

*the*  
**FUTURE ● OF**  
**LEARNING**

Key trends impacting education today

# Methodology

**Study:** In partnership with [Angus Reid Group](#), Staples conducted a survey among Canadian parents and teachers to understand current perceptions, priorities and challenges with respect to learning and education for the current generation of children.

**Sample:** The survey sample consisted of parents (with kids 6-17 years old) and teachers (elementary through high school):

- Parents : n=1,020
- Teachers: n=419

**Field Window:** May 23rd to June 2nd, 2023

**Reporting Notes:** Throughout this report, results are broken out by parents and teachers, and age cohort of children:

**Parents** (have one or more children between the ages of 6-17):

- Parents of younger children (6-11 years)
- Parents of older children (12-17 years)

**Teachers** (elementary through high school):

- Elementary school teachers
- Middle / High school teachers

# Parents' Involvement in Their Child's Learning

# Key Findings – Parental Involvement in Learning

1

**Most teachers say kids today need more parental attention and involvement for their education than past generations.** Two-thirds (66%) of teachers say more involvement is needed now, along with nearly half of parents. Both groups see a variety of factors driving this greater need for attention, although teachers strongly point to greater distractibility due to the proliferation of digital technology / media, while parents are seeing a mix of this distractibility along with less support from the school system.

2

**Lack of time is a core barrier for parents to optimally support their kids' education.** Half (48%) of parents note a lack of time is a challenge they face in helping with their kids' education, particularly those with younger kids (57%).

3

**On average, parents are not able to spend the time teachers say is needed to properly assist with their child's learning.** Parents spend an average of 2.1 hours per week assisting with their kids' learning, while teachers estimate 3.2 hours per week are needed, on average, to optimally assist children.

4

**Parents are scaling back the time they spend assisting their kids with learning as they enter their teenage years, but teachers don't necessarily think this is a good idea.** Parents are spending an average of 1.1 hours less per week helping their older kids/teens vs. younger kids, while teachers estimate both younger and older kids alike need just over three hours of parental involvement each week.

