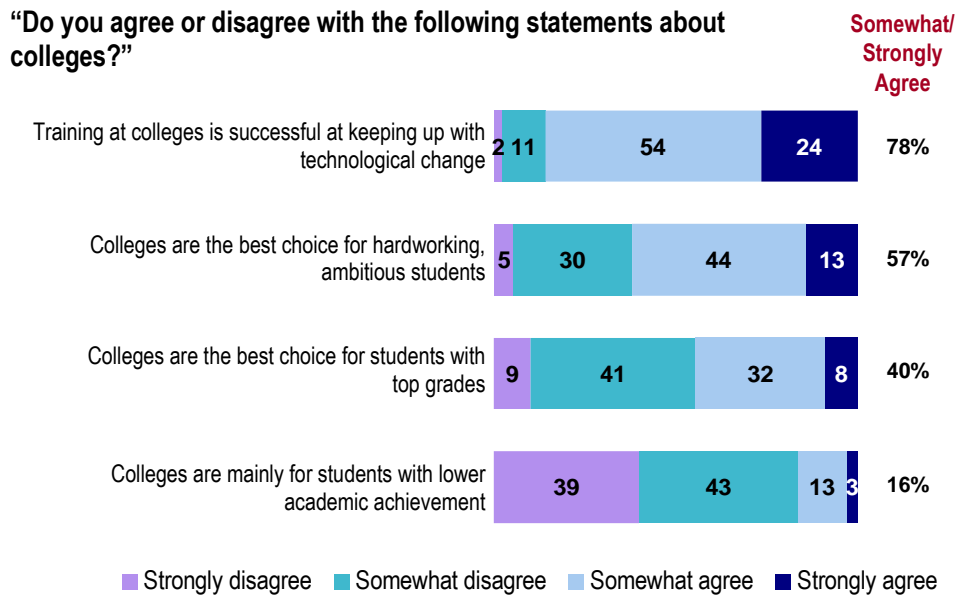
Chart 3



Moreover, three-quarters of respondents (78 per cent) agree training at colleges is successful at keeping up with technological change. Despite positive views on the benefits of a college education, there is less agreement that colleges are the best choice for hardworking, ambitious students (57 per cent), or that colleges are the best choice for students with top grades (40 per cent). However, very few (16 per cent) agree colleges are mainly for students with lower academic achievement.

Chart 4

### Perceptions of Colleges (2)



These results also vary across regional and demographic sub-groups:

- Respondents who do not use their education in their occupation are less likely to agree colleges prepare students with the technical skills they need in the workplace (80 per cent).
- Those aged 65 or older are more likely to agree colleges prepare students with the professional, interpersonal, and critical thinking skills they need in the workplace (89 per cent), whereas respondents who were not born in Canada are less likely to agree (75 per cent).
- Residents of BC (64 per cent), and respondents who do not use their education in their occupation (69 per cent) are less likely to agree colleges prepare students for the wide range of jobs that will exist in the future.
- Atlantic Canadians (68 per cent) and residents of Alberta (65 per cent) are more likely to agree colleges are the best choice for hardworking, ambitious students.
- Respondents between the ages of 55 and 64 (47 per cent), residents of Alberta (49 per cent), and Atlantic Canadians (49 per cent) are more likely to agree colleges are the best choice for students with top grades.
- Current students (33 per cent), those earning an annual salary of \$120 or more (24 per cent), and residents of Ontario (22 per cent) are more likely to agree colleges are mainly for students with lower academic achievement.

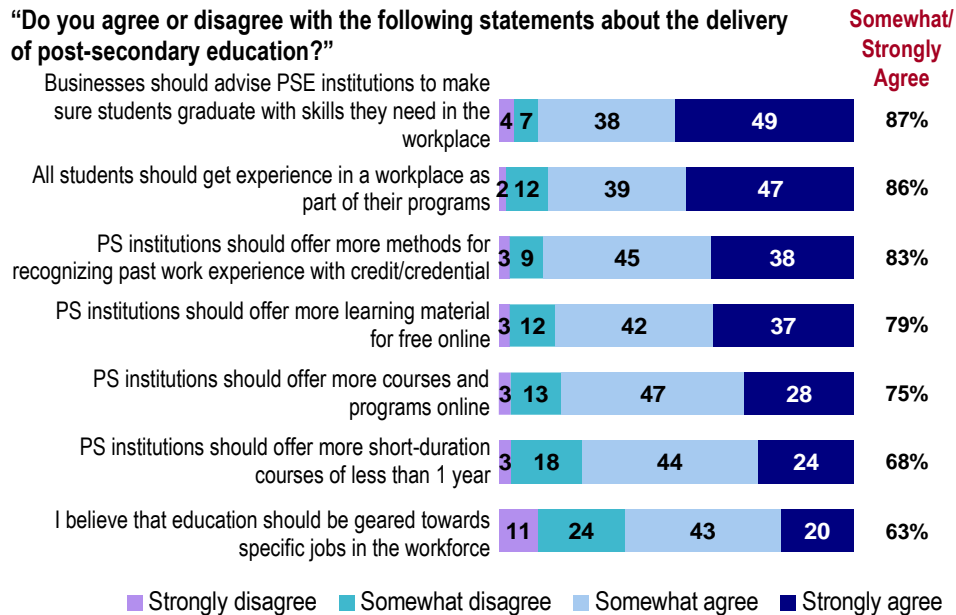


## 2.3 VIEWS ON DELIVERY OF POST-SECONDARY EDUCATION

Turning to views on the delivery of post-secondary education, results reveal a desire for post-secondary education to prepare students for the workplace, and offer more opportunities for online learning. A large majority (87 per cent) agree businesses should advise PSE institutions to make sure students graduate with skills they need in the workplace. Similarly, more than eight in 10 agree all students should get experience in a workplace as part of their programs (86 per cent), and that post-secondary institutions should offer more methods for recognizing past work experience with credit or credential (83 per cent). Eight in 10 also agree post-secondary institutions should offer more learning material for free online, and three quarters (75 per cent) agree post-secondary institutions should offer more courses and programs online. Fewer, but still a majority (68 per cent) agree post-secondary institutions should offer more short-duration courses of less than one year. Despite strong agreement that post-secondary institutions should prepare students for the workplace, there is slightly less agreement this should be the sole focus of post-secondary education: 63 per cent agree that education should be geared toward specific jobs in the workplace.

Chart 5

### Views on Delivery of Post-Secondary Education



EKOS Research Associates Inc.

n=1030

Colleges and Institutes Canada Survey, 2019

- Women are more likely to agree that businesses should advise PSE institutions to make sure students graduate with skills they need in the workplace (91 per cent).
- Respondents whose highest level of education (94 per cent) or whose most recent credential (90 per cent) is a college degree or diploma are more likely to agree businesses should advise PSE institutions to make sure students graduate with skills they need in the workplace.
- Agreement that all students should get experience in a workplace as part of their programs varies across a range of sub-groups:
  - ◇ Respondents aged 65 or older (94 per cent) are more likely to agree with this statement than those between the ages of 18 and 34 (80 per cent).
  - ◇ Agreement with this idea decreases by educational attainment: those with a high school education (89 per cent) or a college undergraduate degree or diploma (90 per cent) are more likely to agree than those with a post-graduate degree (71 per cent).
  - ◇ Respondents who are not currently employed are more likely to agree with this idea (94 per cent).

