

Survey on Employment and Skills Wave 8

Detailed Data Tables: Public Education

Field dates: March 12 to April 15, 2025

**Environics
Institute**
For Survey Research

 **Future Skills** Centre
Centre des **Compétences futures**

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Employment and Skills in Canada - w8 - April 2025

ES2A. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students how to safely use the Internet and social media

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|----------------------------|-----|-----|---------------------|--------|--------|----------|--------|--------|---------|-----|---------------------------|----------|-----------------|---------|------|------|-----|--------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5599 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 134 | 106 | 54 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 54 | 52 | 52 | 55 | 53 | 54 | 55 | 54 | 52 | 54 | 55 | 67 | 78 IJKLM DEFGH A | 48 | 53 | 54 | 53 | 54 | 63 | 54 |
| Important but not critical | 35 | 29 | 41 | 38 | 29 | 35 | 35 | 35 | 38 | 37 | 34 | 32 | 21 | 30 | 33 | 35 | 37 | 36 | 27 | 35 |
| Not very important | 7 N | 7 N | 5 | 5 | 9 N | 7 N | 7 N | 10 NO | 7 N | 7 N | 6 N | 1 | 1 | 22 NO | 7 | 7 | 8 | 7 | 10 | 7 |
| Cannot say | 3 SN | 12 LMNOP FHIJK AE | 1 | 1 | 9 JKLNO AEFHI | 4 N | 3 | 2 | 3 | 2 | 5 LN | * | 1 | * | 6 RSTUV A | 5 SU | 2 | 3 | * | 3 S |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2A. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students how to safely use the Internet and social media

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|-------------------------------|------------------|-----|---------|----------------------|-----------|-------------|-------|----------|----------|--------|-------|--------|--------|------------|---------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5599 | 559 | 924 | 432 | 362 | 4614 | 607 | 2720 | 2843 | 932 | 934 | 934 | 933 | 1866 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4283 | 686 | 2643 | 2764 | 1087 | 1200 | 1112 | 1054 | 994 | 3366 |
| Critically important | 54 OH | 53 | 55 | 56 | 50 | 54 | 53 | 48 | 60 AH | 52 | 54 | 50 | 52 | 58 ALMO | 52 |
| Important but not critical | 35 I | 38 | 37 | 37 | 38 | 36 | 32 | 39 AI | 32 | 34 | 36 | 37 | 37 | 34 | 36 |
| Not very important | 7 NI | 8 | 6 | 6 | 8 | 7 | 9 | 10 AI | 5 | 9 N | 7 | 9 N | 8 N | 4 | 8 AN |
| Cannot say | 3 FD | 2 | 2 | 1 | 5 D | 3 | 5 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2A. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students how to safely use the Internet and social media

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|------------|---------|---------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5599 | 3763 | 3417 | 2412 | 673 | 332 | 2541 | 345 | 1158 | 229 | 1033 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4094 | 3749 | 2708 | 737 | 304 | 2801 | 345 | 640 | 275 | 936 | 985 | 979 | 1408 |
| Critically important | 54 MCD | 53 D | 52 | 51 | 56 | 55 | 53 D | 60 | 58 D | 61 D | 56 M | 57 M | 48 | 57 M |
| Important but not critical | 35 J | 36 J | 36 J | 38 AGJ | 33 | 35 | 36 J | 31 | 34 | 26 | 36 | 34 | 38 | 36 |
| Not very important | 7 I | 8 AI | 8 AI | 8 AI | 8 | 6 | 8 AI | 6 | 4 | 10 | 7 | 6 | 10 AN | 6 |
| Cannot say | 3 KN | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 4 | 2 | 3 | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2A. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students how to safely use the Internet and social media

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|-----------|-----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|---------|-----------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5599 | 2431 | 548 | 1120 | 1490 | 1091 | 1042 | 3433 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2525 | 438 | 699 | 1723 | 1217 | 987 | 3174 | 577 | 209 | 4345 | 772 | 297 | - | - | 774 | 1546 | 564 | 2563 |
| Critically important | 54 | 52 | 55 | 56 | 56 | 58 | 52 | 54 | 59 | 69 AFGH | 54 | 52 | 66 AKL | - | - | 55 | 55 | 50 | 54 |
| Important but not critical | 35 MJ | 35 | 37 | 33 | 37 | 34 J | 36 J | 35 J | 32 | 24 | 36 M | 34 M | 25 | - | - | 34 | 35 | 39 | 35 |
| Not very important | 7 JE | 8 E | 5 | 8 | 6 | 6 | 9 J | 7 | 9 J | 3 | 7 | 9 M | 4 | - | - | 9 | 8 | 7 | 7 |
| Cannot say | 3 QIE | 5 ACDE | 3 | 3 | 2 | 3 I | 3 I | 4 I | 1 | 3 | 3 | 4 | 5 | - | - | 2 | 2 | 5 | 4 Q |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2A. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students how to safely use the Internet and social media

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|-----------|----------|-------------|---------|-------|---------------------|------------|----------------|------------|---------------|-------|-------|--------|--------------|---------|------|-----------------|------------|--------------|-------------|--------------|--------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5599 | 3891 | 381 | 283 | 235 | 435 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1629 | 1316 | 3523 | 1921 | 2686 | 2679 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2950 | 411 | 410 | 409 | 388 | 1679 | 4608 | 775 | 519 | 164 | 49 | 945 | 1225 | 1485 | 1493 | 3441 | 1797 | 2755 | 2448 | 1070 | 2606 | 73 |
| Critically important | 54 B | 52 | 65 ABF | 60 | 58 | 52 | 59 ABF | 54 | 54 | 53 | 55 | 82 | 57 | 53 | 52 | 56 | 54 | 55 | 56 | 53 | 52 | 53 | 47 |
| Important but not critical | 35 C | 36 AC | 26 | 35 | 32 | 37 C | 32 C | 35 | 34 | 37 | 31 | 14 | 31 | 36 | 38 M | 35 | 36 | 33 | 34 | 38 A | 35 | 37 | 27 |
| Not very important | 7 D | 7 D | 7 | 3 | 8 | 9 | 7 | 7 | 10 | 7 | 13 | 4 | 6 | 8 | 8 | 8 | 7 | 8 | 7 | 7 | 12 AV | 7 | 8 |
| Cannot say | 3 UQPG | 4 AEG | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 1 | * | 5 P | 4 P | 3 P | 1 | 2 | 4 Q | 3 | 3 | 1 | 3 U | 17 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2A. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students how to safely use the Internet and social media

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|-------------------------------|---------------|-------------|---------------------------|---------------|----------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5599 | 2186 | 1457 | 728 | 3269 | 1272 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2161 | 1446 | 715 | 3079 | 1167 | 902 | 1169 | 2160 | 150 | 1960 | 1113 | 523 |
| Critically important | 54 L | 56 | 55 | 57 | 54 | 58 | 60 ABCE | 53 | 53 | 52 | 54 L | 46 | 57 L |
| Important but not critical | 35 | 34 | 34 | 33 | 36 G | 32 | 31 | 35 | 37 | 41 | 36 | 41 AKM | 33 |
| Not very important | 7 | 9 | 9 | 8 | 6 | 8 | 7 | 10 AI | 7 | 7 | 7 | 11 AKM | 7 |
| Cannot say | 3 LHIBCDGF | 2 | 2 | 1 | 4 BDG | 2 | 1 | 2 | 2 | * | 3 | 2 | 4 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2B. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Introduce students to different cultures and religions

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|----------------------------|----------|---------|----------------------|-------------------|----------|-------------------|----------|-------------------|---------|---------------------------|-----|-----|-----------------|------------|-------------|----------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 132 | 108 | 54 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 31 STJ | 31 | 22 | 33 J | 30 | 31 J | 34 AJ | 20 | 25 | 28 | 30 J | 57 IJKLM DEFGH A | 37 | 51 | 31 | 31 | 26 | 28 | 48 QRSTV A | 31 ST |
| Important but not critical | 45 H | 42 | 58 HN | 49 | 46 | 41 | 45 | 58 HIKLN AD | 46 | 45 | 50 H | 33 | 38 | 36 | 47 | 48 | 48 | 49 A | 36 | 47 A |
| Not very important | 20 QRVFN | 15 | 19 | 13 | 15 | 24 FGIMN AD | 18 | 19 | 23 FN | 25 FGIMN AD | 16 | 9 | 25 | 13 | 14 | 14 | 23 AQRTV | 20 QR | 16 | 18 Q |
| Cannot say | 4 | 12 LMNOP FHIJK AE | 1 | 5 | 10 LMNOP AEHIJ | 4 | 3 | 3 | 6 | 3 | 4 | 1 | * | * | 8 RSTUV A | 7 ASTUV | 3 | 4 | * | 4 |

Comparison Groups: ADEFGHIJKLMN/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2B. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Introduce students to different cultures and religions

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|-------------------------------|------------------|----------|----------|----------------------|-----------|-------------|---------|----------|----------|------------|-------------|-------|---------|------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4614 | 607 | 2719 | 2844 | 932 | 935 | 933 | 933 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4286 | 687 | 2643 | 2766 | 1087 | 1202 | 1113 | 1052 | 993 | 3367 |
| Critically important | 31 NH | 33 | 38 AD | 26 | 30 | 32 | 29 | 27 | 35 AH | 37 ALMN | 39 ALMNO | 30 | 29 | 27 | 33 MN |
| Important but not critical | 45 | 41 | 44 | 46 | 54 ABC | 46 | 43 | 44 | 46 | 43 | 42 | 46 | 49 K | 46 | 46 K |
| Not very important | 20 JKICE | 22 CE | 15 | 25 ACE | 12 | 19 | 22 | 24 AI | 15 | 16 | 16 | 21 | 19 | 23 AJKO | 18 |
| Cannot say | 4 F | 4 | 3 | 2 | 3 | 3 | 6 AF | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2B. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Introduce students to different cultures and religions

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|------------|------------|---------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3763 | 3418 | 2413 | 673 | 333 | 2541 | 345 | 1158 | 229 | 1033 | 965 | 1131 | 1336 |
| Unweighted Total | 5447 | 4100 | 3761 | 2721 | 734 | 306 | 2810 | 339 | 635 | 274 | 941 | 984 | 981 | 1406 |
| Critically important | 31 MI | 33 AI | 33 I | 32 I | 35 I | 28 | 33 AI | 36 | 27 | 33 | 31 | 34 M | 25 | 34 M |
| Important but not critical | 45 | 45 | 45 | 46 G | 44 | 44 | 44 | 45 | 46 | 49 | 46 | 46 | 47 | 45 |
| Not very important | 20 | 19 | 19 | 19 | 16 | 23 | 19 | 16 | 24 ABEJ | 14 | 19 | 17 | 24 AL | 19 |
| Cannot say | 4 ND | 3 | 3 | 3 | 4 | 5 | 3 | 3 | 4 | 4 | 3 N | 4 N | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2B. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Introduce students to different cultures and religions

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|--------------|----------|------------|------------|-------------|-------------|-----------|------------|-------------------|-------------------|----------|-----------|-----------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2431 | 548 | 1120 | 1490 | 1091 | 1041 | 3433 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1285 | 539 | 3150 |
| Unweighted Total | 5447 | 2525 | 438 | 698 | 1726 | 1213 | 985 | 3181 | 576 | 206 | 4346 | 771 | 297 | - | - | 780 | 1547 | 565 | 2555 |
| Critically important | 31 SC | 30 C | 22 | 33 C | 35 ABC | 38 AGH | 29 | 30 | 47 AFGH | 42 AGH | 31 | 29 | 44 AKL | - | - | 38 AS | 32 | 39 AQS | 28 |
| Important but not critical | 45 | 43 | 55 ABDE | 45 | 46 | 48 I | 44 | 45 | 42 | 45 | 46 | 42 | 42 | - | - | 42 | 49 AR | 40 | 45 |
| Not very important | 20 QMFIJE | 22 AE | 19 | 19 | 17 | 11 | 22 FIJ | 22 AFIJ | 10 | 12 | 19 M | 25 AKM | 12 | - | - | 18 | 17 | 17 | 22 AQ |
| Cannot say | 4 PFIE | 5 ADE | 4 | 3 | 2 | 2 | 4 I | 4 FI | 1 | 1 | 4 | 5 | 3 | - | - | 2 | 3 | 3 | 5 APQ |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2B. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Introduce students to different cultures and religions

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|-----------------------|------------------|-------------|------------------|-----------|---------------------|------------|----------------|------------|---------------|-------|-------|---------|--------------|---------|------|-----------------|------------|--------------|-------------|--------------|------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3890 | 381 | 283 | 235 | 435 | 1405 | 5265 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1628 | 1316 | 3523 | 1921 | 2686 | 2678 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2946 | 409 | 411 | 411 | 391 | 1683 | 4611 | 772 | 522 | 162 | 45 | 945 | 1224 | 1478 | 1500 | 3447 | 1792 | 2765 | 2437 | 1079 | 2606 | 76 |
| Critically important | 31 TB | 27 | 50 ABDG | 25 | 45 ABD | 40 ABD | 41 ABD | 31 | 38 | 40 | 26 | 47 | 36 | 30 | 30 | 31 | 32 | 30 | 34 AT | 28 | 34 | 32 | 32 |
| Important but not critical | 45 ME | 45 | 39 | 62 BCEFG A | 36 | 45 | 45 CE | 45 | 47 | 47 | 52 | 42 | 40 | 47 M | 47 M | 47 | 47 | 44 | 46 | 46 | 46 | 45 | 39 |
| Not very important | 20 JCD FG SI | 23 CDEFG A | 9 | 11 | 16 | 13 | 12 | 20 AIJ | 13 | 11 | 21 | 11 | 18 | 19 | 20 | 21 | 19 | 21 | 18 | 22 AS | 18 | 19 | 11 |
| Cannot say | 4 USQPG | 5 AG | 2 | 2 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | * | 6 OP | 4 P | 3 | 1 | 3 | 4 | 3 | 4 | 2 | 3 | 18 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2B. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Introduce students to different cultures and religions

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|-------------------------------|------------|-------------|---------------------------|---------------|------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|---------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2186 | 1457 | 729 | 3268 | 1273 | 869 | 1030 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2164 | 1443 | 721 | 3076 | 1171 | 902 | 1176 | 2156 | 158 | 1960 | 1113 | 523 |
| Critically important | 31 | 33 D | 37 ABDEF | 27 | 30 | 31 | 38 ABDEF | 34 | 32 | 45 A | 32 | 32 | 38 A |
| Important but not critical | 45 | 45 | 42 | 49 | 47 | 45 | 43 | 47 | 46 | 41 | 45 | 48 M | 40 |
| Not very important | 20 | 19 | 18 | 22 | 20 | 20 | 17 | 17 | 20 | 14 | 20 | 18 | 19 |
| Cannot say | 4 LHIB | 3 | 3 | 3 | 4 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2C. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students the fundamentals in reading and math

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|---------------------|---------|---------|---------------------|-------------|----------|---------|---------|---------|----------|----------------------------|---------|---------|-----------------|------------|------|---------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 135 | 107 | 52 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 72 VG | 64 | 73 | 75 G | 59 | 76 ADGIM | 71 G | 74 G | 70 | 73 G | 69 | 98 JKLMO EFGHI AD | 72 | 88 G | 68 | 69 | 73 | 71 | 85 QRSTV A | 71 |
| Important but not critical | 21 HN | 21 N | 25 N | 21 N | 26 HN | 16 N | 22 HN | 21 N | 23 N | 20 N | 25 HN | 1 | 27 N | 11 | 23 | 23 | 21 | 23 U | 14 | 22 AU |
| Not very important | 4 N | 4 | 2 | 3 | 4 | 5 N | 5 N | 4 | 4 | 5 N | 4 | * | 1 | * | 3 | 3 | 4 | 4 | 1 | 4 |
| Cannot say | 3 U | 11 JKLMP AFHI | - | 1 | 11 JKLMP AFHI | 3 | 3 | 1 | 3 | 2 | 3 | - | - | * | 6 RSTUV A | 5 ASTUV | 2 | 3 U | * | 3 U |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2C. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students the fundamentals in reading and math

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|----------------------------|------------------|---------|---------|----------------------|-----------|-------------|----------|----------|----------|--------------|------------|-----------|-------------|--------------|-----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4614 | 607 | 2719 | 2844 | 932 | 934 | 934 | 933 | 1866 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4281 | 692 | 2631 | 2779 | 1088 | 1194 | 1117 | 1060 | 988 | 3371 |
| Critically important | 72 JKLOHE | 72 E | 70 | 75 E | 62 | 72 | 78 AF | 67 | 77 AH | 57 | 61 | 65 J | 76 AJKLO | 86 AJKLMO | 67 JK |
| Important but not critical | 21 NIG | 20 | 24 | 20 | 31 ABD | 22 AG | 13 | 24 AI | 18 | 28 AMN | 30 AMNO | 27 AMN | 18 N | 10 | 25 AMN |
| Not very important | 4 MNI | 6 | 4 | 4 | 5 | 4 | 5 | 6 AI | 3 | 10 AKLMNO | 6 MN | 5 N | 3 N | 1 | 5 MN |
| Cannot say | 3 F | 2 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 5 | 3 | 2 | 3 | 2 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2C. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students the fundamentals in reading and math

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|------------|---------------------|---------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3763 | 3417 | 2412 | 673 | 333 | 2541 | 345 | 1159 | 229 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4098 | 3756 | 2714 | 735 | 307 | 2805 | 342 | 636 | 274 | 944 | 984 | 978 | 1405 |
| Critically important | 72 MBCDEG | 67 | 66 | 66 | 64 | 71 | 68 CD | 75 E | 89 EFGHJ ABCD | 71 | 76 LM | 69 | 66 | 79 ALM |
| Important but not critical | 21 NI | 25 AI | 25 AI | 26 AI | 28 AI | 20 I | 25 AI | 19 I | 8 | 23 I | 19 | 23 | 25 AN | 18 |
| Not very important | 4 NI | 5 AIJ | 6 AGIJ | 6 AGIJ | 7 IJ | 4 | 5 I | 4 | 2 | 2 | 4 | 5 | 5 | 3 |
| Cannot say | 3 KN | 3 | 3 | 3 | 2 | 5 | 3 | 2 | 2 | 5 | 2 | 3 N | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2C. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students the fundamentals in reading and math

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|-------------|-----------|---------|------------|-------------|-------------|---------|-----------|-------------------|-------------------|----------|----------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2431 | 547 | 1120 | 1490 | 1091 | 1042 | 3433 | 379 | 186 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2531 | 434 | 702 | 1719 | 1209 | 992 | 3178 | 576 | 207 | 4348 | 770 | 296 | - | - | 783 | 1549 | 565 | 2550 |
| Critically important | 72 PQRGI | 70 | 68 | 75 B | 74 B | 72 I | 67 | 74 AGI | 64 | 69 | 71 | 77 AK | 68 | - | - | 64 | 67 | 63 | 77 APQR |
| Important but not critical | 21 SLH | 21 | 23 | 20 | 20 | 24 H | 24 H | 19 | 33 AFGH | 25 | 22 AL | 15 | 23 | - | - | 26 AS | 25 AS | 26 S | 17 |
| Not very important | 4 SD | 5 D | 8 DE | 2 | 4 | 3 | 6 | 4 | 3 | 5 | 4 | 5 | 5 | - | - | 8 AS | 6 S | 7 S | 3 |
| Cannot say | 3 IE | 4 ACDE | 2 | 2 | 2 | 2 | 3 | 3 I | * | 2 | 3 | 4 | 4 | - | - | 2 | 2 | 4 | 3 |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2C. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students the fundamentals in reading and math

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|----------------------|------------|-------------|---------|---------|---------------------|------------|----------------|------------|---------------|-----------|-------|--------|--------------|---------|------|-----------------|------------|--------------|-------------|--------------|----------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3890 | 381 | 283 | 235 | 434 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1629 | 1315 | 3523 | 1922 | 2686 | 2678 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2947 | 410 | 411 | 409 | 387 | 1678 | 4607 | 776 | 522 | 164 | 46 | 947 | 1226 | 1485 | 1489 | 3442 | 1797 | 2760 | 2442 | 1079 | 2603 | 74 |
| Critically important | 72 IJKFG UVWSO | 75 ACFG | 66 | 70 | 72 F | 60 | 68 F | 73 AIJK | 50 | 48 | 51 | 64 | 74 | 72 | 69 | 74 | 72 | 73 | 69 | 76 AS | 63 W | 68 UW | 28 |
| Important but not critical | 21 THB | 18 | 28 AB | 26 B | 24 | 29 AB | 26 AB | 20 | 34 AHL | 35 AHL | 40 AHL | 5 | 18 | 21 | 23 | 21 | 21 | 20 | 24 AT | 17 | 27 A | 24 A | 52 AUV |
| Not very important | 4 HB | 4 | 4 | 2 | 2 | 8 ABDEG | 5 | 4 | 13 AH | 13 AH | 8 | 23 | 4 | 4 | 6 AN | 4 | 5 | 4 | 5 | 4 | 9 AV | 5 | 2 |
| Cannot say | 3 USQP | 3 | 2 | 1 | 1 | 3 | 2 | 3 | 3 | 3 | * | 8 | 4 P | 3 P | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 3 U | 18 U |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2C. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students the fundamentals in reading and math

| | Disability | | | | | | Currently employed in ... | | | Work from home | | | |
|----------------------------|-------------|-------------------|------------|---------|---------------------|--------------------------|---------------------------|----------------|-------------------|----------------|---------|-----------|---------|
| | NET: YES | Yes, occasionally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non-profit sector | None | Some | Most | |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2185 | 1457 | 728 | 3268 | 1272 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2162 | 1445 | 717 | 3077 | 1167 | 900 | 1177 | 2154 | 155 | 1960 | 1113 | 523 |
| Critically important | 72 LHIBC | 68 | 67 | 68 | 76 ABCDG | 75 BCDG | 69 | 63 | 69 H | 61 | 71 L | 55 | 70 L |
| Important but not critical | 21 E | 24 AEF | 26 AEF | 22 | 18 | 18 | 25 AEF | 27 A | 24 A | 34 A | 23 A | 33 AKM | 21 |
| Not very important | 4 E | 6 AEG | 5 | 7 EG | 3 | 5 | 3 | 8 AI | 5 | 5 | 4 | 10 AKM | 6 |
| Cannot say | 3 IJ | 2 | 2 | 3 | 2 | 2 | 2 | 3 J | 2 | * | 2 | 2 | 3 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2D. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Equip students with the skills they will need to get the type of jobs and career they want