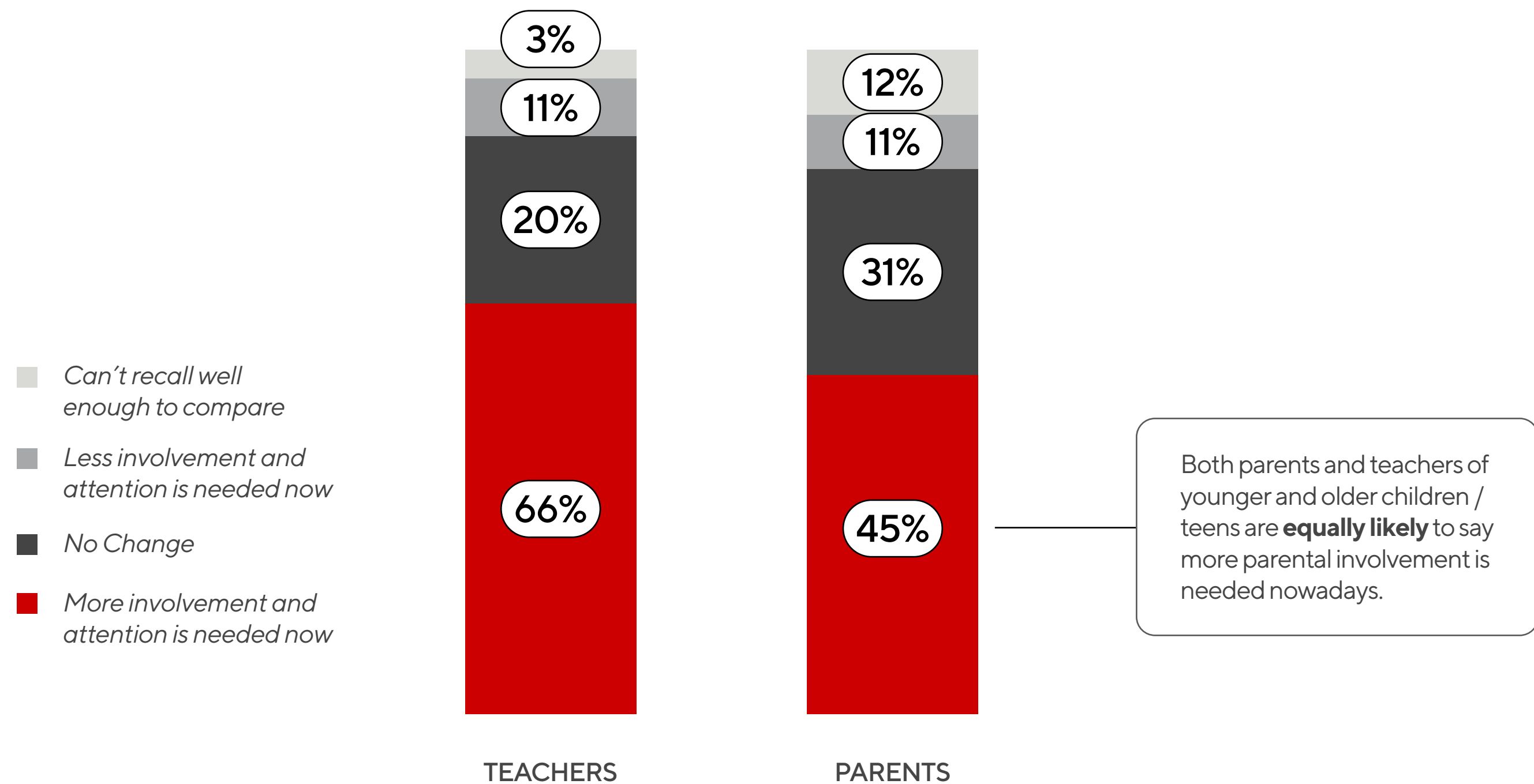
5

**Parents and teachers alike are seeing shifting priorities and demands for the kids of today to get ready for adulthood – learning outside of the classroom and finding skills kids can uniquely excel at are more important, while the traditional path of obtaining a degree from a good university has less emphasis.** Most parents (66%) and teachers (57%) say learning outside the classroom is more important now than in the past, along with kids finding specific skills / abilities they excel at (65% of parents, 55% of teachers). Meanwhile close to half (45%) of teachers also say getting a degree from a good university is less important now than it was in the past.

# Two-thirds of teachers say more parental involvement in kids' education is needed now than in the past.

Parents are also seeing this greater need for involvement, albeit to a lesser degree than teachers – just under half of parents say more attention and involvement is needed now than when they were their kids' age.