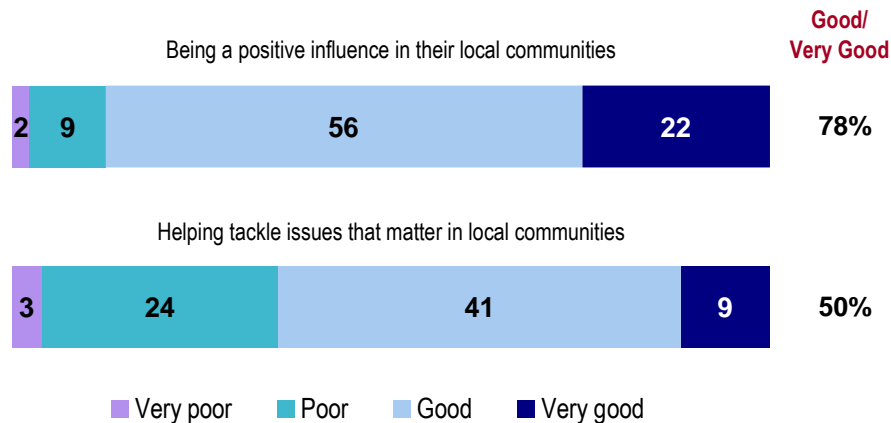
## 2.4 PERCEIVED PERFORMANCE OF CANADA’S COLLEGES

When asked to rate the performance of Canada’s colleges in local communities, respondents provided somewhat mixed opinions. While a clear majority feel colleges are a positive influence in their local communities in general, significantly fewer feel colleges directly help in addressing issues of importance in their communities. More than three in four (78 per cent) rate Canada’s colleges as either good or very good at being a positive influence in their local communities, but significantly fewer (50 per cent) feel colleges help tackle issues that matter in local communities.

Chart 6

### Perceived Performance of Canada’s Colleges

“How would you rate the performance of Canada’s colleges in each of the following areas?”



- Residents of Alberta (87 per cent) and Atlantic Canada (86 per cent) are more likely to feel colleges are a positive influence in their local communities, whereas residents of Quebec (57 per cent) are more likely to feel colleges tackle issues that matter in local communities
- Respondents who were not born in Canada (44 per cent) and those who use their education to a moderate extent in their occupation (40 per cent) are less likely to feel that colleges tackle issues that matter in local communities.

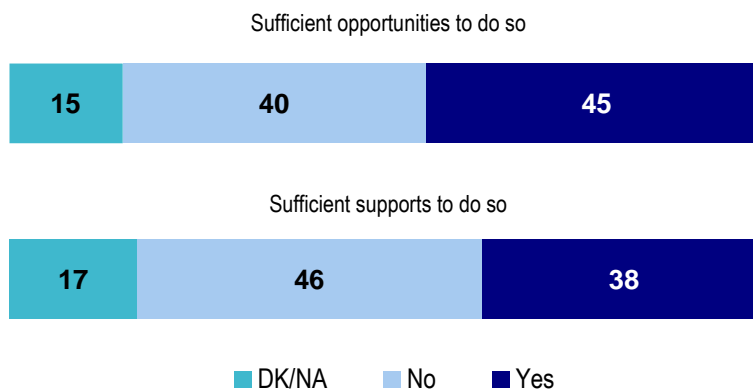
## 2.5 PERCEIVED SUPPORT FOR CHANGING CAREERS

The survey also examined Canadians' views on opportunities and support if they wished to change careers. Results reveal only a moderate degree of perceived opportunity/support for changing careers. When asked if they feel they have sufficient opportunities to change careers, less than half (45 per cent) believe they do, while even fewer (38 per cent) feel they have sufficient supports to do so.

Chart 7

### Perceived Support for Changing Careers

“If you were to change careers from what you are doing today, do you feel you have...?”



- Respondents who feel they have sufficient opportunities to change careers tend to be younger, highly educated, or wealthy. Respondents between the ages of 18 and 34 (55 per cent), those earning an annual income of \$120k or more (58 per cent), and those whose highest level of education is a post-graduate degree (62 per cent) are more likely to feel this way.
- Forty-six per cent of respondents in the prime retraining demographic (those between the ages of 35 and 54) feel they have sufficient opportunities to change careers, which reflects the national average.
- Those earning an annual income of \$50k or less (35 per cent), and those whose highest level of education is high school (34 per cent) are less likely to feel they have sufficient opportunities to change careers.
- Similarly, respondents between the ages of 18 and 34 (44 per cent), those earning an annual income of \$120k or more (51 per cent), and those whose highest level of education is a post-graduate degree (59 per cent) are more likely to feel they have sufficient supports to change careers.
- Respondents aged 65 or older (35 per cent), those earning an annual income of \$50k or less (25 per cent), and those whose highest level of education is high school (27 per cent) are less likely to feel they have sufficient supports to change careers.

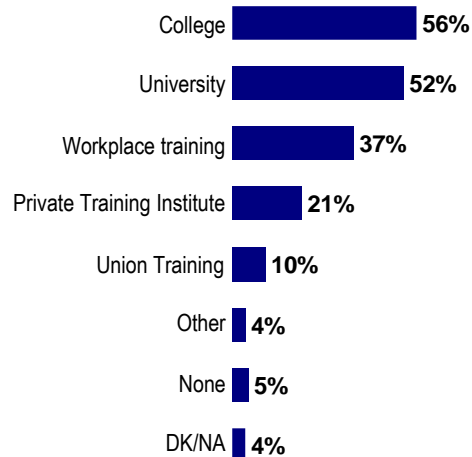
## 2.6 INTEREST IN INSTITUTIONS FOR RETRAINING/LIFELONG LEARNING


Respondents were then presented with a list of institutions and asked which they would be most interested in accessing for retraining or lifelong learning. Results reveal colleges and universities are at the top of the list: 56 per cent selected college and 52 per cent selected university. Significantly fewer are interested in workplace training (37 per cent), a private training institute (21 per cent), or union training (10 per cent).

Chart 8 (note format: select all that apply)

### Interest in Institutions for Retraining/Lifelong Learning

“Which of the following institutions would you be most interested in accessing for retraining/lifelong learning?”



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n=1030

Colleges and Institutes Canada Survey, 2019

- Respondents aged 18-34 are strongly interested in both college (63 per cent) and university (62 per cent).
- For respondents in the prime retraining demographic (ages 35-54) college is the top choice (61 per cent).
- Those who use their education to a minor extent in their occupation are much more likely to be interested in college (74 per cent) and workplace training (49 per cent).
- Respondents who are currently employed are more likely to select college (64 per cent).
- Those earning an annual income over \$80k are more likely to be interested in college (63 per cent).

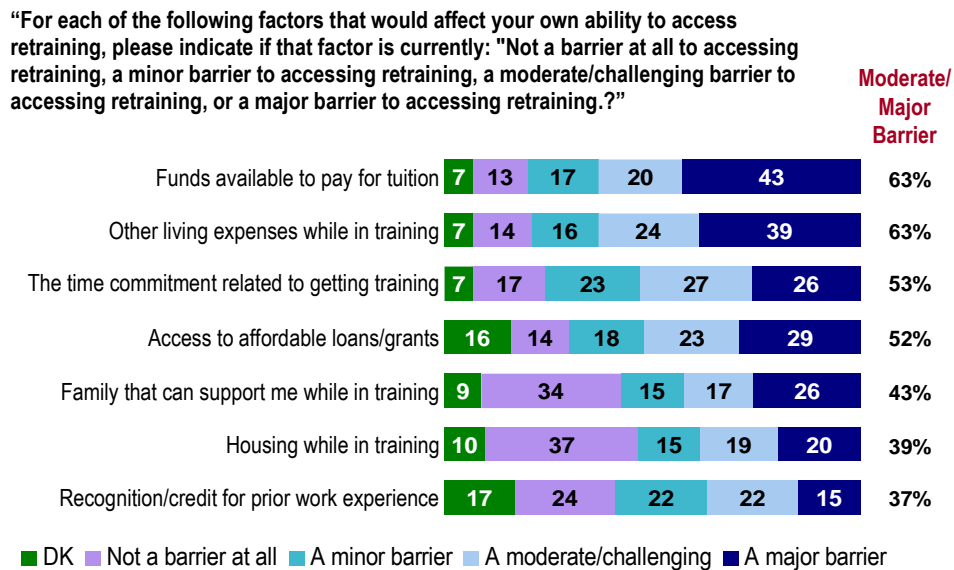
- Residents of Alberta (66 per cent) and the Atlantic provinces (69 per cent) are more likely to select college for retraining/lifelong learning.

## 2.7 PERCEIVED BARRIERS TO ACCESSING RETRAINING

Respondents were then presented with a list of factors that could affect their ability to access retraining and asked to what extent each is a barrier to retraining. Results reveal that money and time are the most significant barriers to retraining. Six in 10 indicated funds available to pay for tuition, or other living expenses while in training (63 per cent each) are barriers to retraining. Roughly half indicated the time commitment related to getting training (53 per cent) and access to affordable loans and grants (52 per cent) are barriers to retraining. Four in 10 cited a lack of family support while in training (43 per cent), and adequate housing (39 per cent) as barriers to access retraining. Almost the same proportion (37 per cent) indicated recognition for prior work experience as a barrier.