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|---------------------------|---------|-----|----------------------|------|------|-----|-----|-----|-----|---------|----------|-----|-----------------|-----|------|------|-----|--------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 4 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 139 | 106 | 49 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 69 | 66 | 64 | 74 | 64 | 70 | 66 | 67 | 70 | 71 | 71 | 63 | 86 GI | 82 | 69 | 69 | 70 | 70 | 78 | 68 |
| Important but not critical | 23 | 20 | 34 O | 21 | 24 | 22 | 26 | 28 | 20 | 22 | 21 | 34 O | 10 | 18 | 22 | 23 | 23 | 22 | 20 | 24 |
| Not very important | 5 Q | 2 | 3 | 4 | 1 | 5 | 5 | 2 | 7 | 5 | 5 | 1 | 2 | - | 3 | 3 | 5 | 5 | 1 | 5 Q |
| Cannot say | 3 | 12 KLMNO EFHIJ A | * | 1 | 10 JKLMN AEFHI | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 2 | - | 6 RSTUV A | 5 | 2 | 3 | 1 | 3 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2D. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Equip students with the skills they will need to get the type of jobs and career they want

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|----------------------------|------------------|-----|---------|----------------------|-----------|-------------|-------|----------|----------|-----------|------------|--------|-----------|-------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4615 | 606 | 2719 | 2843 | 932 | 934 | 934 | 933 | 1866 | 2800 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4288 | 680 | 2646 | 2761 | 1088 | 1197 | 1113 | 1051 | 998 | 3361 |
| Critically important | 69 JKOH | 70 | 65 | 70 | 70 | 69 | 69 | 65 | 72 AH | 63 | 61 | 66 | 71 JKO | 75 AJKLO | 66 K |
| Important but not critical | 23 NI | 22 | 29 A | 23 | 21 | 23 | 24 | 26 AI | 21 | 25 | 29 AMNO | 25 | 21 | 20 | 25 MN |
| Not very important | 5 NIG | 4 | 5 | 6 | 8 | 5 G | 2 | 6 AI | 4 | 9 AMNO | 7 AMN | 6 N | 4 N | 2 | 6 MN |
| Cannot say | 3 F | 3 | 2 | 1 | 1 | 3 | 5 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2D. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Equip students with the skills they will need to get the type of jobs and career they want

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|------------------|-------------------|-------------------|----------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3762 | 3417 | 2412 | 673 | 333 | 2541 | 345 | 1158 | 230 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4104 | 3763 | 2714 | 738 | 311 | 2807 | 341 | 630 | 277 | 933 | 983 | 983 | 1408 |
| Critically important | 69 BCDEG | 66 C | 64 | 65 | 63 | 66 | 66 | 82 CDEFG AB | 76 CDEFG AB | 72 | 69 | 68 | 65 | 70 |
| Important but not critical | 23 H | 25 AHI | 26 ABHI | 27 ABGHI | 26 H | 24 H | 25 AHI | 13 | 20 | 20 | 26 | 23 | 25 | 25 |
| Not very important | 5 I | 6 AI | 6 AI | 6 I | 7 I | 5 | 6 AI | 4 | 2 | 5 | 4 | 5 | 7 K | 4 |
| Cannot say | 3 N | 3 | 3 | 3 | 3 | 5 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2D. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Equip students with the skills they will need to get the type of jobs and career they want

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|-----------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2432 | 547 | 1120 | 1490 | 1090 | 1042 | 3433 | 379 | 186 | 4178 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2528 | 436 | 703 | 1719 | 1210 | 988 | 3181 | 573 | 206 | 4351 | 771 | 292 | - | - | 775 | 1543 | 566 | 2563 |
| Critically important | 69 QC | 68 | 61 | 74 ABC | 69 | 67 | 65 | 71 AG | 68 | 64 | 69 | 68 | 67 | - | - | 66 | 65 | 68 | 71 AQ |
| Important but not critical | 23 | 23 | 29 D | 20 | 25 | 26 | 24 | 22 | 24 | 31 H | 23 | 24 | 27 | - | - | 26 | 26 S | 22 | 22 |
| Not very important | 5 SH | 5 | 7 | 4 | 4 | 5 | 7 H | 4 | 8 HJ | 3 | 5 | 5 | 3 | - | - | 5 | 6 S | 8 AS | 4 |
| Cannot say | 3 IDE | 5 ADE | 3 | 2 | 2 | 2 | 4 I | 3 I | * | 1 | 3 | 3 | 3 | - | - | 3 | 3 | 2 | 4 |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2D. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Equip students with the skills they will need to get the type of jobs and career they want

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|------------|-----------|-------------|------------|-------|---------------------|------------|----------------|------------|---------------|-------|-------|---------|--------------|--------|------|-----------------|------------|--------------|-------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3891 | 381 | 283 | 235 | 434 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1630 | 1315 | 3523 | 1921 | 2686 | 2678 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2950 | 410 | 411 | 411 | 387 | 1680 | 4610 | 773 | 523 | 162 | 46 | 940 | 1224 | 1490 | 1497 | 3446 | 1791 | 2744 | 2459 | 1078 | 2611 | 74 |
| Critically important | 69 UVWD | 70 ADF | 67 | 61 | 70 | 61 | 66 | 69 | 62 | 62 | 72 | 51 | 72 | 66 | 68 | 69 | 68 | 70 | 68 | 70 | 60 | 66 U | 46 |
| Important but not critical | 23 RM | 22 | 26 | 34 ABEG | 24 | 24 | 26 | 23 | 27 | 27 | 19 | 41 | 19 | 26 M | 24 | 25 | 26 AR | 20 | 24 | 23 | 29 A | 25 A | 35 |
| Not very important | 5 B | 4 | 6 | 3 | 5 | 12 ABCDEG | 7 ABD | 5 | 6 | 7 | 2 | 8 | 3 | 6 | 6 | 4 | 4 | 6 | 6 A | 4 | 9 AVW | 5 W | * |
| Cannot say | 3 SQOPG | 4 G | 2 | 2 | 1 | 2 | 2 | 3 | 5 | 5 | 6 | 1 | 5 OP | 3 | 2 | 2 | 2 | 4 | 2 | 3 | 2 | 3 | 18 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2D. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Equip students with the skills they will need to get the type of jobs and career they want

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|-------------------------------|------------|-------------|---------------------------|---------------|-----------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2186 | 1458 | 729 | 3268 | 1272 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2167 | 1447 | 720 | 3072 | 1170 | 902 | 1178 | 2161 | 155 | 1960 | 1113 | 523 |
| Critically important | 69 LHBC | 65 | 65 | 66 | 72 ABC | 69 BC | 71 BC | 62 | 66 | 63 | 70 L | 50 | 70 L |
| Important but not critical | 23 | 25 | 25 | 23 | 22 | 22 | 21 | 28 A | 26 A | 27 | 23 | 38 AKM | 22 |
| Not very important | 5 E | 8 AEFG | 8 AEG | 8 AE | 3 | 6 E | 5 | 7 A | 5 | 7 | 5 | 9 AKM | 4 |
| Cannot say | 3 B | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 4 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2E. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students to manage their emotions and get along with other people

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|---------------------------|----------|-----|---------------------------|-------------------|----------|------------|---------|-----------|----------|----------------------|-------------|-----|-----------------|---------|----------|---------|------------------|---------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5599 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4288 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 138 | 107 | 49 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 58 STVG | 58 | 54 | 60 | 48 | 66 IJKLM AG | 58 | 52 | 54 | 53 | 54 | 80 IJKLM ADEFG | 78 GJKLM | 67 | 55 | 55 | 53 | 53 | 75 QRSTV A | 56 |
| Important but not critical | 32 HN | 25 | 42 HN | 31 | 33 | 25 | 33 HN | 41 ADHN | 33 | 37 DHN | 36 HN | 16 | 21 | 32 | 31 | 33 | 37 AQ | 36 A | 24 | 34 A |
| Not very important | 6 UO | 5 | 4 | 7 | 9 O | 6 | 6 | 5 | 10 O | 8 O | 6 | 3 | * | * | 7 U | 8 U | 7 U | 7 U | 1 | 6 U |
| Cannot say | 3 EN | 12 KLMNO EFHIJ A | * | 2 | 10 KLMNO EFHIJ A | 3 | 3 E | 2 | 3 | 2 | 5 EN | * | * | 1 | 7 RSTUV A | 5 SU | 2 | 3 | * | 4 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2E. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students to manage their emotions and get along with other people

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|----------------------------|------------------|-----------|---------|----------------------|-----------|-------------|-------|----------|----------|----------|--------|--------|-------|------|--------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5599 | 559 | 924 | 432 | 362 | 4614 | 607 | 2720 | 2843 | 932 | 934 | 934 | 933 | 1866 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4285 | 690 | 2642 | 2765 | 1089 | 1202 | 1117 | 1055 | 984 | 3374 |
| Critically important | 58 HE | 65 ADE | 59 | 53 | 50 | 58 | 59 | 53 | 63 AH | 57 | 57 | 55 | 59 | 61 | 57 |
| Important but not critical | 32 I | 27 | 32 | 38 B | 40 AB | 33 | 28 | 35 AI | 30 | 30 | 32 | 34 | 32 | 32 | 33 |
| Not very important | 6 NI | 5 | 6 | 8 | 5 | 6 | 8 | 9 AI | 4 | 9 AMN | 8 N | 8 N | 6 | 4 | 7 N |
| Cannot say | 3 F | 2 | 2 | 1 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2E. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students to manage their emotions and get along with other people

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|------------|-------------|------------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5599 | 3762 | 3417 | 2412 | 673 | 332 | 2541 | 345 | 1158 | 230 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4096 | 3752 | 2714 | 736 | 302 | 2801 | 344 | 635 | 278 | 936 | 985 | 985 | 1397 |
| Critically important | 58 BCDG | 56 CD | 55 | 55 | 56 | 61 | 55 | 65 BCDG | 63 ABCDG | 66 BCDG | 56 | 61 | 54 | 60 |
| Important but not critical | 32 | 33 J | 34 AJ | 35 AJ | 33 | 30 | 34 AJ | 28 | 30 | 24 | 37 A | 31 | 34 | 32 |
| Not very important | 6 KI | 7 AFI | 8 AFI | 8 AFI | 9 AFI | 4 | 7 I | 5 | 3 | 7 | 4 | 6 | 8 K | 7 |
| Cannot say | 3 N | 3 | 3 | 3 | 2 | 5 | 3 | 2 | 3 | 3 | 3 N | 2 | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2E. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students to manage their emotions and get along with other people

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|-----------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5599 | 2431 | 548 | 1120 | 1490 | 1091 | 1041 | 3434 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2529 | 438 | 697 | 1722 | 1212 | 983 | 3183 | 580 | 208 | 4346 | 772 | 296 | - | - | 781 | 1546 | 565 | 2555 |
| Critically important | 58 K | 56 | 57 | 62 B | 58 | 56 | 55 | 60 A | 59 | 62 | 56 | 67 AK | 62 | - | - | 62 | 57 | 54 | 58 |
| Important but not critical | 32 LH | 33 | 32 | 29 | 33 | 35 | 36 H | 30 | 33 | 27 | 34 AL | 26 | 27 | - | - | 29 | 33 | 36 | 32 |
| Not very important | 6 L | 6 | 9 | 5 | 7 | 7 | 6 | 6 | 7 | 7 | 7 L | 4 | 7 | - | - | 7 | 7 | 7 | 6 |
| Cannot say | 3 QIE | 5 ACE | 2 | 3 | 2 | 3 I | 3 I | 4 I | 1 | 3 | 3 | 3 | 5 | - | - | 2 | 2 | 3 | 4 AQ |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2E. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students to manage their emotions and get along with other people

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|------------|-------|-------------|---------|-------|---------------------|------------|----------------|------------|---------------|-------|-------|--------|--------------|--------|------|-----------------|------------|--------------|-------------|--------------|------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5599 | 3891 | 381 | 283 | 235 | 435 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1629 | 1316 | 3523 | 1922 | 2686 | 2678 | 907 | 2471 | 39 |
| Unweighted Total | 5447 | 2948 | 411 | 409 | 408 | 391 | 1680 | 4606 | 778 | 520 | 166 | 48 | 949 | 1225 | 1483 | 1490 | 3444 | 1795 | 2765 | 2438 | 1070 | 2608 | 74 |
| Critically important | 58 VW | 59 | 58 | 56 | 57 | 52 | 56 | 58 | 55 | 53 | 59 | 83 | 62 | 56 | 56 | 60 | 57 | 60 | 58 | 59 | 58 W | 55 W | 35 |
| Important but not critical | 32 M | 31 | 33 | 38 | 37 | 40 AB | 36 AB | 32 | 29 | 30 | 29 | 14 | 27 | 33 | 36 AMP | 31 | 34 A | 30 | 33 | 32 | 33 | 34 | 42 |
| Not very important | 6 H | 6 | 7 | 6 | 5 | 6 | 6 | 6 | 14 AHL | 15 AHL | 10 | * | 6 | 7 | 6 | 7 | 7 | 6 | 6 | 7 | 8 | 8 A | 3 |
| Cannot say | 3 QOPDG US | 4 ADG | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 1 | 3 | 5 P | 4 OP | 2 | 2 | 3 | 4 | 2 | 3 | 1 | 3 U | 20 U |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2E. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students to manage their emotions and get along with other people

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|-------------------------------|------------|-------------|---------------------------|---------------|------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5599 | 2186 | 1457 | 728 | 3268 | 1273 | 868 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2169 | 1444 | 725 | 3069 | 1177 | 902 | 1169 | 2159 | 153 | 1960 | 1113 | 523 |
| Critically important | 58 L | 59 | 60 | 57 | 59 | 61 B | 66 ABCDE | 56 | 56 | 56 | 58 L | 47 | 61 L |
| Important but not critical | 32 G | 32 G | 30 | 36 FG | 32 | 30 | 27 | 34 | 35 | 34 | 34 | 38 AM | 29 |
| Not very important | 6 | 7 G | 8 G | 6 | 6 | 6 | 5 | 8 | 7 | 8 | 5 | 13 AKM | 6 |
| Cannot say | 3 HB | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 4 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2F. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about healthy lifestyle choices, including diet and exercise

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|----------------------|-----|-----|----------------------|-----------|---------|-----------|-----|-----------|--------|--------------------|---------|-----|-----------------|--------|---------|---------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5597 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 3 | 4 | 382 | 296 | 990 | 1749 | 11 | 4286 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 138 | 101 | 55 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 54 V | 46 | 57 | 54 | 48 | 58 ADL | 53 | 52 | 50 | 51 | 52 | 69 IJKLM ADG | 68 D | 74 | 51 | 52 | 51 | 51 | 71 QRSTV A | 52 |
| Important but not critical | 38 H | 37 | 40 | 38 | 37 | 33 | 39 H | 42 HNO | 38 | 41 HNO | 38 | 26 | 23 | 26 | 38 | 38 | 41 U | 40 U | 25 | 39 AU |
| Not very important | 6 | 4 | 1 | 7 | 4 | 6 | 5 | 4 | 8 | 6 | 6 | 5 | 9 | - | 5 | 5 | 6 | 6 | 4 | 5 |
| Cannot say | 3 N | 13 JKLMN AEFHI | 1 | 1 | 11 JKLMN AEFHI | 3 | 3 | 2 | 4 | 2 | 4 N | * | - | 1 | 7 RSTUV A | 5 U | 3 | 3 | * | 3 |

Comparison Groups: ADEFGHIJKLMN/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2F. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about healthy lifestyle choices, including diet and exercise

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|-------------------------------|------------------|--------|---------|----------------------|-----------|-------------|-------|----------|----------|-------|------------|-------|-------|------|-------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5597 | 559 | 924 | 432 | 362 | 4614 | 606 | 2719 | 2844 | 931 | 934 | 934 | 933 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4286 | 687 | 2630 | 2779 | 1087 | 1197 | 1116 | 1055 | 992 | 3368 |
| Critically important | 54 H | 56 | 54 | 52 | 50 | 54 | 50 | 47 | 59 AH | 51 | 58 AJMO | 53 | 51 | 54 | 54 |
| Important but not critical | 38 I | 33 | 40 | 38 | 43 | 38 | 40 | 42 AI | 34 | 37 | 35 | 38 | 39 | 38 | 37 |
| Not very important | 6 I | 9 E | 5 | 7 | 4 | 6 | 4 | 8 AI | 4 | 7 | 4 | 6 | 7 | 4 | 6 |
| Cannot say | 3 FC | 2 | 2 | 2 | 3 | 3 | 5 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2F. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about healthy lifestyle choices, including diet and exercise

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|------------------|---------|------------------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5597 | 3762 | 3417 | 2411 | 673 | 332 | 2541 | 345 | 1158 | 229 | 1032 | 965 | 1131 | 1336 |
| Unweighted Total | 5447 | 4102 | 3760 | 2716 | 738 | 306 | 2810 | 342 | 634 | 274 | 940 | 987 | 978 | 1402 |
| Critically important | 54 M | 53 C | 52 | 52 | 55 | 49 | 53 | 62 BCDFG A | 54 | 63 BCDFG A | 55 M | 56 M | 48 | 55 M |
| Important but not critical | 38 | 38 | 38 | 39 J | 34 | 40 | 39 J | 32 | 38 | 29 | 37 | 35 | 41 | 40 |
| Not very important | 6 N | 6 | 7 A | 6 | 7 | 6 | 6 | 3 | 5 | 4 | 5 | 6 | 8 AN | 4 |
| Cannot say | 3 N | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 3 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2F. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about healthy lifestyle choices, including diet and exercise

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|-----------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5597 | 2431 | 548 | 1120 | 1489 | 1090 | 1042 | 3433 | 379 | 186 | 4176 | 1147 | 253 | - | - | 623 | 1285 | 539 | 3150 |
| Unweighted Total | 5447 | 2531 | 438 | 704 | 1713 | 1211 | 990 | 3179 | 576 | 207 | 4348 | 770 | 296 | - | - | 778 | 1546 | 565 | 2558 |
| Critically important | 54 KG | 54 | 48 | 54 | 55 C | 58 AG | 49 | 54 | 64 AFGH | 65 AGH | 51 | 59 AK | 62 K | - | - | 58 | 56 | 52 | 52 |
| Important but not critical | 38 LM | 35 | 39 | 39 | 39 | 38 I | 39 | 37 | 32 | 29 | 40 ALM | 31 | 28 | - | - | 34 | 36 | 37 | 39 |
| Not very important | 6 FE | 6 E | 9 E | 5 | 4 | 3 | 8 AFI | 6 F | 3 | 4 | 5 | 6 | 6 | - | - | 6 | 6 | 7 | 5 |
| Cannot say | 3 QFIE | 5 ADE | 4 E | 3 | 1 | 2 | 4 FI | 3 FI | 1 | 2 | 3 | 3 | 4 | - | - | 2 | 2 | 4 | 4 Q |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2F. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about healthy lifestyle choices, including diet and exercise

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|-----------|---------|-------------|---------|-------|---------------------|------------|----------------|------------|---------------|-------|----------|----------|--------------|---------|------|-----------------|------------|--------------|-------------|--------------|------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5597 | 3890 | 381 | 283 | 235 | 434 | 1403 | 5263 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1628 | 1315 | 3522 | 1921 | 2686 | 2677 | 907 | 2471 | 39 |
| Unweighted Total | 5447 | 2945 | 410 | 409 | 408 | 387 | 1675 | 4602 | 780 | 522 | 165 | 50 | 945 | 1232 | 1487 | 1483 | 3444 | 1795 | 2758 | 2444 | 1072 | 2613 | 75 |
| Critically important | 54 U | 52 | 59 | 52 | 61 | 52 | 57 | 53 | 54 | 52 | 59 | 68 | 56 | 54 | 51 | 54 | 55 | 52 | 56 A | 52 | 49 | 54 | 49 |
| Important but not critical | 38 | 38 | 35 | 41 | 30 | 43 E | 37 | 38 | 34 | 35 | 36 | 10 | 34 | 36 | 40 M | 39 | 38 | 37 | 37 | 39 | 41 | 37 | 28 |
| Not very important | 6 Q | 6 | 4 | 6 | 6 | 5 | 5 | 5 | 9 | 9 | 4 | 22 AH | 4 | 7 | 6 | 5 | 5 | 7 AQ | 5 | 6 | 7 | 6 | 6 |
| Cannot say | 3 SQPG | 4 AG | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 1 | * | 6 AOP | 3 P | 3 | 1 | 2 | 4 Q | 2 | 3 | 2 | 3 | 17 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2F. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about healthy lifestyle choices, including diet and exercise

| | Disability | | | | | | Currently employed in ... | | | Work from home | | | |
|-------------------------------|-------------|---------------------------|---------------|--------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|---------|-----------|---------|
| | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most | |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5597 | 2185 | 1457 | 728 | 3268 | 1272 | 868 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2164 | 1445 | 719 | 3077 | 1169 | 903 | 1184 | 2151 | 156 | 1960 | 1113 | 523 |
| Critically important | 54 LD | 52 | 54 | 48 | 55 D | 51 | 58 BDF | 54 | 52 | 58 | 55 L | 45 | 56 L |
| Important but not critical | 38 | 38 | 38 | 38 | 38 | 38 | 34 | 38 | 39 | 35 | 37 | 44 AKM | 35 |
| Not very important | 6 E | 8 ACE | 6 | 11 ABCEFG | 4 | 8 E | 6 | 6 | 6 | 6 | 5 | 9 AK | 6 |
| Cannot say | 3 LIBC | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | 3 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2G. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|---------------------------|--------------------|------------|--------------------|-------------------|----------|-------------------|------------|--------------------|-----------|---------------------------|---------|-------------|------------|----------|-------------|-------------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 4 | 382 | 296 | 990 | 1749 | 11 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 134 | 107 | 53 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 49 STVJKL | 47 | 36 | 55 EJKL | 50 | 57 IJKLM AE | 50 J | 37 | 40 | 43 | 45 | 73 IJKLM DEFGH A | 56 | 76 EJKLM | 50 ST | 51 ST | 42 | 43 | 68 QRSTV A | 47 ST |
| Important but not critical | 39 UHN | 32 P | 59 GHINP ADF | 37 P | 36 P | 32 P | 38 HP | 49 FHINP AD | 47 DHNP | 48 GHINP ADF | 42 HNP | 23 | 41 P | 3 | 37 U | 38 U | 48 AQRUV | 45 AQRUV | 22 | 41 AU |
| Not very important | 8 | 9 | 4 | 7 | 5 | 8 | 9 O | 13 GLNO | 8 | 6 | 7 | 3 | 1 | 21 O | 6 | 6 | 8 | 8 | 9 | 8 |
| Cannot say | 3 N | 13 KLMNO EFHIJ A | 1 | 1 | 9 IJLNO AEFH | 3 | 3 | 1 | 5 | 3 | 5 FJN | * | 2 | * | 6 ARSUV | 4 | 3 | 4 | 1 | 4 |