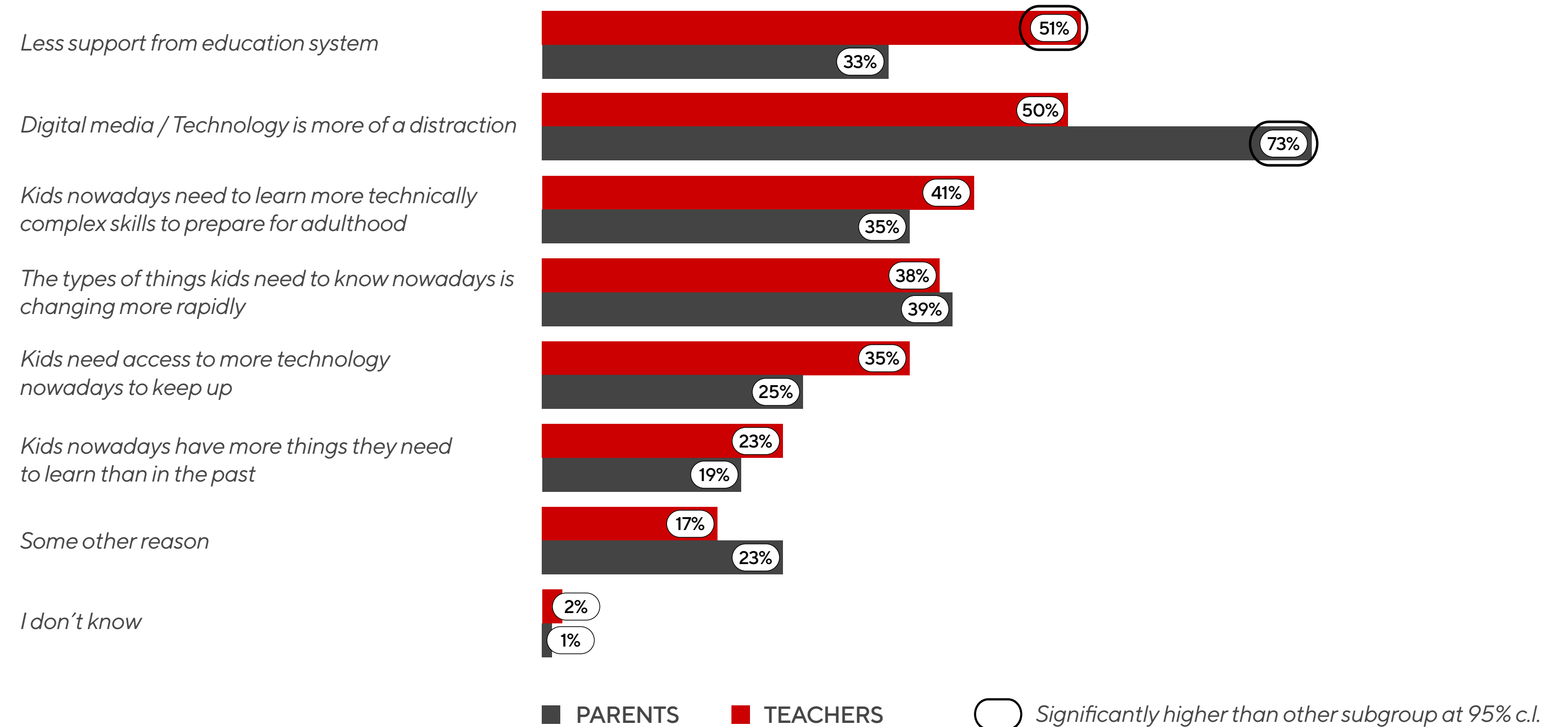
Parental Involvement Needed for Education  
Now vs. When Parents/Teachers Were School-age