Chart 9

### Perceived Barriers to Accessing Retraining (1)



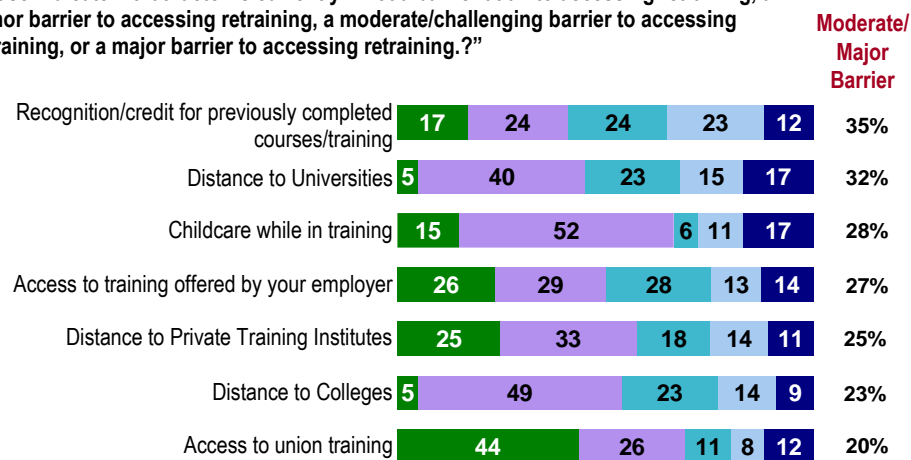


Other issues mentioned as barriers to retraining include recognition or credit for previously completed courses or training (35 per cent), distance to universities (32 per cent), access to childcare while in training (28 per cent), and access to training offered by their employer (27 per cent). One quarter indicated distance to private training institutes (25 per cent) or distance to colleges (23 per cent) as a barrier to retraining, and 20 per cent felt access to union training was a barrier.

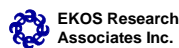
Chart 10

## Perceived Barriers to Accessing Retraining (2)

“For each of the following factors that would affect your own ability to access retraining, please indicate if that factor is currently: “Not a barrier at all to accessing retraining, a minor barrier to accessing retraining, a moderate/challenging barrier to accessing retraining, or a major barrier to accessing retraining.”



■ DK ■ Not a barrier at all ■ A minor barrier ■ A moderate/challenging barrier ■ A major barrier



n=1030

Colleges and Institutes Canada Survey, 2019

These results vary across regional and demographic sub-groups:

- Those in the prime retraining demographic (ages 35–54) tend to see the following factors as moderate or major barrier: funds available to pay for tuition (71 per cent), other living expenses while in training (69 per cent), time commitment (62 per cent), access to affordable loans/grants (56 per cent), family support (48 per cent).
- Conversely, those in the prime retraining demographic (ages 35–54) tend to see the following factors as minor or not presenting a barrier at all: distance to colleges (77 per cent), childcare (62 per cent), housing (58 per cent), access to training offered by employer (55 per cent) and access to union training (41 per cent).
- Those who perceive money as a barrier to accessing retraining tend to be consistently younger, earn a lower income, or have children. For example, respondents between the ages of 18 and 34 (77 per cent), those earning an annual income of \$50k or less (71 per cent), and

respondents who have children in the household (71 per cent) are more likely to view the availability of funds as a barrier.

- Those earning an annual income of \$50k or less are more likely to perceive distance to colleges as a barrier to training (32 per cent).
- Respondents with children in the household are also more likely to view other living expenses while in training as a barrier (71 per cent).
- Respondents who are currently employed are more likely to see time commitments as a barrier (64 per cent).
- Those earning an annual income of \$50k or less (45 per cent) as well as current students (40 per cent), are more likely to perceive distance to universities as a barrier to access training.
- Respondents with children in the household are more likely to view childcare while in training as a barrier to accessing training (51 per cent).
- Those who do not use their education in their occupation are much more likely to perceive access to training offered by their employer as a barrier (53 per cent).
- Residents of Quebec are more likely to view recognition or credit for prior work experience as a barrier (44 per cent), and are more likely to view distance to private training institutes as a barrier (32 per cent).
- Residents of the prairies are more likely to perceive distance to universities as a barrier to access training (40 per cent).
- Residents of Atlantic Canada are more likely than the national average to view childcare while in training as a barrier to accessing training (37 per cent) and are more likely to view recognition or credit for prior work experience as a barrier (44 per cent).
- Respondents who do not use their education in their occupation are more likely to view recognition for previously completed courses or training as a barrier to access training (48 per cent).
- Respondents between the ages of 55 and 64 are more likely to view distance to private training institutes as a barrier (32 per cent).

## 2.8 PREFERRED FORMAT FOR ACCESSING TRAINING

Respondents were also asked about their preferred format for accessing training and could choose multiple responses. Results reveal Canadians primarily prefer accessing training through the traditional in-class format. A clear majority (64 per cent) prefer to access training in a classroom at a post-secondary institution. Almost half indicated interest in a simulated workplace at a post-secondary institution (46 per cent) or learning online through text and reading material (45 per cent). Four in 10 prefer visiting a workplace to learn from employees there (42 per cent), learning online through pre-recorded video or audio (40 per cent), or learning online through one-on-one video or audio tutoring (39 per cent). Roughly a third of respondents (32 per cent) prefer accessing training from a trainer visiting their workplace, while very few (20 per cent) prefer taking lessons by mail, through assignments and books.

Chart 11 (note format: select all that apply)

### Preferred Format for Accessing Training

“Which of the following formats would you prefer for accessing training?”



- Seventy-eight per cent of respondents between the ages of 18 - 34 prefer accessing training in a classroom at a post-secondary institution, compared to 64 per cent nationally. Results show that respondents in this age range are consistently open to all forms of learning and seek a diversity of learning options.
- Respondents in the prime retraining demographic (those between ages 35-54) are slightly less likely than the national average to prefer accessing training in a classroom at a post-secondary institution (61 per cent versus 64 per cent for the national average). However, they are significantly more likely than the national average to be interested in the following formats for accessing training:
  - learning online through text and reading material (52 per cent versus 45 per cent for the national average);
  - learning online through pre-recorded video/audio tutoring (46 per cent versus 40 per cent for the average);
  - learning online through one on one audio/video tutoring (44 per cent versus 39 per cent for the national average); and
  - having a trainer visit their workplace (37 per cent versus 32 per cent for the national average).
- Respondents whose highest level of education is a university undergraduate degree (52 per cent) and those with children in the household (54 per cent), are more likely to prefer learning online through text and reading material.
- Residents of Atlantic Canada (65 per cent) and current students (70 per cent) are more likely to prefer accessing training in a simulated workplace at a post-secondary institution.
- Residents of Atlantic Canada are also more likely to prefer visiting a workplace to learn from employees there (55 per cent).
- Current students are more likely to prefer learning online through pre-recorded video/audio (59 per cent).

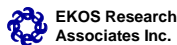
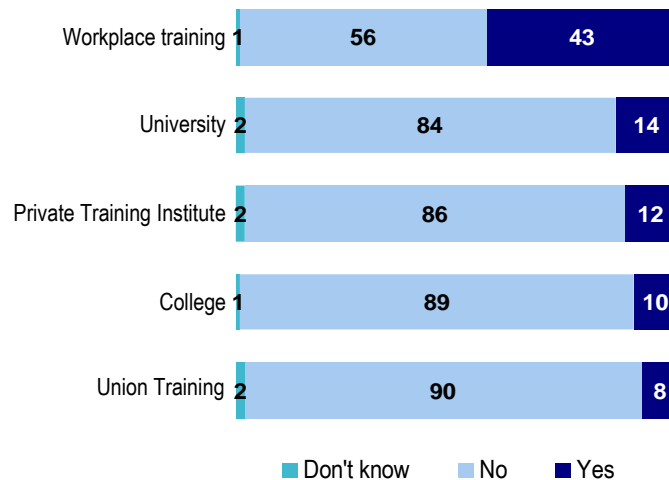
## 2.9 EXPERIENCE WITH ACCESSING SKILLS TRAINING

Respondents were then presented with a list of institutions and asked if they had accessed skills training from any of them in the past five years. Results reveal that most Canadians have not recently accessed skills training. Fewer than half (43 per cent) have accessed workplace training in the past five years, while less than one in six (14 per cent) have accessed training from a university. Only about one in 10 have accessed training from a private training institute (12 per cent), college (10 per cent), or union training (eight per cent) within the past five years.