Comparison Groups: ADEFGHIJKLMNPO/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2G. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|-------------------------------|------------------|----------|---------|----------------------|-----------|-------------|-------|----------|----------|----------|------------|------------|----------|----------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4614 | 606 | 2719 | 2844 | 932 | 934 | 933 | 934 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4285 | 687 | 2632 | 2776 | 1087 | 1198 | 1112 | 1058 | 992 | 3368 |
| Critically important | 49 LMHD | 54 DE | 51 D | 41 | 43 | 49 | 52 | 44 | 55 AH | 52 LM | 55 ALMO | 45 | 45 | 50 | 48 |
| Important but not critical | 39 JKI | 35 | 40 | 50 ABC | 45 B | 40 | 36 | 43 AI | 36 | 34 | 33 | 44 AJKO | 43 JK | 40 JK | 40 JK |
| Not very important | 8 I | 7 | 8 | 7 | 7 | 8 | 8 | 10 AI | 6 | 9 | 9 | 9 | 8 | 7 | 9 |
| Cannot say | 3 C | 4 | 2 | 2 | 5 | 3 | 4 | 4 | 3 | 5 | 3 | 2 | 4 | 3 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2G. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|-------------------|-----------|-------------------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3762 | 3417 | 2412 | 673 | 332 | 2541 | 345 | 1158 | 229 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4096 | 3753 | 2712 | 735 | 306 | 2807 | 343 | 640 | 275 | 940 | 987 | 981 | 1405 |
| Critically important | 49 BCDG | 48 C | 46 | 46 | 49 | 45 | 47 | 61 CDEFG AB | 53 CDG | 60 BCDEFG A | 48 | 53 | 48 | 50 |
| Important but not critical | 39 J | 40 HJ | 41 ABHJ | 42 AHJ | 40 J | 40 J | 41 HJ | 31 | 37 J | 25 | 42 | 37 | 40 | 40 |
| Not very important | 8 | 9 H | 9 ABH | 9 AH | 8 | 11 | 9 H | 4 | 6 | 10 | 8 | 7 | 8 | 9 |
| Cannot say | 3 N | 3 | 3 | 3 | 4 | 5 | 3 | 3 | 3 | 5 | 3 | 3 | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2G. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|-------------------------------|-----------|-------------|----------|---------------|----------------|-------------|------------|------------|-------------------------|-------------------------|----------|----------|---------|-----------------|---------------------|------------------------------------|-------------------------------------|--------------------------------------|----------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2432 | 548 | 1120 | 1489 | 1090 | 1042 | 3434 | 379 | 186 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2533 | 434 | 704 | 1715 | 1208 | 984 | 3188 | 577 | 206 | 4351 | 770 | 293 | - | - | 779 | 1549 | 565 | 2554 |
| Critically important | 49 KGC | 50 C | 41 | 50 | 51 C | 48 | 43 | 52 AG | 55 FG | 48 | 47 | 57 AK | 49 | - | - | 54 Q | 46 | 54 | 49 |
| Important but not critical | 39 LH | 37 | 47 AB | 39 | 39 | 43 AHI | 44 AHI | 36 | 35 | 45 | 41 AL | 31 | 42 L | - | - | 34 | 42 P | 35 | 39 |
| Not very important | 8 F | 8 | 9 | 8 | 8 | 6 | 10 F | 8 | 7 | 5 | 8 | 8 | 6 | - | - | 9 | 9 | 8 | 8 |
| Cannot say | 3 E | 5 ADE | 3 | 3 | 1 | 3 | 4 | 3 | 4 | 1 | 3 | 4 | 3 | - | - | 3 | 3 | 3 | 4 |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2G. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|------------|---------|-------------|------------------|---------|---------------------|------------|----------------|------------|---------------|-------|-------|-----------|--------------|---------|----------|-----------------|------------|--------------|-------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3891 | 381 | 283 | 235 | 434 | 1403 | 5264 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1629 | 1315 | 3523 | 1921 | 2686 | 2677 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2953 | 409 | 409 | 411 | 383 | 1673 | 4609 | 774 | 515 | 165 | 52 | 948 | 1226 | 1479 | 1491 | 3444 | 1794 | 2760 | 2443 | 1071 | 2606 | 76 |
| Critically important | 49 VPHD | 49 D | 50 D | 33 | 55 D | 47 D | 48 D | 49 | 56 | 54 | 61 | 63 | 56 AOP | 53 OP | 47 | 45 | 50 | 49 | 51 | 48 | 49 | 46 | 35 |
| Important but not critical | 39 MI | 39 | 40 | 59 BCEFG A | 35 | 41 | 42 | 40 AIJ | 29 | 31 | 23 | 36 | 32 | 38 | 41 M | 43 AM | 40 | 38 | 38 | 41 A | 40 | 42 A | 43 |
| Not very important | 8 | 8 | 8 | 6 | 8 | 8 | 7 | 8 | 10 | 11 | 10 | 1 | 6 | 7 | 10 | 9 | 8 | 9 | 9 | 8 | 10 | 9 | 3 |
| Cannot say | 3 USQOP | 4 | 2 | 2 | 1 | 4 | 2 | 3 | 5 | 5 | 6 | * | 6 AOP | 3 | 2 | 2 | 3 | 4 | 3 | 3 | 2 | 3 U | 19 U |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2G. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|-------------------------------|------------|-------------|---------------------------|---------------|---------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|----------|------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2186 | 1457 | 729 | 3268 | 1273 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2161 | 1440 | 721 | 3078 | 1170 | 901 | 1176 | 2152 | 154 | 1960 | 1113 | 523 |
| Critically important | 49 LI | 52 | 51 | 52 | 49 | 51 | 59 ABCDEF | 48 | 46 | 52 | 48 | 44 | 45 |
| Important but not critical | 39 G | 38 G | 39 G | 36 | 40 G | 38 | 33 | 43 | 41 | 31 | 42 | 41 | 41 |
| Not very important | 8 | 8 | 7 | 9 G | 8 | 8 | 6 | 7 | 10 A | 14 | 7 | 12 AK | 11 |
| Cannot say | 3 I | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2H. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|----------------------------|-----------------------|----------------------|-----|----------|----------------------|-----------|----------|------------------|----------|-----------|-----|----------------------|---------|---------------------|-----------------|-----------|----------|---------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5599 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 5 | 4 | 382 | 296 | 990 | 1749 | 12 | 4288 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 138 | 106 | 50 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Critically important | 60 V | 59 | 61 | 58 | 55 | 65 AIJ | 58 | 53 | 58 | 58 | 61 | 81 IJKLM ADFGH | 75 J | 96 IJKLM ADFG | 57 | 57 | 57 | 59 | 84 QRSTV A | 58 |
| Important but not critical | 32 UHN | 26 | 36 | 35 NP | 30 | 28 | 34 HN | 42 DHMNP A | 36 NP | 35 HNP | 31 | 18 | 23 | 4 | 32 U | 33 U | 37 AU | 34 U | 15 | 34 AU |
| Not very important | 5 O | 3 | 3 | 5 | 5 | 5 | 5 NO | 3 | 4 | 5 | 4 | 1 | * | 1 | 4 | 4 | 4 | 4 | * | 5 |
| Cannot say | 3 N | 12 KLMNO AFHIJ | - | 3 | 10 KLMNO AFHIJ | 3 | 3 | 2 | 3 | 2 | 4 | * | 1 | - | 7 RSTUV A | 6 ASTU | 2 | 3 | 1 | 3 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2H. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|-------------------------------|------------------|-----|---------|----------------------|-----------|-------------|-------|----------|----------|--------|--------|---------|-------|--------------|---------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5599 | 559 | 924 | 432 | 362 | 4615 | 607 | 2719 | 2844 | 932 | 934 | 934 | 933 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4282 | 687 | 2637 | 2770 | 1087 | 1198 | 1112 | 1055 | 995 | 3365 |
| Critically important | 60 JOH | 61 | 56 | 58 | 57 | 60 | 61 | 54 | 65 AH | 55 | 57 | 56 | 58 | 66 AJKLMO | 57 |
| Important but not critical | 32 NI | 31 | 37 | 36 | 34 | 33 | 30 | 36 AI | 29 | 35 | 33 | 35 N | 34 | 29 | 34 N |
| Not very important | 5 NI | 5 | 5 | 5 | 6 | 5 | 4 | 6 AI | 3 | 7 N | 6 N | 6 N | 5 | 3 | 5 N |
| Cannot say | 3 FD | 2 | 2 | 1 | 3 | 3 | 5 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2H. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|---------------|-----------------|-----------------|------------|--------------|---------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5599 | 3763 | 3417 | 2412 | 672 | 332 | 2540 | 345 | 1158 | 230 | 1032 | 965 | 1131 | 1336 |
| Unweighted Total | 5447 | 4086 | 3742 | 2705 | 731 | 306 | 2795 | 344 | 646 | 277 | 934 | 985 | 983 | 1401 |
| Critically important | 60 MBCD | 58 C | 57 | 57 | 57 | 57 | 58 | 66 BCD | 66 BCDEGA | 59 | 59 | 61 M | 53 | 65 AKM |
| Important but not critical | 32 | 34 | 34 AI | 35 AI | 35 | 32 | 34 | 27 | 29 | 33 | 35 | 30 | 36 | 31 |
| Not very important | 5 NI | 5 AI | 6 AI | 5 I | 6 | 6 | 5 I | 3 | 3 | 4 | 4 | 6 N | 6 N | 3 |
| Cannot say | 3 N | 3 | 3 | 3 | 3 | 5 | 3 | 4 | 2 | 3 | 2 | 3 | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2H. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|-------------------------------|-----------|-------------|--------|---------------|----------------|-------------|------------|------------|-------------------------|-------------------------|----------|----------|-------|-----------------|---------------------|------------------------------------|-------------------------------------|--------------------------------------|----------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5599 | 2431 | 548 | 1120 | 1490 | 1091 | 1042 | 3434 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2530 | 440 | 705 | 1711 | 1216 | 983 | 3180 | 577 | 207 | 4349 | 772 | 293 | - | - | 774 | 1546 | 565 | 2562 |
| Critically important | 60 KGB | 57 | 57 | 61 | 64 AB | 60 G | 51 | 62 AG | 58 | 63 G | 58 | 65 AK | 64 | - | - | 55 | 57 | 60 | 61 AP |
| Important but not critical | 32 LH | 33 | 35 | 33 | 30 | 33 | 38 AH | 30 | 34 | 32 | 34 AL | 27 | 29 | - | - | 35 | 34 | 33 | 31 |
| Not very important | 5 S | 5 | 5 | 4 | 4 | 4 | 7 | 4 | 6 | 3 | 5 | 4 | 3 | - | - | 8 AS | 6 S | 6 | 4 |
| Cannot say | 3 E | 5 ADE | 3 | 2 | 1 | 2 | 4 | 3 | 2 | 2 | 3 | 4 | 4 | - | - | 3 | 3 | 2 | 4 |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2H. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|------------|---------|-------------|---------|-------|---------------------|------------|----------------|------------|---------------|-------|-------|--------|--------------|---------|--------|-----------------|------------|--------------|-------------|--------------|--------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5599 | 3891 | 381 | 283 | 235 | 435 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1629 | 1316 | 3524 | 1921 | 2686 | 2679 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2953 | 410 | 410 | 409 | 386 | 1676 | 4611 | 772 | 517 | 164 | 48 | 941 | 1230 | 1485 | 1489 | 3448 | 1791 | 2757 | 2445 | 1069 | 2599 | 74 |
| Critically important | 60 VF | 60 F | 55 | 62 | 62 | 52 | 58 | 60 | 56 | 57 | 69 | 25 | 64 | 59 | 58 | 59 | 60 | 60 | 60 | 59 | 58 | 57 | 48 |
| Important but not critical | 32 M | 31 | 36 | 34 | 32 | 41 AB | 36 | 32 | 32 | 29 | 26 | 67 | 28 | 33 | 35 M | 33 | 33 | 31 | 32 | 33 | 34 | 34 | 31 |
| Not very important | 5 | 4 | 6 | 2 | 4 | 6 | 5 | 5 | 8 | 8 | 4 | 8 | 4 | 4 | 5 | 6 A | 5 | 5 | 5 | 5 | 6 | 5 | 2 |
| Cannot say | 3 UQOPG | 4 AG | 2 | 1 | 1 | 1 | 2 | 3 | 4 | 6 | 1 | - | 5 | 4 | 2 | 2 | 2 | 4 Q | 3 | 3 | 2 | 3 U | 19 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2H. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Disability | | | | | | Currently employed in ... | | | Work from home | | | |
|-------------------------------|------------|-------------|---------------------------|---------------|------|------------------------|--------------------------------|------------------|-------------------|--------------------------|---------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5599 | 2187 | 1458 | 729 | 3268 | 1273 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2172 | 1446 | 726 | 3068 | 1177 | 904 | 1167 | 2151 | 155 | 1960 | 1113 | 523 |
| Critically important | 60 L | 59 | 59 | 59 | 61 | 60 | 63 | 57 | 58 | 59 | 61 L | 48 | 59 L |
| Important but not critical | 32 | 34 | 33 | 34 | 32 | 33 | 31 | 34 | 35 A | 33 | 32 | 40 AKM | 33 |
| Not very important | 5 | 5 | 5 | 6 | 4 | 5 | 4 | 6 | 5 | 8 | 4 | 10 AKM | 5 |
| Cannot say | 3 IBD | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 4 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2I. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|-------------------------------|-----------------------|----------------------------|----------------------|---------|---------------------|-----------|-----------|-----------|----------|-----------|------------|----------------------|---------------------------|---------|-----------------|---------|----------|-----------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5603 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 4 | 6 | 6 | 382 | 296 | 990 | 1749 | 16 | 4292 |
| Unweighted Total | 5603 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 195 | 175 | 80 | 985 | 725 | 1392 | 1995 | 450 | 4671 |
| Critically important | 38 ST | 35 | 23 | 39 | 37 | 41 EL | 38 | 33 | 32 | 34 | 36 | 67 IJKLM DEFGH | 63 IJKLM DEFGH A | 56 E | 36 | 37 | 33 | 35 | 62 QRSTV A | 37 |
| Important but not critical | 43 N | 43 N | 64 ILMNO ADFGH | 45 N | 43 N | 40 N | 43 N | 49 N | 49 N | 46 N | 41 N | 24 | 34 | 44 | 45 | 45 | 47 AU | 44 | 35 | 44 |
| Not very important | 15 QUNOP | 10 P | 12 | 12 P | 11 P | 15 NOP | 15 NOP | 16 NOP | 15 OP | 17 NOP | 18 DNOP | 6 | 3 | * | 11 U | 11 U | 16 QU | 17 QRU | 3 | 15 QU |
| Cannot say | 4 UEO | 13 LMNOP FHIJK AE | 1 | 4 | 10 JLNOP AEHI | 4 O | 4 O | 2 | 4 | 3 | 5 EO | 2 | * | * | 8 RSTUV A | 6 SU | 3 | 4 U | 1 | 4 U |

Comparison Groups: ADEFGHIJKLMNPO/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2I. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|----------------------------|------------------|-----------|---------|----------------------|---------------|-------------|-------|----------|----------|---------|------------|-------|-------|------|---------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5603 | 559 | 924 | 432 | 362 | 4617 | 608 | 2722 | 2845 | 933 | 935 | 934 | 934 | 1867 | 2803 |
| Unweighted Total | 5603 | 429 | 623 | 400 | 323 | 4375 | 738 | 2718 | 2844 | 1094 | 1216 | 1141 | 1088 | 1064 | 3445 |
| Critically important | 38 H | 44 ADE | 39 | 34 | 33 | 38 | 34 | 32 | 42 AH | 41 M | 43 AMNO | 37 | 34 | 35 | 38 M |
| Important but not critical | 43 | 38 | 45 | 46 | 47 | 43 | 46 | 45 | 42 | 40 | 39 | 44 | 45 | 45 | 43 |
| Not very important | 15 I | 15 | 14 | 18 | 14 | 16 | 14 | 19 AI | 12 | 14 | 15 | 16 | 17 | 15 | 16 |
| Cannot say | 4 F | 2 | 3 | 2 | 6 | 3 | 6 | 4 | 4 | 5 | 3 | 3 | 4 | 4 | 3 |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2I. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|----------------------------|---------------------|--------------|------------------|---------------|------------------|-----------------|-----------------|------------|---------|---------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5603 | 3766 | 3420 | 2415 | 673 | 333 | 2543 | 345 | 1159 | 230 | 1034 | 965 | 1132 | 1338 |
| Unweighted Total | 5603 | 4206 | 3856 | 2793 | 745 | 318 | 2881 | 350 | 674 | 278 | 969 | 992 | 1009 | 1475 |
| Critically important | 38 | 40 ADI | 39 I | 38 | 45 BCDGI A | 36 | 39 DI | 45 I | 33 | 39 | 40 | 44 AMN | 34 | 36 |
| Important but not critical | 43 | 42 | 42 | 42 | 41 | 40 | 42 | 40 | 47 | 45 | 42 | 40 | 44 | 46 L |
| Not very important | 15 E | 15 E | 16 E | 17 E | 10 BCEGH | 18 E | 16 E | 11 | 15 | 12 | 14 | 13 | 18 | 16 |
| Cannot say | 4 NDG | 3 | 3 | 3 | 4 | 6 | 3 | 4 | 5 | 5 | 3 | 4 N | 4 N | 1 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES2I. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Education | | | | Immigration | | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|----------------------------|-----------|----------|--------|------------|-------------|---------|---------|---------|-------------------|-------------------|----------|------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | | | | | | | | | | | | | | | | (P) | (Q) | (R) | (S) |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5603 | 2433 | 548 | 1121 | 1491 | 1092 | 1043 | 3436 | 379 | 187 | 4181 | 1147 | 254 | - | - | 624 | 1287 | 540 | 3153 |
| Unweighted Total | 5603 | 2580 | 446 | 727 | 1788 | 1233 | 1015 | 3286 | 582 | 213 | 4489 | 775 | 306 | - | - | 794 | 1579 | 577 | 2653 |
| Critically important | 38 S | 38 | 35 | 38 | 39 | 40 | 37 | 37 | 45 AH | 36 | 37 | 40 | 40 | - | - | 47 AQS | 37 | 40 | 36 |
| Important but not critical | 43 P | 42 | 44 | 43 | 44 | 44 | 43 | 43 | 40 | 44 | 44 | 41 | 41 | - | - | 32 | 46 P | 43 P | 44 P |
| Not very important | 15 | 15 | 16 | 16 | 15 | 13 | 17 | 16 | 13 | 17 | 16 | 14 | 13 | - | - | 18 | 15 | 14 | 15 |
| Cannot say | 4 QIE | 5 AE | 5 E | 4 E | 2 | 3 | 4 | 4 I | 1 | 3 | 4 | 4 | 6 | - | - | 2 | 3 | 3 | 5 APQ |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2I. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|----------------------------|------------------|------------|-------------|------------|------------------|---------------------|------------|----------------|------------|---------------|----------|-------|-----------|--------------|---------|-----------|-----------------|------------|--------------|-------------|--------------|------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5603 | 3893 | 381 | 283 | 235 | 435 | 1405 | 5269 | 281 | 189 | 61 | 14 | 1082 | 1327 | 1630 | 1318 | 3527 | 1922 | 2688 | 2681 | 909 | 2473 | 39 |
| Unweighted Total | 5603 | 3047 | 411 | 411 | 413 | 398 | 1696 | 4729 | 809 | 536 | 167 | 62 | 959 | 1238 | 1513 | 1577 | 3573 | 1819 | 2805 | 2552 | 1113 | 2667 | 76 |
| Critically important | 38 THBD | 35 D | 40 D | 28 | 52 BCDFG A | 38 D | 41 BD | 36 | 56 AH | 54 AH | 63 AH | 50 | 43 AOP | 38 | 36 | 35 | 37 | 39 | 40 AT | 35 | 39 | 40 | 28 |
| Important but not critical | 43 IJ | 43 | 41 | 52 ABCE | 37 | 51 E | 45 | 44 AIJ | 31 | 30 | 30 | 47 | 41 | 43 | 44 | 45 | 45 A | 41 | 43 | 44 | 44 | 41 | 31 |
| Not very important | 15 MIKEF | 17 AEFG | 16 | 18 EFG | 10 | 10 | 13 | 16 AIK | 10 | 12 | 5 | 2 | 10 | 14 M | 17 M | 18 AMN | 15 | 15 | 14 | 17 A | 15 | 16 | 21 |
| Cannot say | 4 QOPFG US | 5 AEFG | 3 | 2 | 1 | 1 | 2 | 4 | 3 | 3 | 3 | 2 | 6 OP | 5 P | 3 | 2 | 3 | 5 | 3 | 4 | 2 | 4 | 20 U |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES2I. In your view, is it critically important, important but not critical, or not very important that public schools in your community do the following things:
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|-------------------------------|------------|-------------|---------------------------|---------------|------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|------|------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5603 | 2187 | 1458 | 729 | 3271 | 1273 | 869 | 1031 | 2053 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5603 | 2204 | 1460 | 744 | 3189 | 1199 | 913 | 1235 | 2185 | 164 | 1960 | 1113 | 523 |
| Critically important | 38 | 39 | 41 | 36 | 37 | 39 | 45 ABDEF | 40 | 39 | 42 | 40 | 39 | 39 |
| Important but not critical | 43 | 42 | 41 | 46 G | 44 | 41 | 39 | 41 | 42 | 46 | 42 | 42 | 42 |
| Not very important | 15 | 15 G | 15 | 15 | 16 | 16 | 13 | 16 | 16 | 9 | 16 | 16 | 15 |
| Cannot say | 4 KI | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 2 | 3 | 3 | 4 |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3A. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students how to safely use the Internet and social media