# Teachers largely point to greater distractibility as driving need for more parental involvement

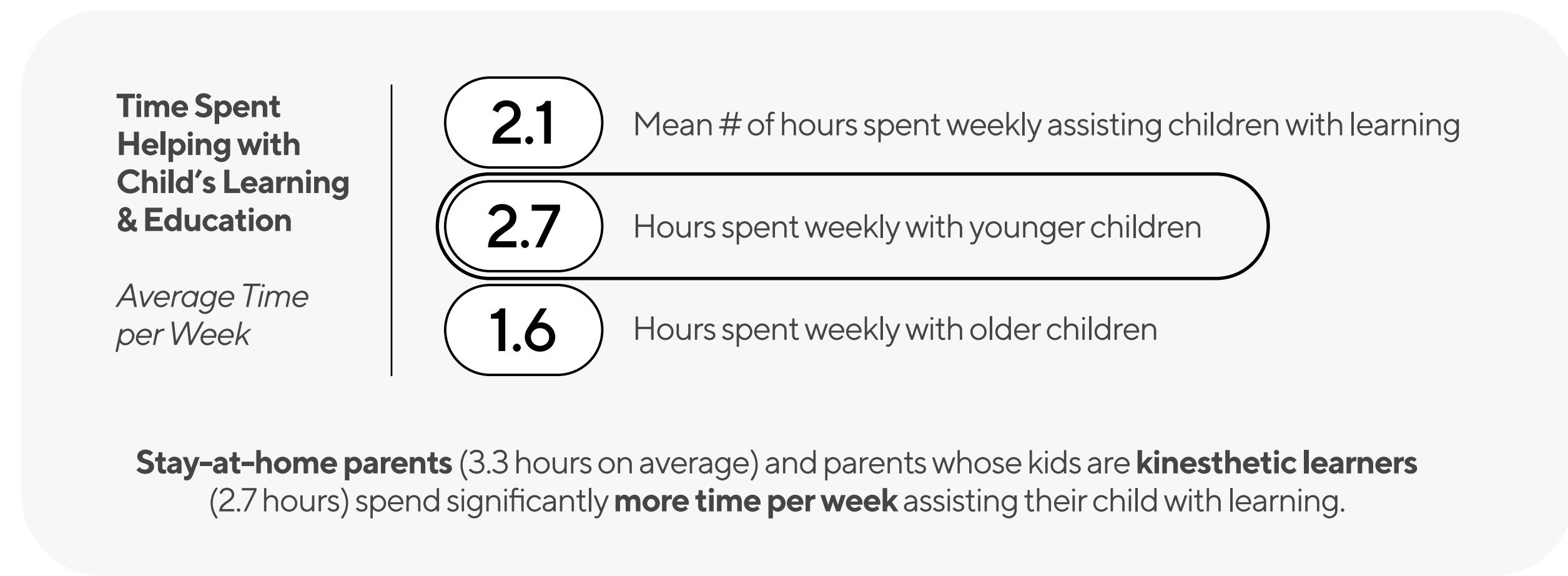
Parents and teachers are split in terms of what they think is driving the greater need for parental involvement in kids' education nowadays – most teachers point to digital media / technology distracting kids, whereas parents see equal contributions from less support from the education system and digital media / technology as the root cause.

Reasons More Involvement with Education is Required  
Now vs. When you were School-age