Chart 12

### Experience with Accessing Skills Training

“Have you accessed skills training in the past 5 years at any of the below?”



n=1030

Colleges and Institutes Canada Survey, 2019

- Respondents between the ages of 18 and 34 are consistently more likely to have accessed skills training in the past five years. For example, 31 per cent of respondents between the ages of 18 and 34 have accessed skills training from a university in the past five years, compared to 14 per cent nationally. Eighteen per cent of respondents in this age category have accessed skills training from a college in the past five years, compared to 10 per cent nationally.
- Respondents in the prime retraining demographic (those between ages 35-54) are about equally as likely to have accessed skills training at university (12 per cent) as at college (10 per cent) in the past five years.
- Those who make use of their education to a great extent are more likely to have accessed training through their workplace (69 per cent).
- Canadians who use their education to a great extent (22 per cent) and respondents who were not born in Canada (21 per cent) are more likely to have accessed training through a private training institute in the past five years.
- Respondents whose highest level of education is a college degree/diploma (19 per cent) and those whose most recent credential is a college degree/diploma (20 per cent) are more likely to have accessed training from a college in the past five years.
- Those who do not make use of their education in their occupation are more likely to have accessed union training in the past five years (23 per cent).

APPENDIX A  
SURVEY QUESTIONNAIRE  
(ENGLISH & FRENCH)





## **WINTRO**

Thank you for agreeing to participate in this study. The survey will take approximately 12 minutes to complete. All responses will be compiled in aggregate, and no survey results will be attributed to any individual. Your answers will be kept entirely confidential.

### **A few reminders before beginning...**

On each screen, after selecting your answer, click on the "Continue" button at the bottom of the screen to move forward in the survey. If you leave the survey before completing it, you can return to the survey URL later, and you will be returned to the page where you left off. Your answers up to that point in the survey will be saved. If you have any questions about how to complete the survey, please call *Probit* at 866.211.8881 or send an email to [online@probit.ca](mailto:online@probit.ca). Thank you in advance for your cooperation

## **PRIV**

This survey examines views on post-secondary education. For the purposes of this survey, colleges, universities, post-secondary education and private training institutions are defined as follows:

### **College:**

The category of "College" includes institutions that primarily award 2 and 3 year college certificates and diplomas, and which also frequently offer training for trades and apprenticeships, short-cycle technical training programs, post-graduate certificates, diplomas, and 4 year degrees.

For the purposes of this survey, "College" includes all institutions labelled as "College", "Community College", "Polytechnic", "Institute of Technology", or "cegep".

### **University:**

The category of "University" includes institutions that primarily award 4 year bachelor's degrees, and which also frequently offer post-graduate degrees, such as master's and doctoral studies. Other programs offered include certain professional designations, such as accounting, banking, or public administration, and some other short-cycle training programs.

For the purposes of this survey, "University" institutions are those with the label "University".

### **Post-Secondary Education:**

The category of "Post-Secondary Education" refers to all forms of types of education that follow after the "high school" or "secondary school" level, including colleges, universities, private training institutions, apprenticeships, and other similar categories. This includes both public and private institutions.

**Private Training Institution:**

The category of "Private Training Institution" refers to all forms of private, for-profit training institutions which offer career training, and are generally labelled as "Career College" or "Academy".

**PQ2**

We are first going to ask you some questions about your views on the purpose of post-secondary education. For each of the following statements, please indicate if you "Strongly Agree", "Somewhat Agree", "Somewhat Disagree" or "Strongly Disagree":

**Q2A**

The purpose of post-secondary education is to help people to get and keep good jobs

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2B**

The purpose of post-secondary education is to equip people with a broad base of skills, social awareness, and knowledge essential to citizenship

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2C**

The purpose of post-secondary education is to give people advanced core skills in literacy, mathematics and science

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2D**

The purpose of post-secondary education is to instill values of hard work and self-reliance

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2E**

The purpose of post-secondary education is to instill a sense of community and Canadian national identity

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2F**

The purpose of post-secondary education is to promote equity and equality in society

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2G**

Education is one of the best paths to reconciliation with Indigenous communities

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2H**

Education is one of the best paths for the social and economic integration of new Canadians

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2I**

I believe a good education is one that gives hands-on experience to students

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2J**

I believe access to lifelong learning/upgrading/re-skilling at all ages is important

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	

Strongly Disagree ..... 4  
 Don't know/ No answer ..... 99 S

**PQ2A**

Using the same scale, we will now ask you some questions about your perceptions of colleges.

**Q2AK**

A college credential will lead to a good job

Strongly Agree ..... 1  
 Somewhat Agree ..... 2  
 Somewhat Disagree ..... 3  
 Strongly Disagree ..... 4  
 Don't know/ No answer ..... 99 S

**Q2AL**

Training at colleges is successful at keeping up with technological change

Strongly Agree ..... 1  
 Somewhat Agree ..... 2  
 Somewhat Disagree ..... 3  
 Strongly Disagree ..... 4  
 Don't know/ No answer ..... 99 S

**Q2AM**

Colleges prepare students with the technical skills they need in the workplace

Strongly Agree ..... 1  
 Somewhat Agree ..... 2  
 Somewhat Disagree ..... 3  
 Strongly Disagree ..... 4  
 Don't know/ No answer ..... 99 S

**Q2AN**

Colleges prepare students with the professional, interpersonal, and critical thinking skills they need in the workplace

Strongly Agree ..... 1  
 Somewhat Agree ..... 2  
 Somewhat Disagree ..... 3  
 Strongly Disagree ..... 4  
 Don't know/ No answer ..... 99 S

**Q2AO**

Colleges prepare students for the wide range of jobs that will exist in the future

Strongly Agree ..... 1  
 Somewhat Agree ..... 2  
 Somewhat Disagree ..... 3  
 Strongly Disagree ..... 4  
 Don't know/ No answer ..... 99 S

**Q2AP**

Colleges are the best choice for students with top grades

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2AQ**

Colleges are mainly for students with lower academic achievement

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2AR**

Colleges are the best choice for hardworking, ambitious students

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2ARR**

Colleges have a positive impact on their local communities

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**PQ2B**

Still using the same scale, we will now ask you for your perceptions of the delivery of post-secondary education.

**Q2BS**

Businesses should advise PSE institutions to make sure students graduate with skills they need in the workplace

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2BT**

All students should get experience in a workplace as part of their programs

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2BU**

Post-secondary institutions should offer more courses and programs online

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2BV**

Post-secondary institutions should offer more short-duration courses of less than 1 year

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2BW**

Post-secondary institutions should offer more methods for recognizing past work experience with credit or a credential

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2BX**

Post-Secondary institutions should offer more learning material for free online

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**Q2BY**

I believe that education should be geared towards specific jobs in the workforce

Strongly Agree .....	1	
Somewhat Agree .....	2	
Somewhat Disagree .....	3	
Strongly Disagree .....	4	
Don't know/ No answer .....	99	S

**PQ3**

How would you rate the performance of Canada's colleges in each of the following areas:  
Is it very good, good, poor, very poor.

**Q3A**

Being a positive influence in their local communities		
Very good 1 .....	1	
Good 2 .....	2	
Poor 3 .....	3	
Very poor 4.....	4	
Don't know .....	99	S

**Q3B**

Helping tackle issues that matter in local communities		
Very good 1 .....	1	
Good 2 .....	2	
Poor 3 .....	3	
Very poor 4.....	4	
Don't know .....	99	S

**PQ4**

If you were to change careers from what you are doing today, do you feel you have...