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|-------------|-----|------------------|------------|---------------------------|------------|----------|---------|-------------|----------|-----|-----|-------------------|------------|------------|-------------|------------|-----|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5599 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 134 | 106 | 54 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 38 STVDGLN Q | 26 | 37 | 36 N | 29 | 47 KLMNO DFGIJ A | 39 DGLN | 33 | 34 | 29 | 35 N | 19 | 23 | 42 | 31 | 33 | 30 | 32 | 30 | 36 ST |
| An excellent job | 14 QSTGLNO | 9 N | 7 | 13 NO | 8 | 16 GLNO | 16 GLNO | 12 NO | 10 N | 10 NO | 14 NO | 1 | 1 | 30 GKLNO DE | 10 | 10 | 11 | 12 | 13 | 14 S |
| A very good job | 24 STVL | 16 | 30 | 23 | 21 | 30 IJLMP ADG | 23 | 21 | 23 | 18 | 21 | 18 | 22 | 12 | 21 | 23 | 20 | 20 | 17 | 22 |
| A fair job | 30 | 28 | 26 | 24 | 32 | 27 | 29 | 35 | 32 | 39 AFHIM | 30 | 33 | 35 | 34 | 28 | 27 | 37 AQRTV | 34 AQRV | 34 | 31 |
| A poor job | 18 H | 24 H | 21 | 16 | 18 | 15 | 19 H | 19 | 19 | 20 | 20 | 25 | 28 | 22 | 19 | 17 | 19 | 20 | 25 | 19 A |
| Bottom 2 Box | 48 H | 52 | 47 | 41 | 50 | 41 | 48 H | 54 FH | 51 | 58 AFHIM | 50 H | 58 | 63 | 56 | 46 | 45 | 56 AQRV | 53 AQRV | 59 | 50 A |
| Cannot say | 14 | 23 AHIJL | 16 | 23 HIJLM A | 21 AHIL | 12 | 13 | 14 | 15 | 13 | 15 | 23 | 14 | 2 | 22 ASTV | 22 ASTV | 13 | 14 | 11 | 14 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3A. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students how to safely use the Internet and social media

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|---------|----------|----------------------|-----------|-------------|-------|----------|----------|-------------|------------|----------|----------|--------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vancouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5599 | 559 | 924 | 432 | 362 | 4614 | 607 | 2720 | 2843 | 932 | 934 | 934 | 933 | 1866 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4283 | 686 | 2643 | 2764 | 1087 | 1200 | 1112 | 1054 | 994 | 3366 |
| Top 2 Box | 38 MNID | 42 D | 45 AD | 28 | 38 | 38 | 39 | 41 AI | 35 | 46 AMNO | 42 MN | 40 N | 34 | 34 | 39 MN |
| An excellent job | 14 NI | 13 | 17 D | 10 | 16 | 14 | 16 | 16 AI | 12 | 20 ALMNO | 19 AMNO | 14 N | 12 | 10 | 15 MN |
| A very good job | 24 | 28 D | 29 AD | 19 | 22 | 24 | 23 | 25 | 23 | 26 | 23 | 25 | 22 | 24 | 23 |
| A fair job | 30 | 31 | 29 | 40 ABC | 32 | 31 A | 26 | 29 | 31 | 28 | 32 | 28 | 34 AJ | 29 | 31 |
| A poor job | 18 NC | 15 | 14 | 19 | 19 | 18 | 18 | 18 | 19 | 21 | 18 | 19 | 20 | 16 | 19 |
| Bottom 2 Box | 48 N | 46 | 44 | 59 ABC | 51 | 49 | 45 | 47 | 50 | 49 | 50 | 48 | 54 AN | 45 | 50 AN |
| Cannot say | 14 JKOHF | 13 | 11 | 12 | 11 | 13 | 17 | 12 | 15 AH | 5 | 8 | 13 JK | 13 JK | 21 AJKLMO | 11 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3A. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students how to safely use the Internet and social media

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|-------------------|------------------|-----------------|------------------|-------------|-------------------|---------------------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5599 | 3763 | 3417 | 2412 | 673 | 332 | 2541 | 345 | 1158 | 229 | 1033 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4094 | 3749 | 2708 | 737 | 304 | 2801 | 345 | 640 | 275 | 936 | 985 | 979 | 1408 |
| Top 2 Box | 38 I | 41 AFHIJ | 42 ABFHIJ | 43 AFHIJ | 44 AFHIJ | 34 | 43 AFHIJ | 32 | 32 | 30 | 34 | 45 AKN | 43 AKN | 37 |
| An excellent job | 14 KNI | 17 AI | 17 AI | 16 I | 21 BCDGI A | 16 I | 17 AI | 14 | 9 | 15 | 11 | 20 AKN | 16 | 12 |
| A very good job | 24 J | 25 FHJ | 25 ABFHJ | 27 CFGHJ AB | 22 | 18 | 26 AFHJ | 18 | 24 J | 15 | 23 | 25 | 27 | 25 |
| A fair job | 30 | 30 | 30 | 31 | 29 | 29 | 31 | 29 | 30 | 36 | 32 | 28 | 27 | 33 M |
| A poor job | 18 | 18 | 18 | 18 | 17 | 21 | 17 | 22 | 15 | 29 CDEGI AB | 18 | 16 | 18 | 19 |
| Bottom 2 Box | 48 | 49 | 48 | 49 | 46 | 50 | 48 | 51 | 45 | 65 EFGHI ABCD | 50 | 44 | 45 | 52 ALM |
| Cannot say | 14 NBCDEGJ | 10 CD | 9 D | 8 | 10 | 16 BCDGJ | 9 D | 17 BCDGJ | 23 CDEGJ AB | 5 | 16 LN | 11 | 12 | 11 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3A. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students how to safely use the Internet and social media

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|------------|---------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5599 | 2431 | 548 | 1120 | 1490 | 1091 | 1042 | 3433 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2525 | 438 | 699 | 1723 | 1217 | 987 | 3174 | 577 | 209 | 4345 | 772 | 297 | - | - | 774 | 1546 | 564 | 2563 |
| Top 2 Box | 38 SK | 40 | 42 | 35 | 36 | 41 G | 34 | 38 | 56 AFGHJ | 41 | 36 | 47 AK | 42 | - | - | 50 AS | 45 AS | 42 S | 32 |
| An excellent job | 14 SE | 16 E | 17 E | 14 | 11 | 16 | 12 | 14 | 28 AFGHJ | 16 | 14 | 16 | 19 | - | - | 24 AQRS | 16 S | 14 | 12 |
| A very good job | 24 SK | 24 | 25 | 22 | 25 | 25 | 22 | 24 | 28 | 26 | 22 | 31 AK | 23 | - | - | 26 | 29 AS | 28 S | 21 |
| A fair job | 30 PHB | 27 | 28 | 31 | 35 AB | 34 H | 34 AH | 28 | 34 | 33 | 31 | 28 | 32 | - | - | 25 | 29 | 32 | 31 P |
| A poor job | 18 LFI | 18 | 21 | 18 | 19 | 13 I | 21 FI | 19 FI | 8 | 14 | 20 AL | 12 | 15 | - | - | 17 | 19 | 19 | 18 |
| Bottom 2 Box | 48 PLIB | 45 | 49 | 49 | 54 AB | 46 | 55 AFHI | 47 | 41 | 47 | 50 AL | 40 | 47 | - | - | 41 | 49 P | 51 P | 49 P |
| Cannot say | 14 PQRGICE | 16 ACE | 9 | 15 CE | 10 | 12 I | 10 I | 15 AGI | 3 | 12 I | 14 | 13 | 11 | - | - | 9 | 6 | 7 | 19 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3A. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students how to safely use the Internet and social media

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|---------------------|-------------|-------------|-------------|-----------|---------------------|------------|-----------------|-------------|---------------|-------|----------|------------|--------------|-----------|-----------|-----------------|-------------|--------------|--------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Eno ugh | Not eno ugh | Worr ied | Not worr ied | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5599 | 3891 | 381 | 283 | 235 | 435 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1629 | 1316 | 3523 | 1921 | 2686 | 2679 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2950 | 411 | 410 | 409 | 388 | 1679 | 4608 | 775 | 519 | 164 | 49 | 945 | 1225 | 1485 | 1493 | 3441 | 1797 | 2755 | 2448 | 1070 | 2606 | 73 |
| Top 2 Box | 38 RHBD | 34 | 54 ABDG | 30 | 49 ABD | 47 ABD | 45 ABD | 37 | 53 AH | 54 AH | 43 | 82 AH | 37 | 41 | 40 | 37 | 43 AR | 32 | 38 | 39 | 47 AV | 41 A | 43 |
| An excellent job | 14 RHBD | 11 D | 24 ABD | 6 | 25 ABD | 23 ABD | 20 ABD | 13 | 29 AH | 27 AH | 26 | 57 AH | 17 | 15 | 12 | 15 | 17 AR | 9 | 15 | 14 | 20 AV | 15 | 24 |
| A very good job | 24 M | 23 | 29 | 24 | 25 | 24 | 25 | 24 | 24 | 27 | 17 | 25 | 20 | 26 M | 28 AMP | 22 | 25 A | 22 | 23 | 26 | 27 | 25 | 19 |
| A fair job | 30 M | 30 | 26 | 42 ABCEG | 25 | 37 CE | 33 CE | 30 A | 23 | 23 | 27 | 17 | 24 | 30 | 31 M | 34 AM | 29 | 31 | 32 A | 29 | 30 | 30 | 29 |
| A poor job | 18 QNIFG UT | 20 ACFG | 14 | 18 | 14 | 12 | 14 | 19 AI | 11 | 13 | 10 | 1 | 19 | 15 | 18 | 20 N | 16 | 22 AQ | 21 AT | 16 | 15 | 19 U | 10 |
| Bottom 2 Box | 48 MIJCE TQ | 50 ACE | 41 | 60 ABCEG | 39 | 49 | 47 C | 49 AIJ | 34 | 36 | 37 | 18 | 43 | 45 | 49 | 54 AMN | 46 | 53 AQ | 53 AT | 45 | 45 | 50 | 39 |
| Cannot say | 14 OPCFG UVSQ | 16 ACDFG | 6 | 10 | 11 F | 4 | 8 F | 14 | 12 | 10 | 20 | * | 20 ANOP | 14 P | 11 | 9 | 12 | 15 Q | 9 | 16 AS | 7 | 10 | 18 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3A. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students how to safely use the Internet and social media

| | Disability | | | | | | | Currently employed in ... | | | work from home | | |
|------------------|---------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5599 | 2186 | 1457 | 728 | 3269 | 1272 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2161 | 1446 | 715 | 3079 | 1167 | 902 | 1169 | 2160 | 150 | 1960 | 1113 | 523 |
| Top 2 Box | 38 E | 42 ADEFG | 46 ABDEFG | 36 | 35 | 39 | 36 | 49 AI | 39 | 52 A | 40 | 50 AKM | 38 |
| An excellent job | 14 E | 18 ADE | 21 ABDEFG | 13 | 12 | 16 E | 16 E | 20 AI | 15 | 17 | 16 | 18 A | 19 A |
| A very good job | 24 M | 24 G | 25 G | 22 | 24 | 22 | 20 | 29 AI | 24 | 35 | 24 | 31 AKM | 19 |
| A fair job | 30 BC | 27 | 26 | 30 | 32 ABC | 28 | 27 | 28 | 31 | 27 | 30 | 32 | 28 |
| A poor job | 18 LH | 19 | 19 | 20 | 18 | 19 | 26 ABCDEF | 15 | 20 H | 13 | 19 L | 14 | 20 L |
| Bottom 2 Box | 48 H | 47 | 45 | 50 | 50 | 47 | 53 ABCF | 43 | 51 AH | 40 | 50 | 46 | 48 |
| Cannot say | 14 KLHIBCG | 11 C | 9 | 14 BCG | 15 ABCG | 15 BCG | 10 | 8 | 10 | 8 | 10 L | 4 | 14 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3B. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Introduce students to different cultures and religions

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|---------------------|-----|---------------------|---------|----------|----------|-----------|------------|----------|---------|-----|---------------------|---------|-------------|-------------|------------|------------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 132 | 108 | 54 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 40 STD | 29 | 43 | 42 | 32 | 42 DL | 42 DL | 35 | 33 | 35 | 37 | 32 | 27 | 30 | 36 | 38 | 35 | 36 | 29 | 39 ST |
| An excellent job | 13 | 7 | 9 | 11 | 11 | 13 J | 14 DJ | 7 | 11 | 11 | 12 | 7 | 9 | 16 | 10 | 11 | 10 | 11 | 11 | 12 |
| A very good job | 27 | 22 | 34 | 31 | 21 | 28 | 28 | 28 | 22 | 24 | 25 | 25 | 18 | 14 | 26 | 27 | 24 | 25 | 18 | 26 |
| A fair job | 32 | 32 | 41 | 26 | 34 | 30 | 29 | 33 | 44 AFHI | 35 | 36 I | 40 | 60 HIJLM ADFG | 53 | 31 | 31 | 36 AV | 36 AV | 52 QRSTV A | 32 |
| A poor job | 13 FK | 14 | 6 | 7 | 13 | 13 K | 14 FK | 17 EFK | 6 | 15 FK | 11 | 13 | 6 | 15 | 11 | 10 | 14 | 13 | 12 | 13 |
| Bottom 2 Box | 45 F | 47 | 46 | 34 | 47 F | 43 | 43 F | 50 F | 50 F | 50 FI | 47 F | 52 | 66 FHI | 68 F | 42 | 40 | 50 AQRV | 49 AQRV | 63 AQRV | 45 |
| Cannot say | 16 | 24 JLMOP AEHI | 11 | 24 JLMOP AEHI | 21 | 15 | 15 | 15 | 17 | 15 | 16 | 16 | 7 | 2 | 22 ASTUV | 22 ASTUV | 15 | 15 | 7 | 16 |

Comparison Groups: ADEFGHIJKLMNPO/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3B. And based on what you know or have heard, how good a job do you would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Introduce students to different cultures and religions

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|---------|------------|----------------------|---------------|-------------|-------|----------|----------|-------------|------------|-----------|-----------|--------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4614 | 607 | 2719 | 2844 | 932 | 935 | 933 | 933 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4286 | 687 | 2643 | 2766 | 1087 | 1202 | 1113 | 1052 | 993 | 3367 |
| Top 2 Box | 40 N | 37 | 48 ABDE | 35 | 37 | 40 | 37 | 41 | 38 | 50 ALMNO | 45 AN | 43 N | 41 N | 29 | 43 AN |
| An excellent job | 13 MNI | 12 | 14 | 10 | 13 | 12 | 14 | 15 AI | 11 | 19 AMNO | 17 AMNO | 15 MN | 10 | 8 | 14 MN |
| A very good job | 27 N | 24 | 34 ABE | 26 | 24 | 27 | 23 | 27 | 27 | 31 AN | 29 N | 28 N | 31 AN | 21 | 29 AN |
| A fair job | 32 | 34 | 29 | 35 | 42 AC | 33 A | 30 | 31 | 32 | 29 | 34 | 31 | 32 | 32 | 32 |
| A poor job | 13 CE | 14 E | 10 | 14 E | 7 | 13 | 14 | 13 | 13 | 13 | 14 | 12 | 13 | 14 | 13 |
| Bottom 2 Box | 45 C | 48 C | 39 | 50 C | 49 | 46 | 44 | 45 | 45 | 41 | 48 J | 43 | 45 | 46 | 45 |
| Cannot say | 16 JKOHFC | 15 | 13 | 15 | 14 | 15 | 19 | 14 | 17 AH | 8 | 7 | 14 JKO | 14 JKO | 25 AJKLMO | 12 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3B. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Introduce students to different cultures and religions

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|------------------|---------------|------------------|------------------|-------------|---------------------|-------------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3763 | 3418 | 2413 | 673 | 333 | 2541 | 345 | 1158 | 229 | 1033 | 965 | 1131 | 1336 |
| Unweighted Total | 5447 | 4100 | 3761 | 2721 | 734 | 306 | 2810 | 339 | 635 | 274 | 941 | 984 | 981 | 1406 |
| Top 2 Box | 40 I | 45 AFHIJ | 46 ABFHIJ | 47 BFHIJ A | 48 AFHIJ | 35 I | 48 BFHIJ A | 33 | 25 | 34 | 37 | 43 | 43 | 40 |
| An excellent job | 13 KI | 15 AFI | 15 AFI | 15 AI | 19 ABCFI | 10 | 15 AI | 13 | 6 | 13 | 8 | 17 AKN | 15 KN | 10 |
| A very good job | 27 I | 30 AHIJ | 31 ABHIJ | 33 BCHIJ A | 28 I | 26 | 32 ABHIJ | 20 | 19 | 21 | 29 | 26 | 28 | 29 |
| A fair job | 32 | 32 | 32 | 33 | 32 | 28 | 32 | 33 | 31 | 35 | 31 | 34 | 31 | 34 |
| A poor job | 13 BCDG | 12 DG | 11 | 10 | 10 | 20 BCDEG A | 10 | 15 | 16 CDEG | 19 CDEG | 13 | 11 | 11 | 14 |
| Bottom 2 Box | 45 G | 44 G | 43 | 43 | 42 | 48 | 42 | 48 | 47 | 54 BCDEG | 44 | 45 | 42 | 48 |
| Cannot say | 16 LNBCDEG | 11 CD | 10 | 9 | 11 | 16 CDG | 10 D | 19 BCDEG | 28 EFGHJ ABCD | 11 | 19 ALN | 11 | 15 | 12 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3B. And based on what you know or have heard, how good a job do you would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Introduce students to different cultures and religions

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|--------------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2431 | 548 | 1120 | 1490 | 1091 | 1041 | 3433 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1285 | 539 | 3150 |
| Unweighted Total | 5447 | 2525 | 438 | 698 | 1726 | 1213 | 985 | 3181 | 576 | 206 | 4346 | 771 | 297 | - | - | 780 | 1547 | 565 | 2555 |
| Top 2 Box | 40 SKH | 38 | 43 | 38 | 42 | 45 AGH | 39 | 38 | 58 AFGH | 52 AGH | 38 | 44 AK | 50 AK | - | - | 55 ARS | 48 AS | 42 S | 32 |
| An excellent job | 13 S | 13 | 18 ADE | 12 | 11 | 13 | 12 | 12 | 19 AFH | 12 | 12 | 13 | 17 | - | - | 21 AQRS | 15 AS | 14 | 10 |
| A very good job | 27 SKH | 25 | 24 | 25 | 31 ABCD | 32 AGH | 26 | 25 | 39 AFGH | 39 AGH | 25 | 31 AK | 33 | - | - | 34 AS | 33 AS | 29 S | 23 |
| A fair job | 32 PL | 30 | 37 B | 30 | 33 | 32 | 33 | 31 | 29 | 26 | 33 AL | 28 | 27 | - | - | 25 | 33 P | 38 APS | 31 |
| A poor job | 13 I | 14 | 10 | 12 | 14 | 11 | 14 I | 14 I | 9 | 12 | 13 | 12 | 13 | - | - | 12 | 12 | 10 | 14 R |
| Bottom 2 Box | 45 PLI | 44 | 48 | 43 | 48 | 43 | 47 I | 45 | 38 | 38 | 47 AL | 40 | 40 | - | - | 38 | 45 P | 48 P | 46 P |
| Cannot say | 16 QRMFICE P | 18 ACE | 10 | 19 ACE | 10 | 12 I | 14 I | 17 AFIJ | 4 | 10 | 16 | 16 | 10 | - | - | 7 | 7 | 10 | 22 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3B. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Introduce students to different cultures and religions

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|---------------------------|------------------|-------------|---------|-----------|---------------------|------------|----------------|------------|---------------|----------|-------|------------|--------------|----------|-----------|-----------------|------------|--------------|-------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3890 | 381 | 283 | 235 | 435 | 1405 | 5265 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1628 | 1316 | 3523 | 1921 | 2686 | 2678 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2946 | 409 | 411 | 411 | 391 | 1683 | 4611 | 772 | 522 | 162 | 45 | 945 | 1224 | 1478 | 1500 | 3447 | 1792 | 2765 | 2437 | 1079 | 2606 | 76 |
| Top 2 Box | 40 RHB | 35 | 57 ABDG | 37 | 51 ABD | 48 AB | 49 ABD | 39 | 50 AH | 49 AH | 45 | 78 | 35 | 39 | 41 | 45 AMN | 43 AR | 35 | 42 A | 38 | 54 AV | 44 A | 36 |
| An excellent job | 13 ROHB | 10 | 21 ABD | 10 | 24 ABD | 20 ABD | 19 ABD | 12 | 22 AH | 23 AH | 21 | 24 | 14 | 13 | 10 | 14 O | 15 AR | 9 | 13 | 12 | 19 AV | 14 | 13 |
| A very good job | 27 M | 26 | 36 ABG | 28 | 27 | 28 | 30 B | 27 | 28 | 26 | 24 | 54 | 21 | 26 | 30 AM | 30 AM | 28 | 26 | 29 | 26 | 35 AV | 30 A | 23 |
| A fair job | 32 MIJ | 32 | 30 ABCEG | 41 | 25 | 34 | 33 E | 32 AIJ | 22 | 22 | 21 | 17 | 27 | 34 M | 34 M | 33 | 32 | 33 | 33 | 32 | 29 | 33 | 41 |
| A poor job | 13 UQCG | 14 CG | 9 | 12 | 13 | 10 | 10 | 13 | 17 | 19 AH | 11 | 4 | 17 ANO | 12 | 12 | 12 | 11 | 16 AQ | 15 A | 12 | 9 | 12 | 12 |
| Bottom 2 Box | 45 UQ | 46 C | 39 ACEG | 53 | 38 | 44 | 43 | 45 | 39 | 42 | 31 | 21 | 43 | 45 | 46 | 45 | 43 | 49 AQ | 47 A | 44 | 37 | 46 U | 53 |
| Cannot say | 16 JCDFG VSQOP U | 19 CDEFG A | 5 | 10 | 11 C | 8 | 8 C | 16 J | 11 | 9 | 24 IJ | 1 | 21 ANOP | 16 P | 13 | 10 | 14 | 16 | 11 | 18 AS | 8 | 11 | 11 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3B. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Introduce students to different cultures and religions

| | Disability | | | | | | | Currently employed in ... | | | work from home | | |
|------------------|----------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|----------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2186 | 1457 | 729 | 3268 | 1273 | 869 | 1030 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2164 | 1443 | 721 | 3076 | 1171 | 902 | 1176 | 2156 | 158 | 1960 | 1113 | 523 |
| Top 2 Box | 40 E | 43 ADEF | 47 ABDEFG | 36 | 37 | 37 | 40 | 52 AI | 44 A | 43 | 45 A | 54 AKM | 38 |
| An excellent job | 13 E | 16 ADEF | 18 ABDEF | 11 | 11 | 13 | 15 E | 19 AI | 13 | 14 | 16 A | 14 | 15 |
| A very good job | 27 | 28 F | 29 FG | 25 | 27 | 24 | 24 | 34 A | 31 A | 29 | 29 | 39 AKM | 23 |
| A fair job | 32 BC | 28 | 28 | 28 | 34 ABCG | 29 | 29 | 29 | 34 AH | 30 | 33 | 30 | 32 |
| A poor job | 13 KH | 15 | 13 | 18 AE | 12 | 16 C | 19 ABCE | 10 | 12 | 20 H | 10 | 11 | 17 KL |
| Bottom 2 Box | 45 HC | 43 | 41 | 46 | 47 C | 45 C | 48 BC | 39 | 46 H | 50 | 43 | 41 | 49 L |
| Cannot say | 16 KLHIJBCG | 14 C | 12 | 18 BCG | 16 C | 18 BCG | 13 | 9 | 10 | 7 | 12 L | 5 | 13 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3C. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students the fundamentals in reading and math