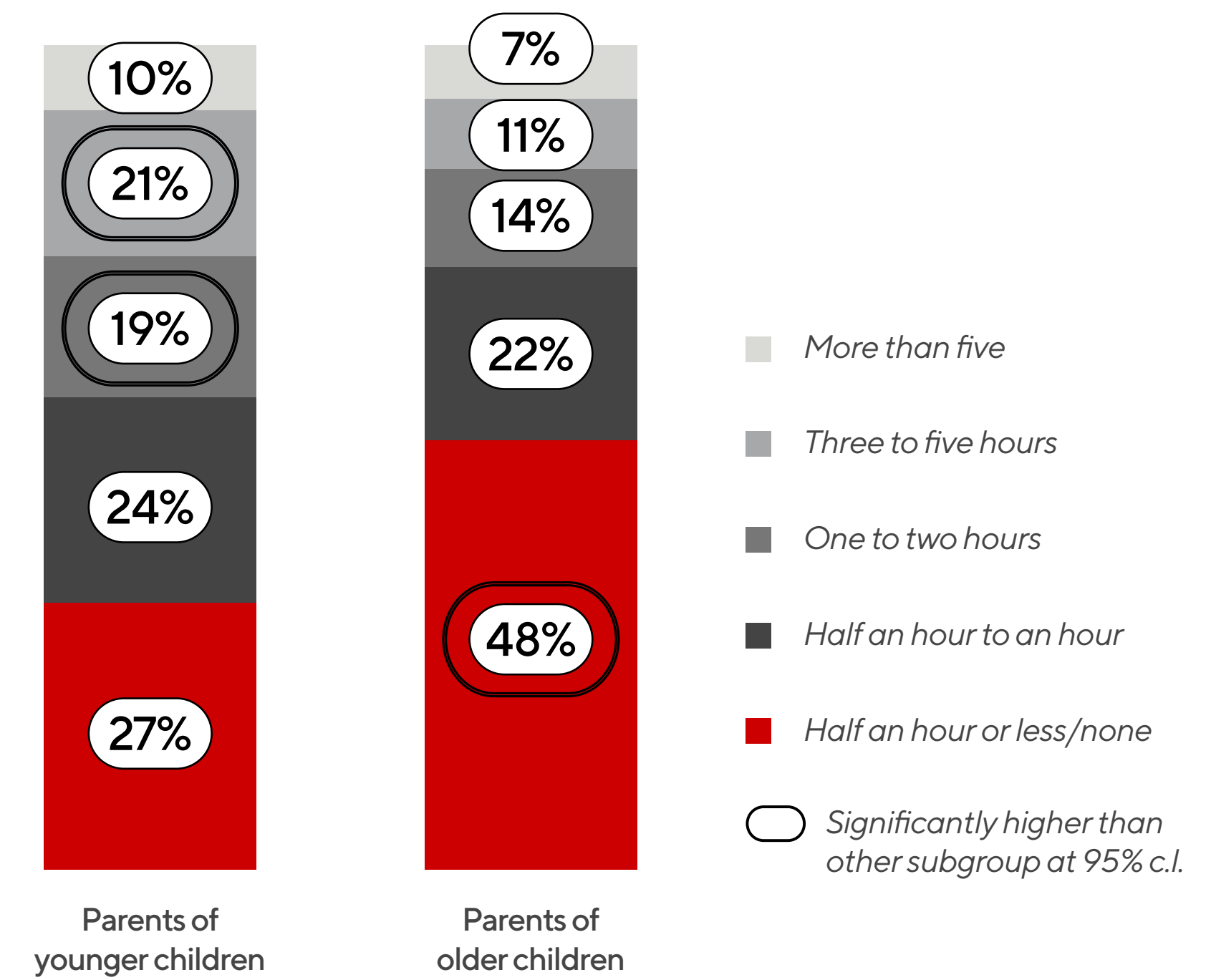


# Parents are spending significantly less time assisting older kids / teens with learning and education.

Parents of older kids / teens spend 1.6 hours on average helping with their learning and education vs. 2.7 hours on average for younger children. Nearly half of parents of older kids / teens spend half an hour or less helping with their kids learning each week.



Current Time Spent Assisting Children  
Hours per Week



# Parents are significantly more hands-on in learning and education for younger vs. older kids / teens

Meanwhile most parents are regularly talking to their kids about what they learned / experienced at school, and this typically continues as kids enter their teen years. What parents tend to do less of as kids get older is hands-on assistance with school work by way of helping them study/complete assignments or checking it after it's done.

## Actions Taken to Support Education and Learning

Discuss what they learn / experience at school

73%

Actively help them do their homework or study for a test

36%

Checking homework after it's completed

34%

Communicate with child's school teacher(s) to coordinate how I can support my child's learning

30%

Having them work with online learning resources

15%

Volunteer / take part in school activities

14%

Having them go to in-person classes outside of school

11%

Having them work with tutors

11%

|  | Younger Children(6-11) | Older Children /Teens (12-17) |
|--|------------------------|-------------------------------|
| Discuss what they learn / experience at school   | 79%                    | 68%                           |
| Actively help them do their homework or study for a test                                       | 47%                    | 26%                           |
| Checking homework after it's completed   | 49%                    | 20%                           |
| Communicate with child's school teacher(s) to coordinate how I can support my child's learning | 34%                    | 27%                           |
| Having them work with online learning resources  | 17%                    | 12%                           |
| Volunteer / take part in school activities   | 18%                    | 11%                           |
| Having them go to in-person classes outside of school  | 12%                    | 10%                           |
| Having them work with tutors   | 10%                    | 12%                           |