**Q4A**

Sufficient supports to do so		
Yes.....	1	
No .....	2	
Don't know/ No answer.....	99	S

**Q4B**

Sufficient opportunities to do so		
Yes.....	1	
No .....	2	
Don't know/ No answer.....	99	S

**Q5 [1,6]**

Which of the following institutions would you be most interested in accessing for retraining/lifelong learning?

Select all that apply		
University .....	1	
College .....	2	
Private Training Institute .....	3	
Workplace training .....	4	
Union Training .....	5	
Other (Please specify) : .....	77	
None .....	98	X
Don't know/No answer .....	99	X

**PQ6**

For each of the following factors that would affect your own ability to access retraining, please indicate if that factor is currently: "1. Not a barrier at all to accessing retraining, 2. A minor barrier to accessing retraining, 3. A moderate/challenging barrier to accessing retraining, or 4. A major barrier to accessing retraining."

**Q6A**

Distance to Universities

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6B**

Distance to Colleges

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6C**

Distance to Private Training Institutes

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6D**

Access to training offered by your employer

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6E**

Access to union training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S



**Q6F**

Family that can support me while in training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6G**

Recognition/credit for prior work experience

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6H**

Recognition/credit for previously completed courses/training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6I**

The time commitment related to getting training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6J**

Access to affordable loans/grants

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6K**

Funds available to pay for tuition

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6L**

Childcare while in training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6M**

Housing while in training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q6N**

Other living expenses while in training

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	S

**Q600**

Other factor affecting access [Please specify]

Not a barrier at all to accessing retraining 1 .....	1	
A minor barrier to accessing retraining 2 .....	2	
A moderate/ challenging barrier to accessing retraining 3 .....	3	
A major barrier to accessing retraining 4 .....	4	
Don't know .....	99	N

**Q7 [1,9]**

Which of the following formats would you prefer for accessing training?

Select all that apply

In a classroom at a post-secondary institution .....	1	
In a simulated workplace at a post-secondary institution .....	2	
From a trainer visiting your workplace .....	3	
Visiting a workplace to learn from employees there .....	4	
Learning online through one on one video/audio tutoring.....	5	
Learning online through pre-recorded video/audio .....	6	
Learning online through text and reading material.....	7	
Taking lessons by mail, through assignments and books .....	8	
Other (Please specify) : .....	77	
None .....	98	X
Don't know/No answer .....	99	X

**PQ8**

Have you accessed skills training in the past 5 years at any of the below?

**Q8A**

University

Yes.....	1	
No.....	2	
Don't know .....	99	S

**Q8B**

College

Yes.....	1	
No.....	2	
Don't know .....	99	S

**Q8C**

Private Training Institute

Yes.....	1	
No.....	2	
Don't know .....	99	S

**Q8D**

Workplace training

Yes.....	1	
No.....	2	
Don't know .....	99	S

**Q8E**

Union Training

Yes.....	1	
No.....	2	
Don't know .....	99	S

**Q8FF**

Other [Please specify]

Yes.....	1	
No.....	2	N
Don't know .....	99	N

**DENIM**

Now we have a few more questions to be used for statistical purposes only.

**QAGE**

What is your age?

18-34 years .....	1	
35-44 years .....	2	

45-54 years .....	3
55-64 years .....	4
65 years or older .....	5
Prefer not to say.....	99

**QGENDR**

What is your gender?

'Gender' refers to current gender which may be different from sex assigned at birth and may be different from what is indicated on legal documents

Male.....	1	
Female .....	2	
Or... (Please specify): .....	77	BX
Prefer not to say.....	99	BX

**QPROV**

In which province or territory do you live?

British Columbia .....	1
Alberta.....	2
Saskatchewan .....	3
Manitoba.....	4
Ontario.....	5
Quebec.....	6
Newfoundland and Labrador .....	7
Nova Scotia .....	8
New Brunswick.....	9
Prince Edward Island.....	10
Nunavut .....	11
Northwest Territories.....	12
Yukon.....	13
Prefer not to say/No answer.....	99

**QINC**

What is your annual household income from all sources before taxes?

Less than \$10,000.....	1
\$10,000-\$19,999.....	2
\$20,000-\$29,999.....	3
\$30,000-\$39,999.....	4
\$40,000-\$49,999.....	5
\$50,000-\$59,999.....	6
\$60,000-\$79,999.....	7
\$80,000-\$99,999.....	8
\$100,000-\$119,999.....	9
\$120,000-\$159,999.....	10
\$160,000-\$219,999.....	11
\$220,000 or more .....	12
Don't know/No response.....	99

**QCHILD**

Do you have any children currently living in the household? If so, how many?

Yes (please enter number of children).....	1	>
No .....	2	
No response .....	99	X

**QEMP**

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

Self-employed .....	1	
Employed full-time.....	2	
Employed part-time .....	3	
Seasonal employment.....	4	
Term/contract/temporary employment .....	5	
Unemployed .....	6	
Studying full-time.....	7	
Studying part-time .....	8	
Retired .....	9	
Not in work force/Full-time Homemaker .....	10	
Disability .....	11	
Maternity/Paternal leave/Sick leave .....	12	
Other (Please specify).....	77	
Don't know/No response.....	99	XB

**QENROL**

Are you currently enrolled in a post-secondary institution?

Yes.....	1
No .....	2
No response .....	99

**QENROL2**

*Yes, QENROL*

Are you currently enrolled in a...

College .....	1
University .....	2
Private Training Institute.....	3
Other (Please specify): .....	77
Prefer not to say.....	98
No response .....	99

**EMPL**

*Employed, QEMP*

Which of the following industrial sectors do you work in?

Agriculture, forestry, fishing/hunting .....	1
Mining, oil and gas extraction .....	2
Utilities (electric power, natural gas distribution, water/sewage).....	3
Construction .....	4

Manufacturing .....	5
Wholesale trade (selling to retailers) .....	6
Retail trade (selling to consumers) .....	7
Transportation/warehousing .....	8
Information and cultural industries (publishing, recording, broadcasting, telecom, data processing/hosting) .....	9
Finance and insurance .....	10
Real estate/rental .....	11
Professional, scientific, technical (legal, accounting, architectural, computer systems design, management/scientific/technical consulting, scientific research, advertising).....	12
Management of companies (holding companies) .....	13
Administrative/support, waste management (office administration, security, custodial, placement/temping services, collection agencies, travel agencies, waste collection/treatment).....	14
Education.....	15
Health care/social assistance .....	16
Arts, entertainment, recreation (performing arts, sports, gaming, museums).....	17
Accommodation, food (hotels, bars, restaurants) .....	18
Other services (auto/appliance repair, funeral services, dry cleaning/laundry, parking lots, pet care) .....	19
Public administration (government) .....	20
Other (please specify).....	77
Don't know / No response.....	99

## QEDUC

### *Most recent education*

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

Grade 8 or less .....	1
Some high school .....	2
High school diploma or equivalent.....	3
Undergraduate degree received at a college .....	4
Undergraduate degree received at a university .....	5
Diploma received at a college .....	6
Certificate received at a college.....	7
Certificate received at a university .....	8
Post-graduate certificate/diploma received at a college.....	9
Post-graduate degree received at a university.....	10
Don't know/No response.....	99

## QEDUCA

### *Most recent credential*

What is the most recent credential you have completed?

High school diploma or equivalent.....	1
Undergraduate degree received at a college .....	2
Undergraduate degree received at a university .....	3
Diploma received at a college .....	4
Certificate received at a college.....	5
Certificate received at a university .....	6
Post-graduate certificate/diploma received at a college.....	7

Post-graduate degree received at a university.....	8
Don't know/No response.....	99

**QEDUC2**

*Major field of study*

What was the major field of study of the highest certificate, diploma or degree that you completed?

Science and science technology .....	1
Engineering and engineering technology .....	2
Mathematics and computer and information science .....	3
Business and administration .....	4
Arts and humanities.....	5
Social and behavioural sciences .....	6
Legal professions and studies .....	7
Health care.....	8
Education and teaching.....	9
Trades, services, natural resources and conservation .....	10
Don't know/No response.....	99

**QEMP2**

*Use of education in their occupation (field of study/occupation match)*

To what extent do you use your education in your current occupation?

No extent at all .....	1
A minor extent.....	2
A moderate extent .....	3
A great extent .....	4
Don't know/No response.....	99

**QVOTE**

*Voting intentions in 2019/Party support/Party Identification*

If a federal election were held tomorrow, which party would you vote for?