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|---------------------|----------|------------------|-------------------|----------------------------|----------|-----------|-------------|-----------|----------|---------|----------|-----|-------------|-------------|----------|---------|-----|---------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 135 | 107 | 52 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 52 STVDGKL QR | 39 | 45 | 51 G | 33 | 65 KLMNO EFGIJ AD | 51 DG | 44 | 41 | 46 G | 47 G | 46 | 43 | 45 | 42 | 43 | 45 | 46 | 45 | 48 Q |
| An excellent job | 18 STVJMN | 16 | 9 | 16 | 11 | 26 KLMNO EFGIJ AD | 17 MN | 11 | 14 | 15 | 12 | 8 | 6 | 17 | 14 | 14 | 14 | 13 | 11 | 15 |
| A very good job | 34 QVDG | 22 | 35 | 35 DG | 22 | 39 DGIKL A | 33 DG | 33 | 27 | 31 | 35 DG | 38 | 37 | 28 | 28 | 30 | 31 | 32 | 34 | 32 |
| A fair job | 28 H | 29 | 31 | 24 | 39 AFHIJ | 21 | 28 H | 27 | 39 AFHIJ | 34 AFH | 32 H | 37 H | 47 FH | 37 | 30 | 31 | 34 A | 33 A | 40 | 30 A |
| A poor job | 11 H | 14 | 21 HO | 10 | 11 | 7 | 12 H | 18 AHO | 16 H | 11 H | 11 H | 10 | 5 | 17 | 12 | 11 | 13 | 12 | 11 | 12 A |
| Bottom 2 Box | 39 H | 43 H | 52 H | 34 | 50 AFH | 28 | 40 H | 45 H | 55 AFHIM | 45 AFH | 43 H | 47 H | 52 H | 53 | 42 | 42 | 47 AV | 45 A | 51 | 43 A |
| Cannot say | 9 K | 18 JKLMO AEHI | 3 | 15 EHIKL A | 16 HIKLO AE | 7 | 9 K | 11 K | 3 | 9 | 10 K | 7 | 5 | 1 | 16 ASTUV | 15 ASTUV | 8 | 9 | 4 | 10 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTU
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3C. And based on what you know or have heard, how good a job do you would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students the fundamentals in reading and math

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|-----------|---------|----------------------|---------------|-------------|-------|--------|----------|-------------|-------------|----------|------------|-------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4614 | 607 | 2719 | 2844 | 932 | 934 | 934 | 933 | 1866 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4281 | 692 | 2631 | 2779 | 1088 | 1194 | 1117 | 1060 | 988 | 3371 |
| Top 2 Box | 52 N | 62 ADE | 54 | 47 | 49 | 51 | 53 | 51 | 53 | 60 ALMNO | 57 ALMNO | 50 | 48 | 48 | 52 M |
| An excellent job | 18 NFE | 24 ADE | 19 E | 15 | 11 | 17 | 22 | 18 | 17 | 24 ALMNO | 20 N | 17 | 18 | 14 | 18 N |
| A very good job | 34 | 38 | 35 | 32 | 38 | 34 | 31 | 33 | 35 | 36 | 37 MO | 34 | 30 | 33 | 34 |
| A fair job | 28 GB | 23 | 30 B | 34 B | 33 B | 30 AG | 22 | 30 | 27 | 29 | 31 | 29 | 27 | 27 | 29 |
| A poor job | 11 JKC | 8 | 8 | 11 | 10 | 11 | 12 | 12 | 10 | 6 | 7 | 12 JK | 15 AJKO | 13 JK | 11 JK |
| Bottom 2 Box | 39 IB | 31 | 38 | 45 B | 43 B | 40 A | 35 | 41 | 37 | 35 | 38 | 41 | 42 J | 39 | 40 |
| Cannot say | 9 JKOHF | 8 | 8 | 8 | 8 | 8 | 12 | 8 | 10 AH | 5 | 5 | 9 JK | 10 JKO | 13 AJKLO | 8 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3C. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students the fundamentals in reading and math

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|---------------|---------------|---------------------|------------------|-------------|-------------------|----------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3763 | 3417 | 2412 | 673 | 333 | 2541 | 345 | 1159 | 229 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4098 | 3756 | 2714 | 735 | 307 | 2805 | 342 | 636 | 274 | 944 | 984 | 978 | 1405 |
| Top 2 Box | 52 FI | 54 AFI | 54 AFI | 55 AFI | 58 AFI | 38 | 55 ACFI | 54 F | 46 | 60 FI | 49 | 58 AK | 51 | 52 |
| An excellent job | 18 KI | 19 AI | 20 AI | 19 I | 24 ABFI | 15 | 20 AI | 16 | 13 | 21 | 14 | 24 AKMN | 17 | 16 |
| A very good job | 34 F | 35 F | 34 F | 36 CF | 34 F | 23 | 36 CF | 39 F | 33 F | 39 F | 35 | 34 | 35 | 36 |
| A fair job | 28 | 29 | 30 | 29 | 29 | 33 | 29 | 25 | 27 | 29 | 31 | 29 | 30 | 27 |
| A poor job | 11 LE | 10 E | 10 E | 10 | 7 | 17 DEGHJ ABC | 10 E | 10 | 13 E | 7 | 9 | 7 | 11 | 14 AKL |
| Bottom 2 Box | 39 | 39 | 40 | 39 | 36 | 50 EGHIJ ABCD | 39 | 35 | 40 | 36 | 40 | 35 | 41 | 41 |
| Cannot say | 9 LNBCDGJ | 7 DG | 6 | 6 | 7 | 12 BCDGJ | 6 | 11 D | 14 CDEGJ AB | 4 | 10 LN | 7 | 8 | 7 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3C. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students the fundamentals in reading and math

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|-----------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|--------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2431 | 547 | 1120 | 1490 | 1091 | 1042 | 3433 | 379 | 186 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2531 | 434 | 702 | 1719 | 1209 | 992 | 3178 | 576 | 207 | 4348 | 770 | 296 | - | - | 783 | 1549 | 565 | 2550 |
| Top 2 Box | 52 SK | 52 | 52 | 49 | 54 | 54 | 48 | 52 | 66 AFGH | 56 | 48 | 65 AKM | 55 | - | - | 60 AS | 59 AS | 56 S | 47 |
| An excellent job | 18 SK | 19 | 19 | 17 | 16 | 18 | 15 | 19 | 26 AFGH | 18 | 16 | 26 AK | 19 | - | - | 24 ARS | 24 ARS | 16 | 15 |
| A very good job | 34 SK | 33 | 33 | 32 | 38 AB | 36 | 34 | 34 | 39 | 39 | 32 | 39 AK | 36 | - | - | 36 | 35 | 40 AS | 32 |
| A fair job | 28 LH | 27 | 32 | 28 | 29 | 28 | 34 AHI | 27 | 26 | 28 | 30 AL | 21 | 31 L | - | - | 29 | 27 | 27 | 29 |
| A poor job | 11 PLI | 10 | 11 | 13 | 11 | 9 | 10 | 12 I | 7 | 10 | 12 AL | 6 | 8 | - | - | 6 | 11 P | 10 | 12 P |
| Bottom 2 Box | 39 LI | 37 | 42 | 41 | 41 | 37 | 44 AFHI | 38 | 32 | 37 | 42 AL | 28 | 39 L | - | - | 35 | 37 | 37 | 41 |
| Cannot say | 9 PQIE | 11 ACE | 6 | 10 E | 6 | 9 I | 7 I | 10 I | 2 | 6 | 10 | 8 | 7 | - | - | 4 | 4 | 6 | 13 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3C. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students the fundamentals in reading and math

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|---------------------|------------|-------------|------------------|-----------|---------------------|------------|-----------------|-------------|---------------|----------|-----------|------------|--------------|--------|----------|-----------------|-------------|--------------|--------------|--------------|--------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Eno ugh | Not eno ugh | Worr ied | Not worr ied | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3890 | 381 | 283 | 235 | 434 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1629 | 1315 | 3523 | 1922 | 2686 | 2678 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2947 | 410 | 411 | 409 | 387 | 1678 | 4607 | 776 | 522 | 164 | 46 | 947 | 1226 | 1485 | 1489 | 3442 | 1797 | 2760 | 2442 | 1079 | 2603 | 74 |
| Top 2 Box | 52 RBD | 50 D | 66 ABDG | 39 | 61 ABD | 57 D | 56 ABD | 51 | 58 | 60 | 49 | 77 | 51 | 52 | 54 | 52 | 56 AR | 45 | 52 | 53 | 58 AV | 52 | 46 |
| An excellent job | 18 RHBD | 16 D | 26 ABDG | 7 | 27 ABD | 20 D | 21 ABD | 17 | 29 AH | 31 AH | 19 | 54 AHK | 20 | 16 | 17 | 20 | 20 AR | 13 | 17 | 19 | 23 A | 18 | 12 |
| A very good job | 34 | 34 | 39 | 32 | 34 | 37 | 35 | 34 | 29 | 29 | 30 | 24 | 31 | 36 | 37 | 32 | 35 | 32 | 35 | 34 | 36 | 34 | 34 |
| A fair job | 28 M | 27 | 24 | 46 BCEFG A | 21 | 32 E | 31 CE | 28 | 27 | 28 | 29 | 19 | 24 | 28 | 29 | 32 AM | 28 | 30 | 30 | 27 | 29 | 30 | 36 |
| A poor job | 11 TQCEG | 12 ACEG | 7 | 8 | 6 | 8 | 7 | 11 | 7 | 9 | 3 | 4 | 11 | 11 | 10 | 11 | 9 | 15 AQ | 13 AT | 9 | 9 | 11 | 5 |
| Bottom 2 Box | 39 TQMCE | 40 CE | 31 | 53 BCEFG A | 27 | 41 E | 39 CE | 39 | 34 | 37 | 32 | 22 | 34 | 39 | 40 | 43 AM | 36 | 45 AQ | 43 AT | 36 | 38 | 40 | 41 |
| Cannot say | 9 PJCFG UVSQO | 10 ACFG | 4 | 8 | 11 CFG | 2 | 6 F | 9 J | 8 J | 3 | 19 IJ | * | 15 ANOP | 9 P | 6 | 5 | 8 | 9 | 6 | 11 AS | 3 | 7 U | 13 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3C. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students the fundamentals in reading and math

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|------------------|---------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2185 | 1457 | 728 | 3268 | 1272 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2162 | 1445 | 717 | 3077 | 1167 | 900 | 1177 | 2154 | 155 | 1960 | 1113 | 523 |
| Top 2 Box | 52 | 55 ADEF | 58 ABDEFG | 48 | 50 | 51 | 52 | 61 AI | 51 | 55 | 53 | 59 AKM | 48 |
| An excellent job | 18 E | 21 ADE | 24 ABDEFG | 15 | 16 | 19 D | 19 | 25 AI | 17 | 18 | 19 | 22 A | 16 |
| A very good job | 34 | 34 F | 34 | 33 | 34 | 31 | 34 | 36 | 35 | 38 | 34 | 37 | 32 |
| A fair job | 28 C | 27 C | 25 | 32 BC | 29 | 28 | 30 C | 26 | 30 | 31 | 30 | 30 | 28 |
| A poor job | 11 L | 11 | 11 | 13 | 11 | 13 | 12 | 9 | 11 | 12 | 10 | 8 | 14 L |
| Bottom 2 Box | 39 H | 39 C | 36 | 45 ABC | 40 | 41 C | 42 C | 35 | 41 H | 43 | 40 | 38 | 42 |
| Cannot say | 9 KLHIJBCG | 6 | 6 | 7 | 10 ABCG | 8 BCG | 6 | 4 | 7 H | 2 | 7 L | 3 | 10 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3D. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Equip students with the skills they will need to get the type of jobs and career they want

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|-----------|---------|---------|-------------------|----------------------------|------------------|-------------|-------------|------------|------------|-------------|-------------|-----|------------|------------|----------|----------|------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 4 | 382 | 296 | 990 | 1749 | 12 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 139 | 106 | 49 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 41 TVDGLMN QRS | 26 | 32 | 36 | 29 | 51 KLMNO EFGIJ AD | 42 GKLMN D | 40 D | 32 | 33 | 33 | 25 | 21 | 36 | 32 | 33 | 34 | 33 | 28 | 38 QT |
| An excellent job | 14 QRSTVNO | 12 | 8 | 9 | 11 | 19 JLMNO AFG | 15 NO | 9 | 13 | 11 | 11 | 3 | 1 | 20 | 10 | 10 | 11 | 11 | 8 | 13 T |
| A very good job | 27 QTVDG | 14 | 25 | 27 D | 18 | 32 DGKLM A | 27 DG | 31 DGKLM | 19 | 22 | 22 | 22 | 20 | 16 | 21 | 23 | 23 | 23 | 19 | 25 |
| A fair job | 32 I | 27 | 39 | 32 | 37 | 30 | 29 | 30 | 43 ADHIJ | 39 ADHI | 38 ADHI | 49 ADHIJ | 53 DHI | 49 | 33 | 34 | 38 AV | 38 AV | 50 AQRV | 33 |
| A poor job | 16 HN | 24 AHN | 21 | 16 | 15 | 9 | 18 AHN | 17 HN | 17 | 18 HN | 18 HN | 5 | 19 | 13 | 18 | 16 | 18 | 18 | 13 | 18 A |
| Bottom 2 Box | 48 H | 51 H | 60 H | 48 | 52 H | 40 | 47 H | 47 | 60 AHI | 57 AHI | 56 AHI | 54 | 72 AFHIJ | 62 | 51 | 50 | 55 AV | 55 AV | 63 A | 51 A |
| Cannot say | 11 KLMOP AEHIJ | 23 | 8 | 16 H | 19 HIKLM AE | 9 | 11 | 13 | 9 | 11 | 12 | 21 | 7 | 2 | 18 ASTV | 17 ASTV | 11 | 11 | 9 | 12 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

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Are they doing an excellent, very good, fair, or poor job?
Equip students with the skills they will need to get the type of jobs and career they want

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|-----------|-----------|----------------------|---------------|-------------|-------|----------|----------|-------------|------------|---------|-----------|--------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4615 | 606 | 2719 | 2843 | 932 | 934 | 934 | 933 | 1866 | 2800 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4288 | 680 | 2646 | 2761 | 1088 | 1197 | 1113 | 1051 | 998 | 3361 |
| Top 2 Box | 41 MID | 48 ADE | 48 ADE | 32 | 37 | 41 | 39 | 43 AI | 39 | 48 ALMNO | 44 MO | 39 | 36 | 38 | 40 M |
| An excellent job | 14 MND | 15 | 16 D | 8 | 12 | 14 | 16 | 15 | 13 | 20 ALMNO | 18 AMNO | 15 N | 11 | 11 | 15 MN |
| A very good job | 27 | 33 AD | 32 AD | 23 | 25 | 27 | 22 | 28 | 26 | 28 | 26 | 24 | 25 | 28 | 25 |
| A fair job | 32 C | 32 | 27 | 39 AC | 38 C | 33 A | 29 | 32 | 33 | 31 | 32 | 35 | 35 | 30 | 34 |
| A poor job | 16 B | 10 | 15 | 20 B | 15 | 16 | 20 | 16 | 16 | 15 | 17 | 16 | 18 | 15 | 17 |
| Bottom 2 Box | 48 C | 43 | 42 | 59 ABC | 54 BC | 49 | 49 | 48 | 48 | 46 | 49 | 51 | 52 AJN | 46 | 51 AN |
| Cannot say | 11 JKOHF | 9 | 10 | 10 | 10 | 10 | 13 | 9 | 13 AH | 6 | 7 | 10 J | 11 JK | 16 AJKLMO | 9 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

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Are they doing an excellent, very good, fair, or poor job?
Equip students with the skills they will need to get the type of jobs and career they want

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|---------------|---------------|-------------------|------------------|-------------|-------------------|----------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3762 | 3417 | 2412 | 673 | 333 | 2541 | 345 | 1158 | 230 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4104 | 3763 | 2714 | 738 | 311 | 2807 | 341 | 630 | 277 | 933 | 983 | 983 | 1408 |
| Top 2 Box | 41 F | 43 AFH | 44 ABFH | 45 ABFHI | 46 FH | 29 ABFHI | 45 ABFHI | 35 | 38 F | 40 | 41 | 49 AKN | 42 | 41 |
| An excellent job | 14 KI | 16 AFI | 16 AFI | 16 I | 20 AFI | 10 | 16 AFI | 15 | 10 | 16 | 9 | 20 AKMN | 14 K | 14 K |
| A very good job | 27 F | 27 FH | 28 BFH | 29 ABCFH | 26 | 19 | 28 FH | 20 | 29 FH | 24 | 32 AN | 28 | 28 | 27 |
| A fair job | 32 | 33 | 33 | 33 | 32 | 38 | 33 | 34 | 29 | 32 | 32 | 30 | 30 | 34 |
| A poor job | 16 D | 15 | 15 | 14 | 15 | 21 BCDG | 14 | 17 | 16 | 20 | 13 | 14 | 18 | 16 |
| Bottom 2 Box | 48 | 49 | 48 | 47 | 47 | 59 CDEGI AB | 47 | 51 | 45 | 52 | 46 | 44 | 48 | 50 |
| Cannot say | 11 LBCDEG | 9 C | 8 | 8 | 7 | 12 | 8 | 14 BCDE | 17 CDEGJ AB | 8 | 13 LN | 8 | 10 | 9 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3D. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Equip students with the skills they will need to get the type of jobs and career they want

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|------------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2432 | 547 | 1120 | 1490 | 1090 | 1042 | 3433 | 379 | 186 | 4178 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2528 | 436 | 703 | 1719 | 1210 | 988 | 3181 | 573 | 206 | 4351 | 771 | 292 | - | - | 775 | 1543 | 566 | 2563 |
| Top 2 Box | 41 SK | 42 | 41 | 41 | 39 | 47 AGH | 39 | 39 | 59 AFGH | 53 AGH | 37 | 51 AK | 51 AK | - | - | 54 ARS | 48 ARS | 40 | 35 |
| An excellent job | 14 SKG | 15 | 16 | 13 | 12 | 15 | 11 | 15 | 22 AFGH | 17 | 13 | 18 AK | 18 | - | - | 23 ARS | 17 AS | 14 | 11 |
| A very good job | 27 SKH | 27 | 24 | 28 | 26 | 32 AH | 27 | 25 | 37 AGH | 36 AH | 25 | 33 AK | 32 | - | - | 31 S | 31 AS | 26 | 24 |
| A fair job | 32 PB | 29 | 33 | 32 | 39 ABD | 31 | 35 | 32 | 30 | 25 | 34 AM | 30 | 24 | - | - | 25 | 32 P | 36 P | 34 P |
| A poor job | 16 LFI | 16 | 18 | 16 | 15 | 12 I | 17 FI | 17 FI | 8 | 12 | 18 AL | 9 | 14 | - | - | 15 | 15 | 16 | 16 |
| Bottom 2 Box | 48 PLMFIJB | 45 | 50 | 47 | 53 ABD | 43 | 52 FIJ | 49 FIJ | 38 | 37 | 51 ALM | 39 | 39 | - | - | 40 | 47 | 52 P | 50 P |
| Cannot say | 11 PQIE | 13 AE | 9 | 12 E | 8 | 10 I | 9 I | 12 I | 3 | 10 I | 11 | 10 | 11 | - | - | 6 | 5 | 8 | 15 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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Employment and Skills in Canada - w8 - April 2025

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Are they doing an excellent, very good, fair, or poor job?
Equip students with the skills they will need to get the type of jobs and career they want

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|---------------------|------------|-------------|-------------|-----------|---------------------|------------|-----------------|-------------|---------------|-------|------------|------------|--------------|---------|-----------|-----------------|-------------|--------------|--------------|--------------|----------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Eno ugh | Not eno ugh | Worr ied | Not worr ied | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3891 | 381 | 283 | 235 | 434 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1630 | 1315 | 3523 | 1921 | 2686 | 2678 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2950 | 410 | 411 | 411 | 387 | 1680 | 4610 | 773 | 523 | 162 | 46 | 940 | 1224 | 1490 | 1497 | 3446 | 1791 | 2744 | 2459 | 1078 | 2611 | 74 |
| Top 2 Box | 41 RHB | 37 | 54 ABD | 35 | 57 ABD | 49 ABD | 48 ABD | 40 | 51 AHK | 54 AHK | 32 | 91 AHIK | 40 | 42 | 42 | 41 | 46 AR | 31 | 41 | 41 | 50 AV | 41 | 40 |
| An excellent job | 14 RHBD | 12 D | 22 ABD | 7 | 25 ABD | 19 BD | 18 ABD | 13 | 28 AH | 32 AH | 19 | 28 | 18 AP | 15 | 13 | 12 | 16 AR | 10 | 15 | 13 | 19 AV | 15 | 26 |
| A very good job | 27 RM | 26 | 32 | 27 | 32 | 30 | 30 AB | 27 | 23 | 22 | 13 | 63 IJK | 22 | 27 | 28 M | 28 M | 30 AR | 21 | 26 | 28 | 31 AW | 27 | 14 |
| A fair job | 32 ME | 33 E | 27 | 41 ABCEG | 20 | 36 E | 32 E | 33 | 30 | 28 | 43 | 8 | 26 | 32 | 34 M | 36 AM | 31 | 36 AQ | 33 | 32 | 32 | 34 | 44 |
| A poor job | 16 TQIFG UW | 18 AFG | 14 | 16 | 13 | 9 | 12 | 16 AI | 9 | 11 | 7 | * | 17 | 14 | 16 | 17 | 13 | 21 AQ | 19 AT | 14 | 11 W | 17 UW | 1 |
| Bottom 2 Box | 48 JLCEG UTQI | 50 ACEG | 41 | 57 ACEFG | 33 | 45 E | 45 E | 49 AIJL | 39 | 39 | 49 | 8 | 44 | 47 | 49 | 53 AMN | 44 | 57 AQ | 52 AT | 46 | 43 | 50 U | 45 |
| Cannot say | 11 OPCFG UVSQ | 12 ACFG | 5 | 8 | 11 C | 6 | 7 | 11 | 10 | 7 | 19 | 1 | 17 ANOP | 12 P | 9 | 6 | 10 | 12 | 7 | 13 AS | 7 | 8 | 15 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3D. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Equip students with the skills they will need to get the type of jobs and career they want

| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|------------------|--------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2186 | 1458 | 729 | 3268 | 1272 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2167 | 1447 | 720 | 3072 | 1170 | 902 | 1178 | 2161 | 155 | 1960 | 1113 | 523 |
| Top 2 Box | 41 E | 44 ADEFG | 48 ABDEFG | 36 | 39 | 41 | 36 | 51 AI | 40 | 49 | 42 | 51 AKM | 37 |
| An excellent job | 14 E | 18 ADE | 20 ABDEF | 13 | 12 | 16 E | 18 ADE | 21 AI | 14 | 16 | 16 | 15 | 16 |
| A very good job | 27 MG | 26 G | 28 FG | 23 | 27 G | 24 G | 18 | 30 | 27 | 34 | 26 | 36 AKM | 21 |
| A fair job | 32 HBC | 30 C | 26 | 37 ABCF | 34 ABC | 30 C | 33 C | 28 | 35 AH | 35 | 33 | 34 | 34 |
| A poor job | 16 LH | 18 | 19 AE | 16 | 15 | 18 | 22 ABDE | 13 | 16 | 9 | 16 L | 10 | 18 L |
| Bottom 2 Box | 48 HC | 47 C | 44 | 54 BCF | 49 | 48 | 55 ABCF | 41 | 52 AH | 44 | 50 | 44 | 51 |
| Cannot say | 11 KLHIBC | 8 | 7 | 11 | 12 ABCG | 11 BC | 9 | 8 | 8 | 7 | 9 L | 4 | 12 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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Employment and Skills in Canada - w8 - April 2025