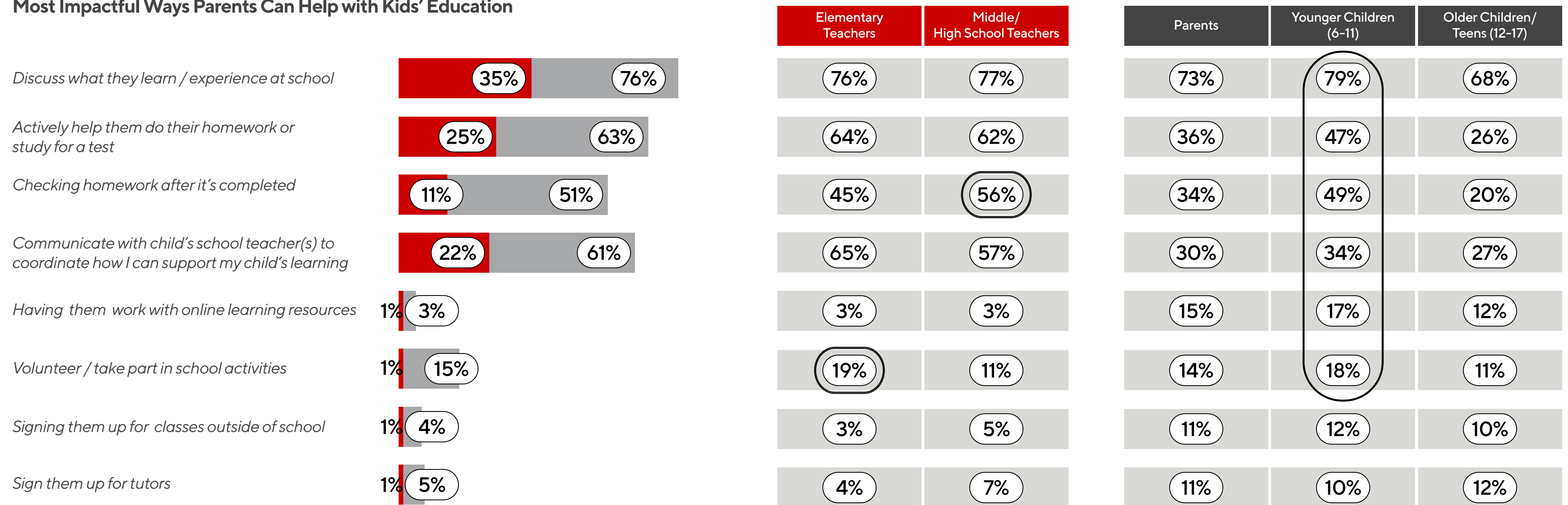
○ Significantly higher than other subgroup at 95% c.i.



# Teachers see high value in parents talking to their kids about what they're experiencing at school, which most parents currently do regularly.

Meanwhile actively helping with studying/homework may be a gap in parents' routines, especially with older kids/teens. Most teachers rank this among the most important things parents can do to help, although a minority of parents regularly do this.