Liberal Party .....	1	
Conservative Party.....	2	
New Democratic Party .....	3	
Green Party.....	4	
(Quebec Only)		
The Bloc Québécois .....	5	
People's Party .....	10	
Other .....	6	B
Undecided.....	7	B ->QVOTE2
Not eligible to vote.....	8	B
Don't know/No response.....	9	B

**QVOTE2**

*Undecided, QVOTE*

Even if you do not have a firm idea, are you leaning towards a party?

Yes.....	1
No.....	2
Don't know/No response.....	9

**QVOTE3**

*Undecided, QVOTE; No, QVOTE2*

As it stands, towards which party are you leaning?

Liberal Party.....	1	
Conservative Party.....	2	
New Democratic Party.....	3	
Green Party.....	4	
(Quebec Only)		
The Bloc Québécois.....	5	
People's Party.....	10	
Other.....	6	B
Undecided.....	7	B
Not eligible to vote.....	8	BI
Don't know/No response.....	9	B

**QBORN**

Were you born in Canada?

Yes.....	1	
No.....	2	
Don't know/No response.....	99	X

**QIMMIG**

*No, QBORN*

In what year did you first immigrate or move to Canada?

Please specify : .....	77	>
Don't know/Prefer not to say .....	99	

**MINOR [1,3]**

Do you consider yourself to belong to any of the following groups?

Choose all that apply		
A member of a visible minority.....	1	
An Indigenous person.....	2	
A person with a disability.....	3	
None of these.....	8	X
Don't know/No response.....	99	X



**QPOSTC**

What is the postal code of your permanent residence?

Please specify : .....	77	>
Don't know/not sure.....	98	
Prefer not to say.....	99	

**THNK**

Thank you very much for taking the time to complete this survey.

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## **WINTRO**

Merci d'avoir accepté de participer à cette étude. Le sondage en ligne durera environ douze minutes. Les informations recueillies seront rapportées de manière groupée et aucune réponse ne sera attribuée individuellement aux participants. Vos réponses demeureront entièrement confidentielles.

## **Directives**

Sur chaque écran, après avoir sélectionné votre réponse, cliquez sur le bouton « Continuer » au bas de l'écran pour vous déplacer vers l'avant dans le questionnaire.

Si vous quittez le sondage avant d'avoir terminé, vous pourrez y revenir plus tard au moyen de l'adresse URL et vous obtiendrez la page où vous étiez en quittant. Les réponses que vous aurez données jusque-là auront été sauvegardées.

Pour toute question sur la façon de remplir le questionnaire, veuillez téléphoner à Probit, au numéro 888.688.0709, ou envoyer un courriel à [online@probit.ca](mailto:online@probit.ca). Merci à l'avance de votre participation.

## **PRIV**

Le présent sondage examine divers points de vie sur les études postsecondaires. Aux fins de cette enquête, les établissements collégiaux, les universités, les études postsecondaires et les établissements privés de formation sont définis comme suit :

### **Établissement collégial :**

La catégorie « établissement collégial » comprend les établissements qui offrent principalement des certificats collégiaux et des diplômes requérant deux ou trois ans d'études, et qui propose souvent des formations de métier et d'apprenti, des programmes de formation technique de cycle court, des diplômes d'études supérieures et des formations de quatre ans.

Aux fins de cette enquête, les « établissements collégiaux » sont les établissements étiquetés comme des « établissements collégiaux », des « collèges communautaires », des « écoles polytechniques », des « instituts de technologies » ou des « cégeps ».

### **Universités :**

La catégorie « université » comprend les établissements qui offrent des baccalauréats de quatre ans, et qui propose souvent des diplômes d'études supérieures, comme des maîtrises et des doctorats. Parmi les autres programmes offerts figurent des cours de désignation professionnelle, notamment en comptabilité, en commerce de banque ou en administration publique, et quelques programmes de formation de cycle court.

Aux fins de cette enquête, les « universités » sont les établissements étiquetés comme des « universités ».

### Études postsecondaires :

La catégorie « études postsecondaires » fait allusion à tous les types de formations qui sont offertes après l'école secondaire ou les études secondaires, y compris dans des établissements collégiaux, des universités, des établissements privés de formation, des écoles d'apprentis et d'autres établissements semblables. Ces établissements peuvent être publics ou privés.

### Établissement privé de formation :

La catégorie « établissement privé de formation » fait référence à tous les types d'établissements de formation privés ou à but lucratif qui offrent des formations professionnelles, généralement étiquetés comme des « collèges carrières » ou des « académies ».

### PQ2

Nous allons d'abord vous poser quelques questions sur vos points de vue sur le but des études postsecondaires. Pour chacun des énoncés suivants, veuillez indiquer si vous êtes tout à fait d'accord, plutôt d'accord, plutôt en désaccord ou fortement en désaccord.

### Q2A

Le but des études postsecondaires est d'aider les gens à obtenir et à conserver un bon emploi.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2B

Le but des études postsecondaires est d'outiller les gens avec un large éventail de compétences et de connaissances, et de leur donner une conscience sociale, des éléments essentiels à la citoyenneté.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2C

Le but des études postsecondaires est de donner aux gens des compétences de base avancées en littérature, en mathématiques et en science.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2D

Le but des études postsecondaires est d'inculquer les valeurs du travail acharné et de l'autonomie.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2E

Le but des études postsecondaires est d'inculquer un sentiment d'appartenance à la collectivité et une identité nationale canadienne.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2F

Le but des études postsecondaires est de faire la promotion de l'équité et de l'égalité dans la société.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2G

Les études constituent l'une des meilleures voies vers la réconciliation avec les communautés autochtones.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2H

Les études constituent l'une des meilleures voies vers l'intégration sociale et économique de nouveaux Canadiens.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

## Q2I

Je crois qu'une bonne formation en est une qui donne de l'expérience pratique aux étudiants.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

## Q2J

Je crois que l'accès à l'apprentissage, au perfectionnement et au recyclage professionnel continu est important à tous les âges.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

## PQ2A

En utilisant la même échelle, nous allons maintenant vous poser des questions sur vos points de vue sur les établissements collégiaux.

### Q2AK

Un diplôme collégial mène à un bon emploi.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AL

Les formations collégiales permettent de se tenir au courant des changements technologiques.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AM

Les établissements collégiaux préparent les étudiants en leur donnant les compétences dont ils ont besoin sur le marché du travail.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AN

Les établissements collégiaux préparent les étudiants en leur donnant les compétences professionnelles, interpersonnelles et de pensée critique dont ils ont besoin sur le marché du travail.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AO

Les établissements collégiaux préparent les étudiants pour une grande variété d'emplois de l'avenir.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AP

Les établissements collégiaux représentent le meilleur choix pour les étudiants qui obtiennent les meilleures notes.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AQ

Les établissements collégiaux s'adressent principalement aux étudiants dont les réalisations scolaires sont les plus modestes.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2AR

Les établissements collégiaux représentent le meilleur choix pour les étudiants ambitieux qui travaillent fort.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

## Q2ARR

Les établissements collégiaux ont des répercussions positives sur leur collectivité locale.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse .....	99	S

## PQ2B

Toujours en utilisant la même échelle, nous allons maintenant vous poser des questions sur vos points de vue sur la prestation des programmes d'études postsecondaires.

## Q2BS

Les entreprises devraient prodiguer des conseils aux établissements d'études postsecondaires pour veiller à ce que leurs étudiants obtiennent avec leur diplôme les compétences dont ils ont besoin sur le marché du travail.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse .....	99	S

## Q2BT

Tous les étudiants devraient acquérir de l'expérience sur le marché du travail dans le cadre de leur programme d'études.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse .....	99	S

## Q2BU

Les établissements d'études postsecondaires devraient offrir plus de cours et de programmes en ligne.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse .....	99	S

## Q2BV

Les établissements d'études postsecondaires devraient offrir plus de cours de courte durée de moins d'un an.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse .....	99	S



### Q2BW

Les établissements d'études postsecondaires devraient utiliser plus de méthodes de reconnaissance de l'expérience professionnelle passée en donnant des crédits ou un diplôme.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2BX

Les établissements d'études postsecondaires devraient offrir plus de matériel d'apprentissage gratuit en ligne.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### Q2BY

Je crois que les études devraient être plus orientées vers des emplois précis du marché du travail.