ES3E. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students to manage their emotions and get along with other people

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|-------------|-----|---------|-------------|------------------|-------------|------------------|------------------|-------------|----------|--------------------|-----|---------|-------------|-------------|------------|----------|-----|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5599 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 5 | 382 | 296 | 990 | 1749 | 12 | 4288 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 138 | 107 | 49 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 37 QSTVKL | 29 | 34 | 31 | 32 | 41 DFKLN A | 39 DKLN | 39 K | 26 | 29 | 36 | 24 | 48 | 38 | 31 | 32 | 30 | 33 | 38 | 36 ST |
| An excellent job | 14 STGJN | 10 | 10 | 13 | 8 | 16 GJLMN | 16 GJLMN | 7 | 12 | 11 | 11 | 5 | 17 | 17 | 11 | 11 | 10 | 11 | 14 | 13 ST |
| A very good job | 23 KL | 18 | 24 | 18 | 25 | 25 KL | 23 K | 32 DFIKL A | 15 | 18 | 25 KL | 19 | 30 | 21 | 20 | 21 | 20 | 22 | 24 | 23 |
| A fair job | 30 | 22 | 33 | 31 | 28 | 30 | 27 | 27 ADHIJ | 40 ADI | 35 ADI | 31 | 28 | 38 | 23 | 28 | 30 | 34 AQV | 33 AV | 30 | 30 |
| A poor job | 21 O | 30 HMO | 21 | 22 O | 20 | 19 O | 22 O | 22 O | 24 O | 24 O | 19 O | 37 HIJMO AFG | 6 | 37 O | 23 | 21 | 24 | 22 | 26 | 22 |
| Bottom 2 Box | 51 | 52 | 54 | 53 | 48 | 49 | 49 | 49 | 64 GHIJM A | 59 AGHIM | 50 | 65 | 44 | 60 | 51 | 51 | 58 AQTV | 55 AV | 56 | 51 |
| Cannot say | 12 AHIKL | 19 AHIKL | 12 | 16 | 20 AHIKL | 10 | 12 | 12 | 10 | 12 | 14 | 11 | 8 | 2 | 18 ASTUV | 18 ASTUV | 12 | 12 | 6 | 13 |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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Employment and Skills in Canada - w8 - April 2025

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Are they doing an excellent, very good, fair, or poor job?
Teach students to manage their emotions and get along with other people

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|---------|-----------|----------------------|---------------|-------------|-------|----------|----------|-------------|-------------|----------|-----------|--------------|-----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5599 | 559 | 924 | 432 | 362 | 4614 | 607 | 2720 | 2843 | 932 | 934 | 934 | 933 | 1866 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4285 | 690 | 2642 | 2765 | 1089 | 1202 | 1117 | 1055 | 984 | 3374 |
| Top 2 Box | 37 NID | 38 D | 47 ABD | 27 | 41 D | 37 | 38 | 40 AI | 35 | 46 ALMNO | 46 ALMNO | 39 N | 33 | 29 | 39 AMN |
| An excellent job | 14 N | 12 | 17 D | 10 | 11 | 13 | 18 | 15 | 13 | 20 ALMNO | 19 AMNO | 15 N | 13 N | 9 | 15 MN |
| A very good job | 23 ND | 26 D | 30 AD | 17 | 30 D | 24 | 20 | 25 | 22 | 26 N | 27 AMNO | 24 | 21 | 20 | 24 M |
| A fair job | 30 | 31 | 28 | 37 AC | 33 | 31 | 25 | 31 | 28 | 28 | 29 | 31 | 31 | 30 | 30 |
| A poor job | 21 HC | 20 | 15 | 25 CE | 16 | 21 | 23 | 19 | 23 AH | 21 | 19 | 20 | 23 | 22 | 21 |
| Bottom 2 Box | 51 C | 52 C | 43 | 62 ABCE | 49 | 51 | 48 | 50 | 51 | 49 | 48 | 51 | 54 | 52 | 51 |
| Cannot say | 12 JKOHF | 10 | 10 | 11 | 10 | 11 | 14 | 10 | 14 AH | 5 | 6 | 10 JK | 13 JKO | 19 AJKLMO | 10 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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Employment and Skills in Canada - w8 - April 2025

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Are they doing an excellent, very good, fair, or poor job?
Teach students to manage their emotions and get along with other people

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|------------------|---------------|------------------|------------------|------------------|-------------------|-----------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5599 | 3762 | 3417 | 2412 | 673 | 332 | 2541 | 345 | 1158 | 230 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4096 | 3752 | 2714 | 736 | 302 | 2801 | 344 | 635 | 278 | 936 | 985 | 985 | 1397 |
| Top 2 Box | 37 KFHI | 41 AFHI | 42 ABFHI | 43 ABFHI | 46 ABFHI | 27 | 42 AFHI | 27 | 28 | 39 FHI | 33 | 45 AKN | 40 K | 35 |
| An excellent job | 14 KI | 16 AI | 17 AI | 16 AI | 20 ABFI | 13 | 17 AI | 13 | 7 | 17 I | 9 | 23 AKMN | 13 | 12 |
| A very good job | 23 FH | 24 FH | 25 ABFH | 27 BCFHI A | 25 FH | 14 | 26 AFH | 14 | 21 | 23 | 24 | 22 | 27 | 23 |
| A fair job | 30 | 31 | 30 | 30 | 28 | 32 | 30 | 36 | 29 | 27 | 31 | 28 | 30 | 31 |
| A poor job | 21 CD | 20 | 20 | 19 | 18 | 25 | 20 | 23 | 22 | 29 E | 22 | 18 | 19 | 23 L |
| Bottom 2 Box | 51 L | 50 C | 50 | 50 | 45 | 57 E | 50 | 59 BCDEG A | 51 | 55 | 53 L | 46 | 49 | 54 L |
| Cannot say | 12 LBCDEGJ | 9 D | 9 D | 8 | 9 | 16 CDEGJ B | 8 | 14 DJ | 21 CDEGJ AB | 5 | 14 L | 9 | 11 | 11 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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Are they doing an excellent, very good, fair, or poor job?
Teach students to manage their emotions and get along with other people

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|-----------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5599 | 2431 | 548 | 1120 | 1490 | 1091 | 1041 | 3434 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2529 | 438 | 697 | 1722 | 1212 | 983 | 3183 | 580 | 208 | 4346 | 772 | 296 | - | - | 781 | 1546 | 565 | 2555 |
| Top 2 Box | 37 SKH | 39 | 43 D | 34 | 36 | 42 AH | 39 | 35 | 58 AFGHJ | 45 | 35 | 42 AK | 46 K | - | - | 55 AQRS | 45 AS | 41 S | 30 |
| An excellent job | 14 SKE | 16 AE | 17 E | 13 | 10 | 13 | 14 | 14 | 24 AFGHJ | 13 | 13 | 17 | 17 | - | - | 26 AQRS | 16 S | 15 | 11 |
| A very good job | 23 SH | 22 | 26 | 21 | 26 | 29 AH | 25 | 21 | 34 AGH | 32 H | 22 | 25 | 29 | - | - | 29 AS | 30 AS | 26 S | 19 |
| A fair job | 30 PB | 27 | 30 | 32 | 32 B | 34 A | 28 | 29 | 30 | 32 | 30 | 29 | 28 | - | - | 23 | 31 P | 34 P | 30 P |
| A poor job | 21 PLFIJ | 20 | 19 | 21 | 23 | 12 I | 22 FIJ | 24 AFIJ | 8 | 13 | 22 AL | 17 | 17 | - | - | 16 | 19 | 18 | 23 AP |
| Bottom 2 Box | 51 PLFIB | 47 | 49 | 53 B | 55 AB | 46 I | 50 I | 53 AFI | 39 | 45 | 52 AL | 47 | 45 | - | - | 39 | 50 P | 52 P | 53 AP |
| Cannot say | 12 PQRIE | 14 ACE | 9 | 13 E | 9 | 12 I | 11 I | 12 I | 3 | 10 I | 12 | 12 | 9 | - | - | 6 | 4 | 7 | 17 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3E. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students to manage their emotions and get along with other people

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|----------------------|-------------|-------------|-------------|-----------|---------------------|------------|-----------------|-------------|---------------|---------|-------------|------------|--------------|----------|-----------|-----------------|------------|--------------|-------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5599 | 3891 | 381 | 283 | 235 | 435 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1629 | 1316 | 3523 | 1922 | 2686 | 2678 | 907 | 2471 | 39 |
| Unweighted Total | 5447 | 2948 | 411 | 409 | 408 | 391 | 1680 | 4606 | 778 | 520 | 166 | 48 | 949 | 1225 | 1483 | 1490 | 3444 | 1795 | 2765 | 2438 | 1070 | 2608 | 74 |
| Top 2 Box | 37 RHBD | 32 | 58 ABDEG | 29 | 45 BD | 53 ABD | 47 ABD | 36 | 52 AHK | 55 AH | 34 | 86 AHK | 35 | 37 | 40 | 37 | 42 AR | 28 | 38 | 36 | 47 AV | 40 A | 42 |
| An excellent job | 14 RHBD | 11 D | 23 ABD | 5 | 20 BD | 19 BD | 19 ABD | 13 | 27 AH | 26 AH | 24 | 61 AHIJK | 15 | 14 | 13 | 14 | 16 AR | 10 | 15 | 13 | 21 AV | 15 | 22 |
| A very good job | 23 RB | 21 | 36 ABDEG | 24 | 25 | 33 AB | 29 AB | 23 | 25 K | 29 K | 11 | 25 | 20 | 23 | 27 AM | 23 | 26 AR | 19 | 23 | 24 | 27 | 25 | 20 |
| A fair job | 30 MC | 29 | 23 | 43 ABCEG | 28 | 34 C | 32 C | 30 | 25 | 25 | 31 | 12 | 25 | 32 M | 29 | 34 AMO | 29 | 31 | 30 | 30 | 29 | 31 | 33 |
| A poor job | 21 ICEFG UQ | 24 ACEFG | 14 | 19 | 15 | 10 | 14 | 22 AI | 14 | 16 | 16 | 1 | 21 | 18 | 22 | 22 | 18 | 27 AQ | 24 AT | 20 | 18 | 20 | 13 |
| Bottom 2 Box | 51 QIJCG U | 53 ACEG | 38 | 61 ACEFG | 43 | 45 | 46 C | 52 AIJ | 39 | 41 | 47 | 13 | 47 | 50 | 51 | 56 AMN | 47 | 58 AQ | 54 A | 50 | 46 | 51 | 46 |
| Cannot say | 12 PJCFG UVSQO | 14 ACFG | 4 | 10 F | 12 CFG | 3 | 6 F | 12 J | 9 J | 4 | 19 J | 1 | 18 ANOP | 13 OP | 9 | 7 | 11 | 13 Q | 8 | 14 AS | 7 | 9 U | 13 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3E. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students to manage their emotions and get along with other people

| | Disability | | | | | | | Currently employed in ... | | | work from home | | |
|------------------|---------------|-------------|---------------------------|---------------|-------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5599 | 2186 | 1457 | 728 | 3268 | 1273 | 868 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2169 | 1444 | 725 | 3069 | 1177 | 902 | 1169 | 2159 | 153 | 1960 | 1113 | 523 |
| Top 2 Box | 37 E | 42 AEFG | 45 AEFG | 38 | 34 | 38 | 36 | 50 AI | 38 | 49 | 39 | 51 AKM | 35 |
| An excellent job | 14 E | 18 ADE | 22 ABDEFG | 12 | 11 | 16 DE | 17 DE | 21 AI | 14 | 19 | 16 A | 18 A | 16 |
| A very good job | 23 | 24 G | 23 | 26 G | 23 | 22 | 19 | 29 AI | 24 | 30 | 23 | 34 AKM | 20 |
| A fair job | 30 BDG | 26 | 27 | 24 | 32 ABCDG | 27 | 25 | 29 | 30 | 26 | 30 | 30 | 30 |
| A poor job | 21 LH | 21 | 20 | 24 | 22 | 21 | 29 ABCDEF | 15 | 22 H | 22 | 21 L | 15 | 23 L |
| Bottom 2 Box | 51 LHBC | 47 | 47 | 48 | 54 ABCF | 48 | 54 BCDF | 44 | 52 H | 49 | 51 L | 45 | 52 |
| Cannot say | 12 KLHIJBC | 10 C | 8 | 14 BCG | 13 C | 14 BCG | 9 | 6 | 10 HJ | 2 | 10 L | 4 | 13 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3F. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about healthy lifestyle choices, including diet and exercise

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|----------------------|---------|-------------------|------------------|--------------------|-----------|---------|-------------------|-----------|-----------|------------------|----------|----------------------------|-------------|-------------|------------|------------|-----|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5597 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 3 | 4 | 382 | 296 | 990 | 1749 | 11 | 4286 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 138 | 101 | 55 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 38 QSTVKL | 31 | 41 | 33 | 32 | 45 GKLMN ADF | 40 KL | 39 K | 25 | 33 | 33 | 27 | 44 | 46 | 33 | 33 | 33 | 33 | 40 | 36 T |
| An excellent job | 14 T | 10 | 7 | 10 | 12 | 15 NO | 16 MNO | 12 | 11 | 11 | 10 | 7 | 4 | 39 KLMNO EFGHJ AD | 10 | 11 | 11 | 11 | 18 | 13 T |
| A very good job | 25 STVK | 21 | 34 K | 23 | 20 | 30 GIKLM A | 24 K | 27 K | 14 | 21 | 23 | 20 | 40 KP | 7 | 22 | 23 | 21 | 22 | 22 | 23 |
| A fair job | 33 | 28 | 24 | 34 | 36 | 31 | 30 | 30 | 41 I | 36 | 36 | 51 DEHIJ A | 42 | 36 | 33 | 34 | 36 | 36 AV | 42 | 33 |
| A poor job | 17 H | 19 | 22 | 13 | 13 | 14 | 18 | 19 | 21 | 19 H | 20 H | 14 | 8 | 17 | 15 | 14 | 20 R | 20 AQR | 13 | 18 AR |
| Bottom 2 Box | 50 H | 48 | 46 | 47 | 49 | 45 | 48 | 49 | 62 FGHIJ AD | 56 AHI | 56 AHI | 65 AFHI | 49 | 53 | 47 | 47 | 56 AQRV | 56 AQRV | 55 | 51 A |
| Cannot say | 12 H | 22 LMNOP AHIJK | 14 | 20 ILMNP AH | 19 HILMP A | 10 | 12 | 12 | 12 | 12 | 11 | 8 | 7 | 1 | 20 ASTUV | 19 ASTUV | 12 | 11 | 5 | 12 A |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3F. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about healthy lifestyle choices, including diet and exercise

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|---------|-----------|----------------------|---------------|-------------|-------|----------|----------|-----------|-------------|------------|-----------|--------------|-----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5597 | 559 | 924 | 432 | 362 | 4614 | 606 | 2719 | 2844 | 931 | 934 | 934 | 933 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4286 | 687 | 2630 | 2779 | 1087 | 1197 | 1116 | 1055 | 992 | 3368 |
| Top 2 Box | 38 MN | 42 D | 46 ADE | 33 | 34 | 39 | 37 | 40 | 37 | 45 AMN | 44 AMNO | 43 AMN | 34 | 32 | 40 AMN |
| An excellent job | 14 MNI | 14 | 18 ADE | 10 | 9 | 13 | 16 | 15 AI | 12 | 19 AMN | 19 ALMNO | 14 | 10 | 10 | 14 MN |
| A very good job | 25 N | 28 | 28 | 23 | 25 | 25 | 21 | 25 | 24 | 26 | 25 | 29 AMNO | 23 | 22 | 26 N |
| A fair job | 33 | 34 | 30 | 34 | 38 | 33 | 33 | 33 | 32 | 34 | 32 | 30 | 36 | 31 | 33 |
| A poor job | 17 | 15 | 14 | 21 C | 20 | 17 | 17 | 17 | 18 | 15 | 17 | 16 | 18 | 18 | 17 |
| Bottom 2 Box | 50 C | 48 | 44 | 56 C | 58 AC | 50 | 50 | 49 | 50 | 49 | 50 | 47 | 54 ALO | 49 | 50 |
| Cannot say | 12 JKOHF | 10 | 10 | 12 | 8 | 11 | 13 | 10 | 13 AH | 6 | 6 | 10 JK | 12 JKO | 19 AJKLMO | 9 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3F. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about healthy lifestyle choices, including diet and exercise

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|-------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma-ment | Unemp-loyed | Reti-red | Stu-dent | Office | Sales & Service | Trades, Transport & Labour | Profes-sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5597 | 3762 | 3417 | 2411 | 673 | 332 | 2541 | 345 | 1158 | 229 | 1032 | 965 | 1131 | 1336 |
| Unweighted Total | 5447 | 4102 | 3760 | 2716 | 738 | 306 | 2810 | 342 | 634 | 274 | 940 | 987 | 978 | 1402 |
| Top 2 Box | 38 FI | 42 AFHI | 43 ABFHI | 45 BCFHI A | 45 AFHI | 25 | 44 ABFHI | 31 | 29 | 36 | 35 | 45 AKN | 42 | 37 |
| An excellent job | 14 KI | 16 AFI | 16 AFI | 16 AFI | 21 BCFIJ A | 10 | 16 AFI | 14 | 8 | 10 | 10 | 19 AKN | 15 | 13 |
| A very good job | 25 FH | 26 FH | 27 ABFHI | 29 CFGHI AB | 25 F | 15 | 28 ABFHI | 17 | 21 | 27 F | 25 | 26 | 27 | 24 |
| A fair job | 33 | 33 | 33 | 33 | 30 | 38 | 33 | 36 | 32 | 32 | 33 | 32 | 32 | 35 |
| A poor job | 17 | 17 | 17 | 16 | 17 | 22 | 16 | 17 | 18 | 27 BCDEG A | 17 | 15 | 17 | 19 |
| Bottom 2 Box | 50 | 50 | 49 | 49 | 47 | 60 CDEGI AB | 49 | 53 | 50 | 59 DEG | 50 | 47 | 50 | 53 AL |
| Cannot say | 12 NBCDEGJ LM | 8 CDG | 8 D | 7 | 8 | 15 CDEGJ B | 7 D | 16 CDEGJ B | 21 CDEGJ AB | 4 | 15 ALMN | 9 | 9 | 10 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3F. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about healthy lifestyle choices, including diet and exercise

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|-----------|----------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5597 | 2431 | 548 | 1120 | 1489 | 1090 | 1042 | 3433 | 379 | 186 | 4176 | 1147 | 253 | - | - | 623 | 1285 | 539 | 3150 |
| Unweighted Total | 5447 | 2531 | 438 | 704 | 1713 | 1211 | 990 | 3179 | 576 | 207 | 4348 | 770 | 296 | - | - | 778 | 1546 | 565 | 2558 |
| Top 2 Box | 38 SK | 40 | 41 | 36 | 37 | 42 | 37 | 38 | 57 AFGHJ | 43 | 36 | 46 AK | 46 K | - | - | 53 ARS | 48 ARS | 40 S | 31 |
| An excellent job | 14 SE | 15 E | 19 ADE | 12 | 11 | 15 | 11 | 14 | 24 AFGHJ | 13 | 13 | 15 | 18 | - | - | 26 AQRS | 17 AS | 13 | 10 |
| A very good job | 25 SK | 24 | 23 | 24 | 26 | 26 | 26 | 24 | 33 AFH | 30 | 23 | 31 AK | 28 | - | - | 27 | 31 AS | 27 S | 21 |
| A fair job | 33 PB | 29 | 34 | 34 | 36 AB | 33 | 33 | 32 | 32 | 34 | 33 | 32 | 30 | - | - | 27 | 32 | 34 | 33 P |
| A poor job | 17 QLF I | 17 | 18 | 16 | 18 | 14 I | 21 AFIJ | 17 I | 8 | 13 | 19 AL | 12 | 15 | - | - | 16 | 15 | 19 | 18 Q |
| Bottom 2 Box | 50 PLIB | 47 | 52 | 50 | 54 AB | 48 I | 53 I | 50 I | 40 | 47 | 52 AL | 44 | 45 | - | - | 43 | 47 | 52 P | 52 APQ |
| Cannot say | 12 PQRICE | 14 ACE | 7 | 14 CE | 9 | 11 I | 10 I | 13 I | 3 | 10 I | 12 | 10 | 9 | - | - | 5 | 5 | 8 | 17 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3F. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about healthy lifestyle choices, including diet and exercise

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|----------------|---------|-------------|---------|---------|---------------------|------------|-----------------|-------------|----------------|-------|----------|---------|--------------|--------|--------|-----------------|-------------|--------------|--------------|--------------|------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Natio ns | Métis | Inuit | Low | Lower middle | Middle | High | Eno ugh | Not eno ugh | Worr ied | Not worr ied | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5597 | 3890 | 381 | 283 | 235 | 434 | 1403 | 5263 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1628 | 1315 | 3522 | 1921 | 2686 | 2677 | 907 | 2471 | 39 |
| Unweighted Total | 5447 | 2945 | 410 | 409 | 408 | 387 | 1675 | 4602 | 780 | 522 | 165 | 50 | 945 | 1232 | 1487 | 1483 | 3444 | 1795 | 2758 | 2444 | 1072 | 2613 | 75 |
| Top 2 Box | 38 RHB | 34 | 55 ABDG | 35 | 52 ABD | 48 ABD | 47 ABD | 38 | 51 AH | 48 AH | 57 | 72 | 34 | 40 | 39 | 40 | 43 AR | 29 | 39 | 38 | 47 AV | 41 A | 43 |
| An excellent job | 14 RHBD | 11 D | 21 ABD | 7 | 27 ABDG | 17 D | 18 ABD | 13 | 25 AH | 22 AH | 29 H | 60 AH IJ | 15 | 14 | 12 | 15 | 16 AR | 10 | 14 | 14 | 19 A | 15 | 19 |
| A very good job | 25 RMB | 23 | 33 AB | 28 | 25 | 31 B | 30 AB | 25 | 26 | 26 | 28 | 13 | 19 | 26 M | 27 M | 26 M | 27 AR | 20 | 25 | 24 | 28 | 26 | 23 |
| A fair job | 33 QE | 33 E | 28 | 36 E | 23 | 36 E | 31 E | 33 | 29 | 34 | 17 | 17 | 29 | 33 | 34 | 35 | 31 | 37 AQ | 33 | 33 | 32 | 33 | 33 |
| A poor job | 17 TQIF | 19 ACFG | 14 | 19 | 14 | 12 | 15 | 18 AI | 11 | 13 | 7 | 10 | 17 | 15 | 18 | 19 | 16 | 21 AQ | 20 AT | 15 | 15 | 17 | 10 |
| Bottom 2 Box | 50 IKCEG Q | 52 ACEG | 42 | 56 CEG | 36 | 48 | 46 E | 51 AIK | 40 | 48 IK | 24 | 27 | 46 | 48 | 52 | 54 AMN | 47 | 58 AQ | 53 AT | 48 | 47 | 50 | 42 |
| Cannot say | 12 PJCFG UVSQO | 14 ACFG | 3 | 10 CF | 11 CFG | 3 | 6 C | 12 J | 9 J | 4 | 19 J | 1 | 20 ANOP | 12 P | 9 P | 5 | 10 | 13 Q | 7 | 14 AS | 6 | 8 U | 15 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3F. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about healthy lifestyle choices, including diet and exercise

| | Disability | | | | | | | Currently employed in ... | | | work from home | | |
|------------------|--------------|-------------|---------------------------|---------------|----------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|----------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5597 | 2185 | 1457 | 728 | 3268 | 1272 | 868 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2164 | 1445 | 719 | 3077 | 1169 | 903 | 1184 | 2151 | 156 | 1960 | 1113 | 523 |
| Top 2 Box | 38 MDE | 42 ADEFG | 47 ABDEFG | 32 | 36 | 37 | 37 | 50 AI | 40 | 48 | 41 AM | 52 AKM | 33 |
| An excellent job | 14 E | 18 ADEF | 21 ABDEFG | 12 | 11 | 15 | 16 DE | 20 AI | 14 | 16 | 15 | 19 A | 15 |
| A very good job | 25 M | 24 | 26 FG | 21 | 25 | 23 | 21 | 30 A | 26 | 32 | 26 M | 33 AKM | 17 |
| A fair job | 33 C | 32 C | 28 | 38 ABCG | 33 C | 34 C | 31 | 33 | 33 | 26 | 33 | 32 | 34 |
| A poor job | 17 LH | 16 | 17 | 16 | 18 | 15 | 21 ABCDF | 12 | 19 AH | 21 | 18 L | 11 | 23 AL |
| Bottom 2 Box | 50 LHC | 48 C | 45 | 54 BC | 51 C | 49 C | 52 BC | 45 | 52 H | 47 | 51 L | 43 | 56 AL |
| Cannot say | 12 KLHIBC | 10 C | 8 | 14 BCG | 12 BC | 14 BCG | 10 | 6 | 8 | 5 | 8 L | 4 | 11 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3G. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|--------------------|---------|------------------|------------|--------------------|----------|------------|----------------------|------------------|----------|------------|---------------------|----------------------|-------------|-------------|-------------|-------------|------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5598 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 4 | 4 | 382 | 296 | 990 | 1749 | 11 | 4287 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 134 | 107 | 53 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 41 QRSTVKL | 32 | 42 | 35 | 34 | 48 GJKLM ADF | 43 KL | 35 | 25 | 34 | 38 K | 39 | 52 K | 53 | 34 | 35 | 33 | 35 | 48 S | 39 ST |
| An excellent job | 14 QSTV | 10 | 8 | 10 | 9 | 18 GJKLM AF | 14 | 10 | 9 | 11 | 12 | 7 | 27 JKLMN DEFG | 20 | 10 | 10 | 10 | 11 | 18 | 13 |
| A very good job | 27 STK | 22 | 34 K | 24 | 24 | 30 KL | 29 K | 25 | 16 | 23 | 26 K | 32 | 25 | 33 | 24 | 25 | 22 | 24 | 30 | 26 S |
| A fair job | 34 HI | 29 | 34 | 32 | 33 | 30 | 31 | 36 | 51 IJMNP ADFGH | 44 DFGHI A | 38 HI | 31 | 32 | 12 | 32 | 33 | 44 AQRUV | 41 AQRUV | 25 | 35 A |
| A poor job | 11 | 17 K | 10 | 13 | 14 | 11 | 12 | 11 | 6 | 10 | 12 | 21 AHKL | 8 | 33 JKLMO AEFHI | 14 | 13 | 10 | 11 | 21 ASTV | 12 |
| Bottom 2 Box | 46 H | 45 | 44 | 45 | 47 | 41 | 43 | 47 | 57 AHI | 55 AHI | 50 H | 52 | 40 | 46 | 46 | 46 | 53 AQRV | 52 AQV | 46 | 47 A |
| Cannot say | 13 H | 22 LMNOP AHI | 13 | 21 HILMP A | 19 HLMP | 11 | 14 | 19 HLMP | 18 HLP | 11 | 12 | 9 | 8 | 1 | 20 ASTUV | 19 ASTUV | 14 | 13 | 6 | 14 A |

Comparison Groups: ADEFGHIJKLMN/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3G. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|---------|----------|----------------------|---------------|-------------|-------|--------|----------|-------------|-------------|----------|----------|--------------|----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5598 | 559 | 924 | 432 | 362 | 4614 | 606 | 2719 | 2844 | 932 | 934 | 933 | 934 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4285 | 687 | 2632 | 2776 | 1087 | 1198 | 1112 | 1058 | 992 | 3368 |
| Top 2 Box | 41 N | 46 D | 49 AD | 36 | 40 | 42 | 41 | 43 | 39 | 49 ALMNO | 46 ALNO | 40 | 40 | 36 | 42 N |
| An excellent job | 14 N | 17 | 16 | 11 | 15 | 14 | 16 | 14 | 13 | 19 ALMN | 19 ALMNO | 13 | 12 | 10 | 15 MN |
| A very good job | 27 | 29 | 33 A | 25 | 25 | 28 | 25 | 29 | 26 | 30 | 27 | 27 | 28 | 26 | 27 |
| A fair job | 34 | 32 | 30 | 42 ABC | 34 | 35 | 33 | 35 | 34 | 32 | 35 | 37 | 35 | 33 | 36 |
| A poor job | 11 | 10 | 10 | 11 | 15 | 11 | 13 | 11 | 12 | 14 | 11 | 11 | 12 | 10 | 11 |
| Bottom 2 Box | 46 C | 42 | 40 | 53 ABC | 50 | 46 | 45 | 46 | 45 | 46 | 47 | 48 | 47 | 44 | 47 |
| Cannot say | 13 JKOH | 11 | 11 | 11 | 10 | 13 | 14 | 11 | 15 AH | 6 | 7 | 12 JK | 13 JK | 20 AJKLMO | 11 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3G. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|---------------|--------------------|------------------|------------------|------------------|-------------------|----------|------------|-----------------|----------------------------|---------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Perma nent | Unemp loyed | Reti red | Stu dent | Office | Sales & Service | Trades, Transport & Labour | Profes sional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5598 | 3762 | 3417 | 2412 | 673 | 332 | 2541 | 345 | 1158 | 229 | 1032 | 965 | 1131 | 1337 |
| Unweighted Total | 5447 | 4096 | 3753 | 2712 | 735 | 306 | 2807 | 343 | 640 | 275 | 940 | 987 | 981 | 1405 |
| Top 2 Box | 41 HI | 43 AFHI | 45 ABFHI | 45 AFHI | 49 ABFHI | 34 | 45 AFHI | 31 | 36 | 43 | 38 | 46 AK | 42 | 43 |
| An excellent job | 14 KI | 16 AFI | 16 AFI | 15 FI | 21 DFGHI ABC | 10 | 16 AFI | 12 | 10 | 14 | 8 | 19 AKN | 15 K | 14 K |
| A very good job | 27 H | 28 H | 29 BH | 30 ABH | 28 | 24 | 29 H | 19 | 26 | 29 | 30 | 27 | 26 | 30 |
| A fair job | 34 | 35 | 35 | 35 | 32 | 34 | 35 | 37 | 33 | 35 | 35 | 34 | 34 | 35 |
| A poor job | 11 I | 12 | 12 | 11 | 11 | 16 I | 11 | 16 I | 9 | 16 | 10 | 10 | 13 | 12 |
| Bottom 2 Box | 46 | 47 | 46 | 47 | 43 | 50 | 46 | 53 I | 42 | 51 | 45 | 44 | 48 | 47 |
| Cannot say | 13 NBCDEGJ L | 10 CD | 9 | 8 | 7 | 16 CDEGJ B | 9 | 16 CDEGJ B | 22 CDEGJ AB | 6 | 17 ALMN | 10 | 11 | 10 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|-----------|---------|--------|------------|-------------|-------------|---------|---------|-------------------|-------------------|----------|-------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5598 | 2432 | 548 | 1120 | 1489 | 1090 | 1042 | 3434 | 379 | 186 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2533 | 434 | 704 | 1715 | 1208 | 984 | 3188 | 577 | 206 | 4351 | 770 | 293 | - | - | 779 | 1549 | 565 | 2554 |
| Top 2 Box | 41 SK | 41 | 39 | 40 | 43 | 43 | 40 | 41 | 54 AFGH | 45 | 39 | 48 AK | 46 | - | - | 55 ARS | 51 ARS | 42 S | 34 |
| An excellent job | 14 SKE | 15 E | 16 | 13 | 12 | 13 | 12 | 15 | 21 AFG | 15 | 13 | 17 | 17 | - | - | 24 AQRS | 16 S | 13 | 11 |
| A very good job | 27 SK | 26 | 24 | 27 | 32 ABC | 30 | 28 | 26 | 33 | 30 | 26 | 32 AK | 29 | - | - | 31 S | 34 AS | 28 | 24 |
| A fair job | 34 B | 31 | 39 B | 34 | 37 AB | 37 | 36 | 33 | 35 | 38 | 35 L | 30 | 35 | - | - | 29 | 33 | 38 P | 35 |
| A poor job | 11 F | 12 | 12 | 10 | 11 | 8 | 12 | 12 FIJ | 8 | 7 | 12 | 10 | 9 | - | - | 9 | 10 | 13 | 12 |
| Bottom 2 Box | 46 PL | 44 | 51 | 44 | 48 | 46 | 48 | 45 | 43 | 45 | 47 AL | 40 | 44 | - | - | 39 | 43 | 51 PQ | 47 P |
| Cannot say | 13 PQRICE | 16 ACE | 9 | 15 CE | 9 | 12 I | 12 I | 14 I | 3 | 10 I | 14 | 12 | 9 | - | - | 6 | 6 | 7 | 18 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3G. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|----------------------|------------|-------------|------------|------------|---------------------|------------|----------------|------------|---------------|-------|-------------|------------|--------------|---------|-----------|-----------------|------------|--------------|-------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indigenous | Indigenous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Enough | Not enough | Worried | Not worried | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5598 | 3891 | 381 | 283 | 235 | 434 | 1403 | 5264 | 281 | 189 | 61 | 14 | 1082 | 1326 | 1629 | 1315 | 3523 | 1921 | 2686 | 2677 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2953 | 409 | 409 | 411 | 383 | 1673 | 4609 | 774 | 515 | 165 | 52 | 948 | 1226 | 1479 | 1491 | 3444 | 1794 | 2760 | 2443 | 1071 | 2606 | 76 |
| Top 2 Box | 41 RHB | 38 | 53 ABDG | 37 | 50 ABD | 44 | 46 ABD | 40 | 54 AH | 54 AH | 45 | 94 AHIK | 38 | 41 | 42 | 44 | 46 AR | 33 | 42 | 41 | 51 AV | 43 | 45 |
| An excellent job | 14 RHBD | 11 D | 20 ABD | 6 | 27 ABDG | 19 BD | 18 ABD | 13 | 26 AH | 26 AH | 24 | 61 AHIJK | 16 | 13 | 13 | 13 | 16 AR | 10 | 14 | 14 | 20 AV | 15 | 16 |
| A very good job | 27 RM | 27 | 33 | 30 | 23 | 25 | 28 | 27 | 27 | 28 | 21 | 33 | 22 | 28 M | 29 M | 31 AM | 30 AR | 23 | 28 | 27 | 31 | 28 | 29 |
| A fair job | 34 MI | 34 | 31 | 43 ABCE | 28 | 43 ABCEG | 37 E | 35 AI | 27 | 28 | 31 | 5 | 28 | 34 | 36 M | 37 M | 33 | 37 | 35 | 34 | 32 | 36 | 36 |
| A poor job | 11 TQ | 12 | 10 | 9 | 8 | 9 | 10 | 12 | 9 | 11 | 5 | * | 14 | 10 | 11 | 13 | 10 | 15 AQ | 14 AT | 9 | 11 | 12 | 7 |
| Bottom 2 Box | 46 QILE | 46 E | 41 | 51 CE | 37 | 53 CE | 46 E | 46 AIL | 35 | 39 | 35 | 5 | 42 | 44 | 47 | 49 AMN | 43 | 52 AQ | 50 AT | 44 | 43 | 48 | 42 |
| Cannot say | 13 PJCFG UVSQO | 15 ACFG | 6 | 12 CF | 13 CFG | 3 | 8 F | 13 J | 11 | 7 | 20 | 1 | 20 ANOP | 15 OP | 10 P | 7 | 11 | 15 Q | 8 | 16 AS | 7 | 10 U | 13 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3G. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about our natural environment, including what threatens it and what citizens can do to protect it

| | Disability | | | | | | | Currently employed in ... | | | work from home | | |
|------------------|----------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|---------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5598 | 2186 | 1457 | 729 | 3268 | 1273 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2161 | 1440 | 721 | 3078 | 1170 | 901 | 1176 | 2152 | 154 | 1960 | 1113 | 523 |
| Top 2 Box | 41 E | 45 ADEFG | 48 ABDEFG | 38 | 39 | 42 | 40 | 52 AI | 42 | 46 | 42 | 52 AKM | 42 |
| An excellent job | 14 E | 17 ADE | 19 ABDEF | 12 | 12 | 15 | 17 DE | 21 AI | 13 | 18 | 15 | 19 A | 14 |
| A very good job | 27 G | 28 G | 29 G | 25 | 27 | 26 | 23 | 31 | 29 | 28 | 27 | 34 AK | 29 |
| A fair job | 34 | 33 | 31 | 36 | 36 | 32 | 33 | 31 | 36 H | 32 | 36 | 33 | 33 |
| A poor job | 11 | 13 | 12 | 13 | 11 | 13 | 17 ABCEF | 11 | 12 | 18 | 12 | 10 | 13 |
| Bottom 2 Box | 46 H | 46 | 44 | 49 | 46 | 46 | 51 ABC | 41 | 48 AH | 50 | 48 | 43 | 46 |
| Cannot say | 13 KLHIJBCG | 10 C | 8 | 13 BC | 15 ABCG | 13 BCG | 10 | 7 | 10 | 4 | 10 L | 5 | 11 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3H. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|--------------------|-----|--------------------|------------------|---------------------------|------------------|----------|------------|-----------|------------|---------------------------|---------------------------|-----|-------------|-------------|------------|------------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5599 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 3 | 5 | 4 | 382 | 296 | 990 | 1749 | 12 | 4288 |
| Unweighted Total | 5447 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 138 | 106 | 50 | 985 | 725 | 1392 | 1995 | 294 | 4515 |
| Top 2 Box | 40 STUVKMN Q | 31 | 37 | 35 N | 34 | 47 KLMNO DFGIJ A | 42 DKMN | 37 N | 28 | 35 N | 35 N | 17 | 26 | 23 | 34 | 35 | 35 | 35 | 22 | 38 TU |
| An excellent job | 14 QRSTFN | 11 | 8 | 8 | 9 | 15 FJN | 16 FGJLN A | 8 | 14 | 11 | 12 | 5 | 7 | 19 | 9 | 8 | 11 | 12 | 11 | 14 QR |
| A very good job | 26 TUVKN | 20 | 29 | 27 K | 25 | 32 IKLMN AD | 26 K | 28 KN | 14 | 24 K | 22 | 12 | 19 | 4 | 25 | 26 U | 23 | 23 | 12 | 24 |
| A fair job | 32 I | 30 | 36 | 28 | 32 | 31 | 29 | 32 | 38 | 37 I | 38 AHI | 63 IJKLM DEFGH A | 62 IJKLM DEFGH A | 62 | 30 | 30 | 36 | 37 AQV | 62 QRSTV A | 33 |
| A poor job | 16 H | 19 | 20 | 15 | 15 | 13 | 17 H | 18 | 21 HO | 17 | 16 | 13 | 7 | 14 | 16 | 16 | 18 | 17 | 11 | 17 A |
| Bottom 2 Box | 48 H | 49 | 55 | 44 | 47 | 44 | 47 | 49 | 59 AFHI | 54 AHI | 54 AFHI | 76 HIJLM ADFG | 69 FHI | 75 | 47 | 46 | 54 AQRV | 54 AQRV | 73 QRSTV A | 50 A |
| Cannot say | 11 H | 21 ILMNO AEH | 8 | 21 ILMNO AEH | 19 HILMO A | 9 | 12 | 14 | 13 | 11 | 11 | 7 | 5 | 2 | 20 ASTUV | 19 ASTUV | 12 | 12 | 4 | 12 A |