Tout à fait d'accord .....	1	
Plutôt d'accord .....	2	
Plutôt en désaccord.....	3	
Fortement en désaccord.....	4	
Je ne sais pas/ Pas de réponse.....	99	S

### PQ3

Comment évalueriez-vous le rendement des établissements collégiaux canadiens dans chacun des domaines suivants : est-il très bon, bon, faible ou très faible?

#### Q3A

Être une influence positive dans leur collectivité locale.

Très bon 1.....	1	
Bon 2 .....	2	
Faible 3.....	3	
Très faible 4.....	4	
Je ne sais pas.....	99	S

#### Q3B

Aider à aborder des questions qui sont importantes dans leur collectivité locale.

Très bon 1.....	1	
Bon 2 .....	2	
Faible 3.....	3	
Très faible 4.....	4	

Je ne sais pas..... 99 S

**PQ4**

Si vous aviez à changer de carrière, avez-vous l'impression que vous auriez...

**Q4A**

assez de soutien pour le faire?

Oui..... 1  
Non..... 2  
Je ne sais pas /Pas de réponse..... 99 S

**Q4B**

suffisamment d'occasions pour le faire?

Oui..... 1  
Non..... 2  
Je ne sais pas /Pas de réponse..... 99 S

**Q5 [1,6]**

Auxquels des établissements suivants aimeriez-vous le plus accéder pour vous recycler professionnellement ou pour suivre une formation continue?

Choisissez toutes les réponses applicables.

Université ..... 1  
Établissement collégial..... 2  
Établissement privé de formation ..... 3  
Formation en milieu de travail..... 4  
Formation en milieu syndical ..... 5  
Autre (Veuillez préciser) : ..... 77  
Aucune ..... 98 X  
Je ne sais pas/Pas de réponse..... 99 X

**PQ6**

Pour chacun des facteurs suivants qui pourraient avoir une incidence sur votre capacité à accéder à un cours de recyclage professionnel, veuillez indiquer le facteur qui à l'heure actuelle... 1. ne constitue pas du tout un obstacle 2. constitue un obstacle mineur 3. constitue un obstacle moyen ou éprouvant 4. constitue un obstacle majeur.

**Q6A**

Distance des universités

Ne constitue pas du tout un obstacle 1..... 1  
Constitue un obstacle mineur 2 ..... 2  
Constitue un obstacle moyen ou éprouvant 3 ..... 3  
Constitue un obstacle majeur 4..... 4  
Je ne sais pas..... 99 S

## Q6B

Distance des établissements collégiaux	
Ne constitue pas du tout un obstacle 1.....	1
Constitue un obstacle mineur 2 .....	2
Constitue un obstacle moyen ou éprouvant 3 .....	3
Constitue un obstacle majeur 4.....	4
Je ne sais pas.....	99
	S

## Q6C

Distance des établissements privés de formation	
Ne constitue pas du tout un obstacle 1.....	1
Constitue un obstacle mineur 2 .....	2
Constitue un obstacle moyen ou éprouvant 3 .....	3
Constitue un obstacle majeur 4.....	4
Je ne sais pas.....	99
	S

## Q6D

Accès à une formation offerte par votre employeur	
Ne constitue pas du tout un obstacle 1.....	1
Constitue un obstacle mineur 2 .....	2
Constitue un obstacle moyen ou éprouvant 3 .....	3
Constitue un obstacle majeur 4.....	4
Je ne sais pas.....	99
	S

## Q6E

Accès à une formation en milieu syndical	
Ne constitue pas du tout un obstacle 1.....	1
Constitue un obstacle mineur 2 .....	2
Constitue un obstacle moyen ou éprouvant 3 .....	3
Constitue un obstacle majeur 4.....	4
Je ne sais pas.....	99
	S

## Q6F

Soutien de la famille pendant la formation	
Ne constitue pas du tout un obstacle 1.....	1
Constitue un obstacle mineur 2 .....	2
Constitue un obstacle moyen ou éprouvant 3 .....	3
Constitue un obstacle majeur 4.....	4
Je ne sais pas.....	99
	S

## Q6G

Reconnaissance ou crédit d'expérience professionnelle antérieure	
Ne constitue pas du tout un obstacle 1.....	1
Constitue un obstacle mineur 2 .....	2
Constitue un obstacle moyen ou éprouvant 3 .....	3
Constitue un obstacle majeur 4.....	4
Je ne sais pas.....	99
	S

## Q6H

### Reconnaissance ou crédit pour cours ou formations effectués antérieurement

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q6I

### Engagement requis en temps pour suivre la formation

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q6J

### Accès à des prêts abordables ou à des bourses

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q6K

### Fonds disponibles pour payer les frais de scolarité

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q6L

### Garde d'enfants pendant la formation

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q6M

### Logement pendant la formation

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q6N

Autres frais de subsistance pendant la formation

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	S

## Q600

Autre facteur ayant une incidence sur l'accès [Veuillez préciser]

Ne constitue pas du tout un obstacle 1.....	1	
Constitue un obstacle mineur 2 .....	2	
Constitue un obstacle moyen ou éprouvant 3 .....	3	
Constitue un obstacle majeur 4.....	4	
Je ne sais pas.....	99	N

## Q7 [1,9]

Lequel des formats suivants préféreriez-vous pour accéder à une formation?

Choisissez toutes les réponses pertinentes.

Salle de cours d'un établissement d'études postsecondaires .....	1	
Milieu de travail simulé d'un établissement d'études postsecondaires.....	2	
Formateur visitant votre milieu de travail .....	3	
Visite d'un milieu de travail pour apprendre auprès d'employés .....	4	
Apprentissage en ligne par le biais de vidéos en privé ou de tutorat audio .....	5	
Apprentissage en ligne par le biais de matériel audio ou vidéo préenregistré.....	6	
Apprentissage en ligne par le biais de textes et de matériel de lecture .....	7	
Cours par courrier, par le biais de devoirs et d'ouvrages .....	8	
Autre (Veuillez préciser) : .....	77	
Aucune .....	98	X
Je ne sais pas/Pas de réponse.....	99	X

## PQ8

Au cours des cinq dernières années, avez-vous accédé à une formation axée sur des compétences à l'un ou l'autre des lieux suivants?

### Q8A

Université

Oui.....	1	
Non.....	2	
Je ne sais pas.....	99	S

### Q8B

Établissement collégial

Oui.....	1	
Non.....	2	
Je ne sais pas.....	99	S

**Q8C**

Établissement privé de formation

Oui.....	1	
Non.....	2	
Je ne sais pas.....	99	S

**Q8D**

Formation en milieu de travail

Oui.....	1	
Non.....	2	
Je ne sais pas.....	99	S

**Q8E**

Formation en milieu syndical

Oui.....	1	
Non.....	2	
Je ne sais pas.....	99	S

**Q8FF**

Autre (Veuillez préciser)

Oui.....	1	
Non.....	2	N
Je ne sais pas.....	99	N

**DENIM**

Nous avons maintenant quelques questions qui serviront à des fins de statistiques uniquement.

**QAGE**

Quel âge avez-vous?

18 à 34 ans.....	1
35 à 44 ans.....	2
45 à 54 ans.....	3
55 à 64 ans.....	4
65 ans et plus.....	5
Préfère ne pas répondre.....	99

**QGENDR**

Quel est votre genre?

Le « genre » fait allusion à votre genre actuel, lequel peut être différent du sexe qui vous a été assigné à votre naissance ou au sexe qui apparaît dans des documents juridiques.

Un homme.....	1	
Une femme.....	2	
Ou... (Veuillez préciser) :.....	77	BX
Préfère ne pas répondre.....	99	BX

## QPROV

Dans quelle province ou quel territoire habitez-vous?

Colombie-Britannique .....	1
Alberta .....	2
Saskatchewan .....	3
Manitoba.....	4
Ontario.....	5
Québec.....	6
Terre-Neuve-et-Labrador .....	7
Nouvelle-Écosse .....	8
Nouveau-Brunswick .....	9
Île-du-Prince-Édouard .....	10
Nunavut .....	11
Territoires du Nord-Ouest .....	12
Yukon.....	13
Préfère ne pas répondre/Pas de réponse.....	99

## QINC

Quel est le revenu annuel de votre ménage, de toutes sources et avant impôt?

Moins de 10 000\$ .....	1
10 000\$-19 999\$.....	2
20 000\$-29 999\$.....	3
30 000\$-39 999\$.....	4
40 000\$-49 999\$.....	5
50 000\$-59 999\$.....	6
60 000\$-79 999\$.....	7
80 000\$-99 999\$.....	8
100 000\$-119 999\$.....	9
120 000\$-159 999\$.....	10
160 000\$-219 999\$.....	11
220 000\$ ou plus .....	12
Ne sais pas/Pas de réponse .....	99

## QCHILD

Avez-vous des enfants qui vivent au sein de votre ménage? Le cas échéant, combien en avez-vous?

Oui.....	1	>
Non.....	2	
Pas de réponse .....	99	X

## QEMP

Laquelle des catégories suivantes décrit le mieux votre situation d'emploi actuelle?

Travailleur autonome.....	1
Employé à temps plein .....	2
Employé à temps partiel .....	3
Employé saisonnier .....	4
Employé à durée déterminée/à contrat/temporaire .....	5
Sans emploi .....	6

Études à temps plein .....	7	
Études à temps partiel.....	8	
Retraité .....	9	
Ne fait pas partie de la main-d'oeuvre/Personne au foyer à plein temps .....	10	
En congé d'invalidité .....	11	
En congé de maternité/paternité/de maladie.....	12	
Autre (Veuillez préciser) .....	77	
Ne sais pas/Pas de réponse .....	99	XB

## **QENROL**

Êtes-vous inscrit actuellement à un établissement d'enseignement postsecondaire?

Oui.....	1
Non.....	2
Pas de réponse .....	99

## **QENROL2**

*Yes, QENROL*

Êtes-vous actuellement inscrit(e) dans...

un établissement collégial?.....	1
une université?.....	2
un établissement privé de formation?.....	3
Autre (Veuillez préciser) .....	77
Je préfère ne pas répondre .....	98
Pas de réponse .....	99

## **EMPL**

*Employed, QEMP*

Dans quel secteur industriel suivant travaillez-vous?

Agriculture, foresterie, chasse et pêche .....	1
Extraction minière, de pétrole ou de gaz .....	2
Services publics (énergie électrique, distribution de gaz naturel, eau, eaux usées)....	3
Construction .....	4
Fabrication.....	5
Commerce de gros (vente à des détaillants) .....	6
Commerce de détail (vente aux consommateurs) .....	7
Transport, entreposage .....	8
Industries de l'information et culturelle (édition, phonographie, radiodiffusion, télécommunications, traitement et hébergement de données) .....	9
Finance, assurance.....	10
Immobilier.....	11
Services professionnels, scientifiques et techniques (juridique, comptabilité, architecture, conception de systèmes informatiques, conseils de gestion, scientifiques ou techniques, recherche scientifique, publicité).....	12
Gestion d'entreprise (sociétés de portefeuille).....	13
Soutien administratif, gestion des déchets (administration de bureau, sécurité, gestion de garde des biens, services de placement ou intérimaires, organismes de renseignements, agences de voyage, cueillette et traitement des déchets) .....	14
Éducation.....	15
Soins de santé et aide sociale.....	16



Arts, divertissement et loisirs (arts de la scène, sports, jeux, musées).....	17
Hébergement, hôtellerie (hôtels, bars, restaurants).....	18
Autres services (réparation de voitures et d'électroménagers, services funéraires, nettoyage à sec, laverie, stationnements, soins d'animaux) .....	19
Administration publique (gouvernement).....	20
Autre (veuillez préciser) .....	77
Ne sais pas / pas de réponse.....	99

## QEDUC

Quel est le plus haut niveau de scolarité que vous avez atteint?

8e année ou moins .....	1
Études secondaires non terminées .....	2
Diplôme d'études secondaires ou l'équivalent .....	3
Grade de premier cycle d'un établissement collégial.....	4
Grade de premier cycle d'une université.....	5
Diplôme collégial .....	6
Certificat collégial .....	7
Certificat universitaire .....	8
Diplôme ou certification d'études supérieures collégiales .....	9
Diplôme d'études supérieures universitaires.....	10
Je ne sais pas/Pas de réponse.....	99

## QEDUCA

Quel est le plus récent diplôme que vous avez obtenu?

Diplôme d'études secondaires ou l'équivalent .....	1
Grade de premier cycle d'un établissement collégial.....	2
Grade de premier cycle d'une université.....	3
Diplôme collégial .....	4
Certificat collégial .....	5
Certificat universitaire .....	6
Diplôme ou certification d'études supérieures collégiales .....	7
Diplôme d'études supérieures universitaires.....	8
Je ne sais pas/Pas de réponse.....	99

## QEDUC2

### *Major field of study*

Quel était le principal domaine d'études du certificat, du diplôme ou du grade le plus élevé que vous avez obtenu?

Sciences et technologie de la science .....	1
Génie et technologie du génie .....	2
Mathématiques et informatique et sciences de l'information.....	3
Commerce et administration.....	4
Arts et sciences humaines.....	5
Sciences sociales et de comportements .....	6
Droit, professions connexes et études du droit .....	7
Soins de santé .....	8
Éducation et enseignement .....	9
Métiers, services, ressources naturelles et conservation.....	10
Je ne sais pas/Pas de réponse.....	99

## QEMP2

### *Use of education in their occupation (field of study/occupation match)*

Dans quelle mesure utilisez-vous votre formation à votre emploi actuel?

Pas du tout .....	1
Peu.....	2
Moyennement.....	3
Beaucoup.....	4
Je ne sais pas/Pas de réponse.....	99

## QVOTE

### *Voting intentions in 2019/Party support/Party Identification*

Si des élections fédérales avaient lieu demain, pour quel parti voteriez-vous?

Parti libéral .....	1	
Parti conservateur .....	2	
Nouveau Parti démocratique .....	3	
Parti vert .....	4	
(Quebec Only)		
Le Bloc Québécois .....	5	
Parti populaire .....	10	
Autre.....	6	B
Indécis .....	7	B ->QVOTE2
Pas le droit de voter .....	8	B
Je ne sais pas/Pas de réponse.....	9	B

## QVOTE2

### *Undecided, QVOTE*

Même si votre idée n'est pas faite, penchez-vous vers un parti?

Oui.....	1
Non.....	2
Je ne sais pas/Pas de réponse.....	9

## QVOTE3

### *Undecided, QVOTE; No, QVOTE2*

à ce moment-ci, pour quel parti penchez-vous?

Parti libéral .....	1	
Parti conservateur .....	2	
Nouveau Parti démocratique .....	3	
Parti vert .....	4	
PRESTRATE = 6		
Le Bloc Québécois .....	5	
Parti populaire .....	10	
Autre.....	6	B
Indécis .....	7	B
Pas le droit de voter .....	8	BI
Je ne sais pas/Pas de réponse.....	9	B

## **QBORN**

Êtes-vous né(e) au Canada?

Oui.....	1	
Non.....	2	
Je ne sais pas/Pas de réponse.....	99	X

## **QIMMIG**

*No, QBORN*

En quelle année avez-vous immigré(e) ou déménagé(e) pour la première fois au Canada?

Veillez préciser :.....	77	>
Je ne sais pas/Pas de réponse.....	99	

## **MINOR [1,3]**

Considérez-vous que vous appartenez à l'un ou l'autre des groupes suivants?

Choisir toute réponse pertinente

Membre d'une minorité visible.....	1	
Autochtone.....	2	
Personne handicapée.....	3	
Aucun de ces groupes.....	8	X
Je ne sais pas/Pas de réponse.....	99	X

## **QPOSTC**

Quel est le code postal de votre résidence permanente?

Veillez préciser :.....	77	>
Ne sais pas/n'est pas sûr(e).....	98	
Préfère ne pas répondre.....	99	

## **THNK**

Merci beaucoup d'avoir pris le temps de répondre à ce sondage.

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