Comparison Groups: ADEFGHIJKLMNOP/AQRSTUVWXYZ
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|----------|-----------|----------------------|---------------|-------------|-------|----------|----------|-------------|-------------|---------|-----------|--------------|---------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5599 | 559 | 924 | 432 | 362 | 4615 | 607 | 2719 | 2844 | 932 | 934 | 934 | 933 | 1865 | 2801 |
| Unweighted Total | 5447 | 429 | 623 | 400 | 323 | 4282 | 687 | 2637 | 2770 | 1087 | 1198 | 1112 | 1055 | 995 | 3365 |
| Top 2 Box | 40 NI | 46 AD | 48 ADE | 34 | 38 | 40 | 41 | 43 AI | 37 | 50 ALMNO | 45 AMN | 41 N | 39 | 33 | 42 N |
| An excellent job | 14 N | 13 | 18 D | 10 | 14 | 14 | 15 | 15 | 13 | 22 ALMNO | 18 ALMNO | 13 N | 13 | 9 | 15 N |
| A very good job | 26 | 33 AD | 30 | 24 | 24 | 26 | 27 | 28 A | 25 | 28 | 27 | 28 | 26 | 24 | 27 |
| A fair job | 32 | 34 | 30 | 38 AC | 38 | 33 A | 29 | 32 | 32 | 30 | 31 | 32 | 31 | 34 | 31 |
| A poor job | 16 HB | 11 | 13 | 18 B | 15 | 16 | 15 | 14 | 18 AH | 14 | 18 | 17 | 18 | 15 | 17 |
| Bottom 2 Box | 48 | 45 | 43 | 56 ABC | 52 | 50 A | 44 | 47 | 49 | 44 | 48 | 49 | 49 | 49 | 49 |
| Cannot say | 11 JKOHF | 9 | 9 | 10 | 10 | 10 | 14 | 10 | 13 AH | 6 | 7 | 10 J | 12 JKO | 18 AJKLMO | 9 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|---------------|---------------|-------------------|-----------------|------------------|-------------------|---------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5599 | 3763 | 3417 | 2412 | 672 | 332 | 2540 | 345 | 1158 | 230 | 1032 | 965 | 1131 | 1336 |
| Unweighted Total | 5447 | 4086 | 3742 | 2705 | 731 | 306 | 2795 | 344 | 646 | 277 | 934 | 985 | 983 | 1401 |
| Top 2 Box | 40 FI | 44 AFHI | 45 ABFHI | 46 AFHI | 48 AFHI | 32 | 45 AFHI | 36 | 31 | 43 I | 38 | 46 AKN | 43 | 39 |
| An excellent job | 14 KI | 16 AI | 16 AI | 16 I | 21 ABCFI | 12 | 16 AI | 14 | 9 | 18 I | 10 | 19 AKMN | 14 | 14 |
| A very good job | 26 I | 28 AFI | 29 AFI | 30 ABFHI | 28 | 20 | 29 AFI | 21 | 22 | 24 | 27 | 27 | 29 | 25 |
| A fair job | 32 | 32 | 32 | 32 | 30 | 29 | 32 | 30 | 35 | 39 | 32 | 32 | 32 | 33 |
| A poor job | 16 | 16 G | 16 G | 15 | 14 | 24 CDEGI AB | 15 | 18 | 15 | 15 | 16 | 15 | 15 | 18 |
| Bottom 2 Box | 48 | 48 | 48 | 47 | 45 | 54 | 47 | 48 | 50 | 54 | 48 | 47 | 46 | 52 A |
| Cannot say | 11 NBCDEGJ L | 8 CDG | 8 | 7 | 7 | 14 CDEGJ B | 7 | 16 CDEGJ B | 20 CDEGJ AB | 4 | 14 ALN | 7 | 11 | 9 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|-------------|-----------|-----------|------------|-------------|-------------|---------|-----------|-------------------|-------------------|-----------|----------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5599 | 2431 | 548 | 1120 | 1490 | 1091 | 1042 | 3434 | 379 | 187 | 4177 | 1147 | 253 | - | - | 623 | 1286 | 539 | 3150 |
| Unweighted Total | 5447 | 2530 | 440 | 705 | 1711 | 1216 | 983 | 3180 | 577 | 207 | 4349 | 772 | 293 | - | - | 774 | 1546 | 565 | 2562 |
| Top 2 Box | 40 SKD | 41 | 41 | 36 | 41 | 42 | 41 | 39 | 55 AFGH | 46 | 38 | 48 AK | 45 | - | - | 56 ARS | 49 AS | 43 S | 33 |
| An excellent job | 14 S | 15 | 19 ADE | 12 | 12 | 13 | 17 | 13 | 23 AFH | 16 | 14 | 15 | 20 | - | - | 26 AQRS | 17 AS | 14 | 11 |
| A very good job | 26 SK | 26 | 22 | 24 | 30 ACD | 29 | 25 | 26 | 32 | 30 | 24 | 33 AK | 25 | - | - | 30 S | 32 AS | 29 | 23 |
| A fair job | 32 PB | 30 | 36 | 33 | 34 | 35 | 34 | 31 | 29 | 32 | 32 | 30 | 34 | - | - | 27 | 32 | 33 | 33 |
| A poor job | 16 PLMF | 16 | 14 | 17 | 17 | 13 | 15 | 18 AFI | 12 | 12 | 17 ALM | 13 | 11 | - | - | 12 | 14 | 15 | 18 APQ |
| Bottom 2 Box | 48 PLB | 45 | 51 | 51 | 51 B | 47 | 49 | 48 | 42 | 45 | 50 AL | 43 | 45 | - | - | 39 | 47 P | 48 P | 51 AP |
| Cannot say | 11 PQLIE | 13 ACE | 8 | 13 CE | 8 | 10 I | 10 I | 12 I | 3 | 9 | 12 AL | 9 | 10 | - | - | 6 | 5 | 9 Q | 16 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|----------------------|-------------|-------------|------------|-----------|---------------------|------------|-----------------|-------------|---------------|---------|-------|------------|--------------|----------|-----------|-----------------|-------------|--------------|--------------|--------------|---------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Eno ugh | Not eno ugh | Worr ied | Not worr ied | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5599 | 3891 | 381 | 283 | 235 | 435 | 1404 | 5265 | 281 | 189 | 61 | 14 | 1081 | 1326 | 1629 | 1316 | 3524 | 1921 | 2686 | 2679 | 908 | 2471 | 39 |
| Unweighted Total | 5447 | 2953 | 410 | 410 | 409 | 386 | 1676 | 4611 | 772 | 517 | 164 | 48 | 941 | 1230 | 1485 | 1489 | 3448 | 1791 | 2757 | 2445 | 1069 | 2599 | 74 |
| Top 2 Box | 40 RHB | 36 | 54 ABD | 35 | 52 ABD | 50 ABD | 48 ABD | 39 | 54 AH | 56 AH | 45 | 76 | 37 | 42 | 42 | 41 | 46 AR | 31 | 42 | 39 | 52 AV | 42 | 40 |
| An excellent job | 14 RHBD | 11 | 24 ABD | 7 | 26 ABD | 22 ABD | 20 ABD | 13 | 24 AH | 27 AH | 18 | 23 | 16 | 14 | 13 | 14 | 16 AR | 10 | 15 | 13 | 21 AV | 14 | 18 |
| A very good job | 26 RMB | 25 | 30 | 28 | 26 | 28 | 28 | 26 | 30 | 29 | 27 | 52 | 22 | 28 M | 29 M | 28 | 30 AR | 21 | 26 | 26 | 31 A | 28 | 22 |
| A fair job | 32 MI | 32 | 32 | 42 ABEG | 26 | 35 | 34 E | 33 AI | 24 | 26 | 20 | 12 | 25 | 30 | 35 AM | 37 AMN | 31 | 34 | 33 | 33 | 31 | 32 | 33 |
| A poor job | 16 TQCFG U | 18 ACEFG | 10 | 14 | 12 | 11 | 12 | 16 | 12 | 12 | 16 | 4 | 20 O | 16 | 14 | 15 | 13 | 22 AQ | 19 AT | 14 | 12 | 17 U | 12 |
| Bottom 2 Box | 48 UQIJE | 50 ACE | 43 | 56 ACEG | 37 | 46 | 46 E | 49 AIJ | 36 | 39 | 36 | 16 | 44 | 47 | 49 | 53 AMN | 44 | 56 AQ | 51 AT | 47 | 43 | 49 U | 44 |
| Cannot say | 11 PJCFG UVSQO | 14 ACDFG | 4 | 8 | 11 CF | 3 | 6 | 12 J | 10 J | 5 | 19 J | 8 | 19 ANOP | 11 P | 9 P | 6 | 10 | 12 | 7 | 14 AS | 5 | 9 U | 15 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3H. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Prepare students to be good citizens by encouraging them to listen to and respectfully discuss different points of view, including ones they disagree with

| | Disability | | | | | | | Currently employed in ... | | | work from home | | |
|------------------|---------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|-----------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5599 | 2187 | 1458 | 729 | 3268 | 1273 | 869 | 1029 | 2052 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5447 | 2172 | 1446 | 726 | 3068 | 1177 | 904 | 1167 | 2151 | 155 | 1960 | 1113 | 523 |
| Top 2 Box | 40 E | 44 ADEFG | 47 ABDEFG | 38 | 38 | 38 | 38 | 54 AI | 41 | 46 | 42 | 53 AKM | 38 |
| An excellent job | 14 E | 19 ADEF | 21 ABDEFG | 15 | 11 | 16 E | 17 E | 20 AI | 15 | 18 | 15 | 19 A | 14 |
| A very good job | 26 FG | 26 FG | 27 FG | 24 | 27 G | 22 | 22 | 35 AI | 26 | 28 | 27 | 35 AKM | 24 |
| A fair job | 32 HB | 29 | 29 | 29 | 34 ABCG | 31 | 28 | 28 | 34 H | 25 | 33 | 32 | 27 |
| A poor job | 16 LH | 18 | 16 | 20 AE | 15 | 19 | 25 ABCEF | 12 | 17 H | 25 H | 16 L | 11 | 23 AKL |
| Bottom 2 Box | 48 LH | 47 | 46 | 49 | 50 | 50 BC | 53 BC | 40 | 51 AH | 50 | 49 L | 43 | 51 L |
| Cannot say | 11 KLHIJBC | 9 C | 7 | 12 BC | 13 ABCG | 12 BCG | 9 | 6 | 8 H | 4 | 9 L | 3 | 11 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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ES3I. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Provinces/Territories | | | | | | | | | | | | | | Regions | | | | | |
|------------------|-----------------------|----------------------|---------|---------------------|------------------|------------|------------|----------|----------|----------|-------------|-----------|-----------------------------|---------|-------------|-------------|---------|----------|------------------|----------|
| | TOTAL | NFLD | PEI | NS | NB | PQ | ON | MB | SK | AB | BC | YK | NT | NU | ATL | MAR | PRA | WST | TER | ROC |
| | (A) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) |
| Total | 5603 | 85 | 23 | 151 | 122 | 1311 | 2145 | 196 | 168 | 626 | 758 | 4 | 6 | 6 | 382 | 296 | 990 | 1749 | 16 | 4292 |
| Unweighted Total | 5603 | 260 | 174 | 283 | 268 | 932 | 1241 | 415 | 406 | 571 | 603 | 195 | 175 | 80 | 985 | 725 | 1392 | 1995 | 450 | 4671 |
| Top 2 Box | 40 VD | 28 | 43 | 46 DG | 33 | 45 ADGM | 39 D | 42 D | 36 | 40 D | 37 | 52 DG | 78 KLMNP FGHIJ ADE | 41 | 37 | 40 Q | 40 | 39 | 58 QRSTV A | 39 |
| An excellent job | 14 | 9 | 12 | 16 | 10 | 16 J | 14 | 9 | 17 | 14 | 12 | 13 | 23 J | 25 | 12 | 13 | 13 | 13 | 21 | 13 |
| A very good job | 26 | 19 | 31 | 30 | 23 | 29 DK | 25 | 33 DK | 19 | 27 | 25 | 39 DGK | 55 JKLMP EFGHI AD | 16 | 25 | 27 | 27 | 26 | 37 | 26 |
| A fair job | 31 FO | 32 O | 40 O | 23 | 33 O | 30 O | 30 O | 29 O | 38 FO | 32 O | 37 AFHIO | 30 | 12 | 43 O | 29 | 29 | 33 | 35 AV | 28 | 32 |
| A poor job | 13 MO | 15 O | 10 | 9 | 13 O | 13 O | 15 FKMO | 15 O | 8 | 14 O | 10 O | 9 | 2 | 14 | 11 | 11 | 13 | 12 | 8 | 13 |
| Bottom 2 Box | 45 FO | 47 FO | 50 O | 32 | 46 FO | 43 FO | 45 FO | 44 FO | 46 FO | 47 FO | 47 FO | 39 O | 15 | 57 O | 41 | 39 | 46 | 46 R | 36 | 45 R |
| Cannot say | 15 UH | 25 LMNOP AEHIJ | 8 | 22 JLNOP AEHI | 21 HLNOP E | 12 | 16 O | 14 | 18 OP | 13 | 16 O | 9 | 7 | 2 | 22 ASTUV | 21 ASTUV | 14 U | 15 U | 6 | 16 AU |

Comparison Groups: ADEFGHIJKLMN/AQRSTUV
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3I. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
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Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Urban Area (CMA) | | | | | Urban/Rural | | Gender | | Age | | | | | |
|------------------|------------------|-----|----------|----------------------|---------------|-------------|-------|----------|--------|--------------|------------|----------|-----------|--------------|-----------|
| | TOTAL | Mtl | Toronto | Calgary/ Edmonton | Vanc ouver | Urban | Rural | Male | Female | 18-24 | 25-34 | 35-44 | 45-54 | 55+ | 25-54 |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| Total | 5603 | 559 | 924 | 432 | 362 | 4617 | 608 | 2722 | 2845 | 933 | 935 | 934 | 934 | 1867 | 2803 |
| Unweighted Total | 5603 | 429 | 623 | 400 | 323 | 4375 | 738 | 2718 | 2844 | 1094 | 1216 | 1141 | 1088 | 1064 | 3445 |
| Top 2 Box | 40 N | 43 | 45 AE | 38 | 35 | 40 | 38 | 39 | 41 | 53 ALMNO | 47 AMNO | 43 N | 40 N | 29 | 43 AMN |
| An excellent job | 14 N | 14 | 15 | 14 | 12 | 13 | 17 | 14 | 14 | 22 AKLMNO | 15 N | 15 N | 13 | 9 | 15 N |
| A very good job | 26 NG | 29 | 31 | 24 | 23 | 27 | 21 | 25 | 27 | 31 AN | 32 AN | 28 N | 27 N | 20 | 29 AN |
| A fair job | 31 I | 30 | 29 | 35 | 43 ABC | 32 | 33 | 34 AI | 29 | 32 | 33 | 32 | 30 | 30 | 32 |
| A poor job | 13 JE | 13 | 12 | 15 | 9 | 14 | 12 | 13 | 14 | 8 | 14 J | 11 | 15 J | 16 AJL | 14 J |
| Bottom 2 Box | 45 JI | 43 | 41 | 49 | 51 C | 45 | 45 | 47 AI | 43 | 40 | 47 J | 44 | 45 | 46 | 45 |
| Cannot say | 15 JKOF | 14 | 14 | 13 | 13 | 14 | 17 | 14 | 16 | 7 | 6 | 13 JK | 15 JKO | 25 AJKLMO | 11 JK |

Comparison Groups:ABCDE/AFG/AHI/AJKLMNO
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3I. And based on what you know or have heard, how good a job do you say the public schools in your community are currently doing in each of these areas?
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Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Labour Force Status | | | | | | | | | | Occupation | | | |
|------------------|---------------------|--------------|------------------|---------------|---------------|-------------------|-----------------|-------------|-------------------|------------|------------|-----------------|----------------------------|--------------------------|
| | TOTAL | Labour force | Empl. (FT/PT/SE) | Empl. FT Only | Empl. PT Only | Self-empl. Only | Empl. Permanent | Unemployed | Retired | Student | Office | Sales & Service | Trades, Transport & Labour | Professional & Executive |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) |
| Total | 5603 | 3766 | 3420 | 2415 | 673 | 333 | 2543 | 345 | 1159 | 230 | 1034 | 965 | 1132 | 1338 |
| Unweighted Total | 5603 | 4206 | 3856 | 2793 | 745 | 318 | 2881 | 350 | 674 | 278 | 969 | 992 | 1009 | 1475 |
| Top 2 Box | 40 FI | 45 AFHI | 46 ABFHI | 47 ABFHI | 50 AFHI | 31 ABFHI | 47 ABFHI | 34 | 26 | 53 AFHI | 37 | 47 AKMN | 38 | 40 |
| An excellent job | 14 KI | 16 AI | 16 AI | 16 AI | 20 AFI | 11 | 17 AI | 13 | 7 | 16 I | 9 | 19 AKN | 15 K | 12 |
| A very good job | 26 I | 29 AFHI | 29 ABFHI | 30 ABFHI | 30 FI | 20 ABFHI | 30 ABFHI | 21 | 19 | 37 AFHI | 28 | 28 | 23 | 28 |
| A fair job | 31 | 31 | 31 | 31 | 31 | 28 | 30 | 33 | 33 | 31 | 31 | 30 | 32 | 34 |
| A poor job | 13 EJ | 13 E | 12 E | 12 E | 8 | 22 CDEGJ AB | 12 E | 14 | 16 EJ | 8 | 14 | 12 | 14 | 13 |
| Bottom 2 Box | 45 EG | 44 | 43 | 44 G | 39 | 49 E | 42 | 48 | 49 ACEG | 39 | 45 | 42 | 46 | 48 |
| Cannot say | 15 NBCDEGJ L | 12 CD | 11 D | 10 | 11 | 20 CDEGJ B | 11 D | 18 BCDGJ | 25 CDEGJ AB | 8 | 18 LN | 11 | 16 L | 12 |

Comparison Groups:ABCDEFGHIJ/AKLMN
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

Employment and Skills in Canada - w8 - April 2025

ES3I. And based on what you know or have heard, how good a job do would you say the public schools in your community are currently doing in each of these areas?
Are they doing an excellent, very good, fair, or poor job?
Teach students about the histories and cultures of Indigenous Peoples in Canada

| | Education | | | | | Immigration | | | | | Language | | | Pandemic Impact | | Children at home | | | |
|------------------|---------------|-----------|---------|------------|-------------|-------------|---------|-----------|-------------------|-------------------|----------|------|-------|-----------------|---------------|------------------------|-------------------------|--------------------------|-------------|
| | TOTAL | HS/ Less | Trades | Coll. only | Univer sity | 1st gen | 2nd gen | 3rd gen | Recent immi grant | Immig. allo phone | Eng | Fre | Other | Affe cted | Not affe cted | At least one child 0-4 | At least one child 5-18 | At least one child 19-24 | No Children |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) |
| Total | 5603 | 2433 | 548 | 1121 | 1491 | 1092 | 1043 | 3436 | 379 | 187 | 4181 | 1147 | 254 | - | - | 624 | 1287 | 540 | 3153 |
| Unweighted Total | 5603 | 2580 | 446 | 727 | 1788 | 1233 | 1015 | 3286 | 582 | 213 | 4489 | 775 | 306 | - | - | 794 | 1579 | 577 | 2653 |
| Top 2 Box | 40 S | 41 | 41 | 38 | 41 | 44 | 41 | 39 | 59 AFGHJ | 40 | 39 | 43 | 43 | - | - | 56 ARS | 51 AS | 46 S | 32 |
| An excellent job | 14 SE | 15 E | 16 | 12 | 11 | 14 | 12 | 14 | 23 AFGHJ | 13 | 13 | 15 | 16 | - | - | 22 AS | 17 AS | 18 S | 10 |
| A very good job | 26 SH | 25 | 25 | 26 | 30 AB | 30 H | 29 | 25 | 36 AFH | 27 | 26 | 28 | 27 | - | - | 34 AS | 33 AS | 28 | 22 |
| A fair job | 31 P | 29 | 36 B | 31 | 33 | 33 | 32 | 30 | 28 | 36 | 31 | 31 | 32 | - | - | 25 | 32 P | 38 APS | 31 |
| A poor job | 13 QRFI | 13 | 13 | 14 | 14 | 11 | 13 | 15 AFI | 8 | 10 | 14 | 13 | 11 | - | - | 10 | 10 | 8 | 16 APQR |
| Bottom 2 Box | 45 PIB | 42 | 49 | 45 | 47 B | 44 I | 45 I | 45 I | 36 | 46 | 45 | 44 | 44 | - | - | 35 | 42 | 47 P | 47 APQ |
| Cannot say | 15 PQRFICE | 17 ACE | 10 | 17 CE | 12 | 13 I | 14 I | 16 FI | 5 | 14 I | 16 | 13 | 13 | - | - | 9 | 7 | 7 | 21 APQR |

Comparison Groups:ABCDE/AFGHIJ/AKLM/ANO/APQRS
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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Are they doing an excellent, very good, fair, or poor job?
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| | Race | | | | | | | Indigenous | | | | | Income | | | | Income Adequacy | | Job Security | | Labour Union | | |
|------------------|---------------------------|------------|-------------|-------------|------------|---------------------|------------|-----------------|-------------|---------------|---------|----------|------------|--------------|----------|----------|-----------------|-------------|--------------|--------------|--------------|----------|-------------|
| | TOTAL | White | South Asian | Chinese | Black | Other visib. minor. | Racialized | Non-Indig enous | Indig enous | First Nations | Métis | Inuit | Low | Lower middle | Middle | High | Eno ugh | Not eno ugh | Worr ied | Not worr ied | Yes | No | Can not Say |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) | (P) | (Q) | (R) | (S) | (T) | (U) | (V) | (W) |
| Total | 5603 | 3893 | 381 | 283 | 235 | 435 | 1405 | 5269 | 281 | 189 | 61 | 14 | 1082 | 1327 | 1630 | 1318 | 3527 | 1922 | 2688 | 2681 | 909 | 2473 | 39 |
| Unweighted Total | 5603 | 3047 | 411 | 411 | 413 | 398 | 1696 | 4729 | 809 | 536 | 167 | 62 | 959 | 1238 | 1513 | 1577 | 3573 | 1819 | 2805 | 2552 | 1113 | 2667 | 76 |
| Top 2 Box | 40 TRHBD | 37 | 53 ABDG | 32 | 52 ABD | 49 ABD | 47 ABD | 40 | 50 AH | 49 | 46 | 84 AH | 36 | 39 | 42 | 44 AM | 44 AR | 34 | 43 AT | 38 | 51 AV | 44 A | 38 |
| An excellent job | 14 RHBD | 11 | 19 BD | 8 | 26 ABDG | 18 BD | 18 ABD | 13 | 27 AH | 26 AH | 29 | 26 | 15 | 14 | 12 | 15 | 15 AR | 11 | 14 | 14 | 20 A | 15 | 11 |
| A very good job | 26 TRM | 25 | 34 ABD | 24 | 26 | 30 | 29 | 27 | 24 | 22 | 17 | 58 K | 21 | 25 | 30 AM | 29 M | 28 AR | 23 | 29 AT | 24 | 32 A | 28 | 27 |
| A fair job | 31 M | 30 | 31 | 44 ABCEG | 28 | 35 | 35 A | 32 | 26 | 31 | 20 | 12 | 26 | 31 | 34 M | 34 M | 31 | 33 | 33 | 31 | 31 | 31 | 47 |
| A poor job | 13 UWQCG | 15 ACEG | 8 | 10 | 8 | 10 | 9 | 13 | 13 | 15 | 14 | 3 | 15 | 15 | 12 | 12 | 12 | 17 AQ | 14 | 13 | 10 | 13 UW | 2 |
| Bottom 2 Box | 45 Q | 45 E | 39 | 54 ABCEG | 36 | 45 | 44 | 45 A | 40 | 45 | 34 | 15 | 42 | 46 | 46 | 45 | 43 | 50 AQ | 47 A | 44 | 41 | 44 | 49 |
| Cannot say | 15 IJCFG VSQOP U | 18 ACFG | 7 | 14 CFG | 12 | 6 | 9 | 15 IJ | 10 J | 6 | 20 J | * | 22 ANOP | 15 P | 12 | 10 | 14 | 16 | 10 | 18 AS | 8 | 12 U | 13 |

Comparison Groups: ABCDEFG/AHIJKL/AMNOP/AQR/AST/AUVW
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
Uppercase letters indicate significance at the 95% level.

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Are they doing an excellent, very good, fair, or poor job?
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| | Disability | | | | | | | Currently employed in ... | | | Work from home | | |
|------------------|----------------|-------------|---------------------------|---------------|------------|------------------------|--------------------------------|---------------------------|-------------------|--------------------------|----------------|-----------|-----------|
| | Total | NET: YES | Yes, occasio- nally | Yes, often | No | Physical disability | Mental Health disability | Public Sector | Private sector | Non- profit sector | None | Some | Most |
| | (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) |
| Total | 5603 | 2187 | 1458 | 729 | 3271 | 1273 | 869 | 1031 | 2053 | 108 | 1939 | 910 | 509 |
| Unweighted Total | 5603 | 2204 | 1460 | 744 | 3189 | 1199 | 913 | 1235 | 2185 | 164 | 1960 | 1113 | 523 |
| Top 2 Box | 40 E | 44 AEF | 46 AEF | 41 | 38 | 37 | 42 | 54 AI | 42 | 46 | 44 A | 52 AKM | 39 |
| An excellent job | 14 E | 17 ADE | 19 ABDEF | 13 | 12 | 15 | 17 E | 21 AI | 14 | 20 | 17 AM | 18 AM | 11 |
| A very good job | 26 F | 27 F | 27 F | 28 F | 26 | 22 | 26 | 34 AI | 28 | 26 | 27 | 34 AK | 28 |
| A fair job | 31 B | 28 | 28 | 29 | 34 ABC | 29 | 29 | 28 | 33 H | 30 | 31 | 32 | 29 |
| A poor job | 13 LHE | 15 AE | 14 | 17 E | 12 | 17 AE | 19 ABCE | 8 | 14 H | 20 H | 12 | 10 | 19 AKL |
| Bottom 2 Box | 45 H | 44 | 42 | 46 | 46 | 46 | 48 BC | 36 | 47 H | 50 H | 43 | 42 | 48 |
| Cannot say | 15 KLHIJBCG | 12 G | 12 | 14 G | 16 ABCG | 17 BCDG | 10 | 10 | 12 J | 5 | 13 L | 6 | 13 L |

Comparison Groups: ABCDEFG/AHIJ/AKLM
Paired/Overlap T-Test for Means, Paired/Overlap Z-Test for Percentages
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