## Most Impactful Ways Parents Can Help with Kids' Education

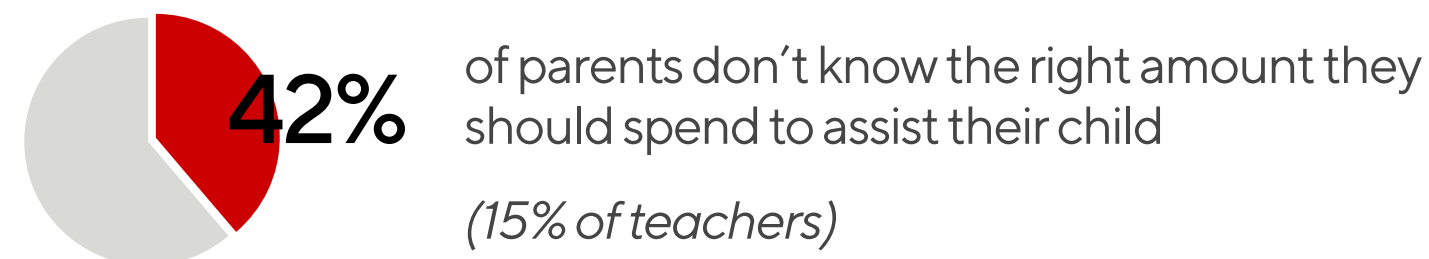
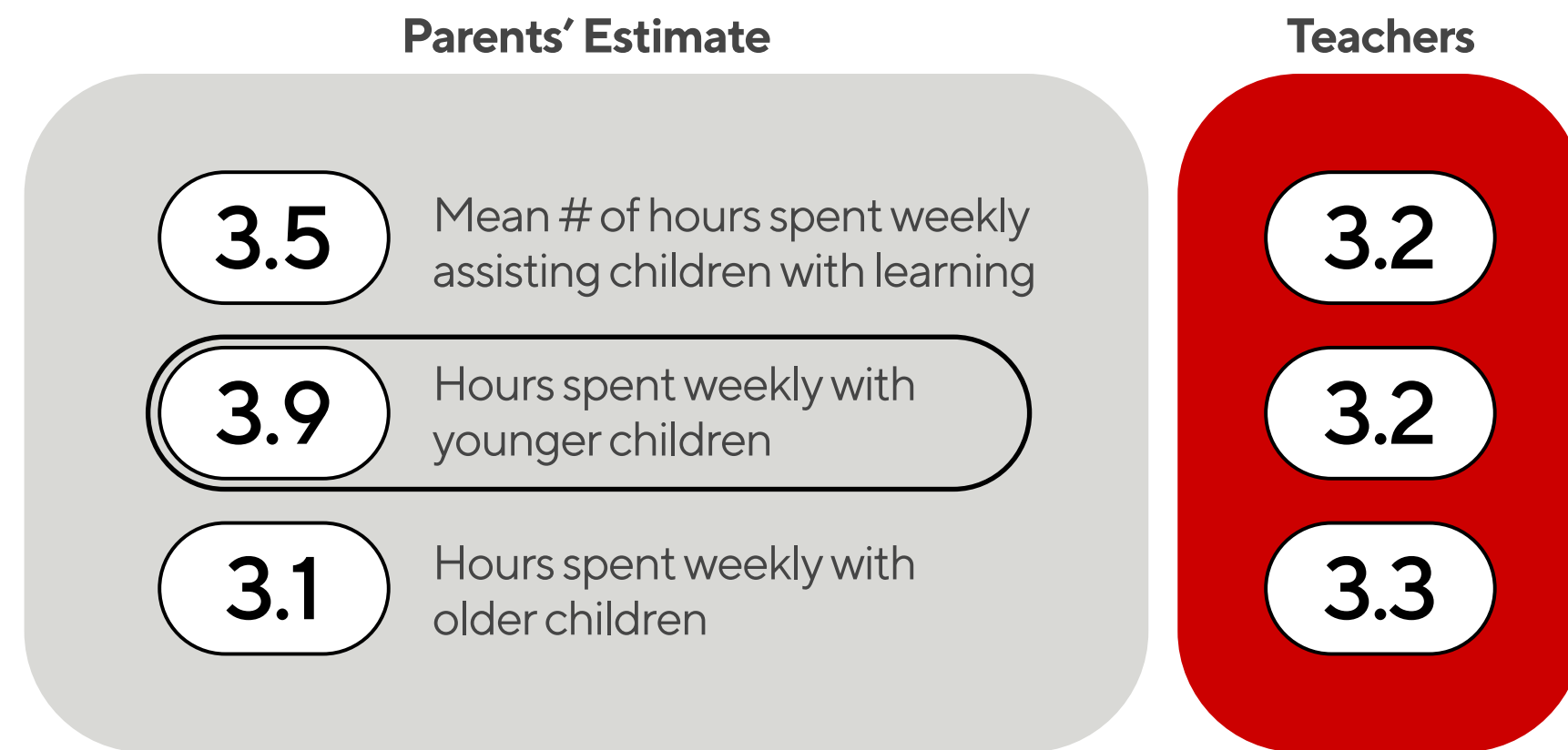


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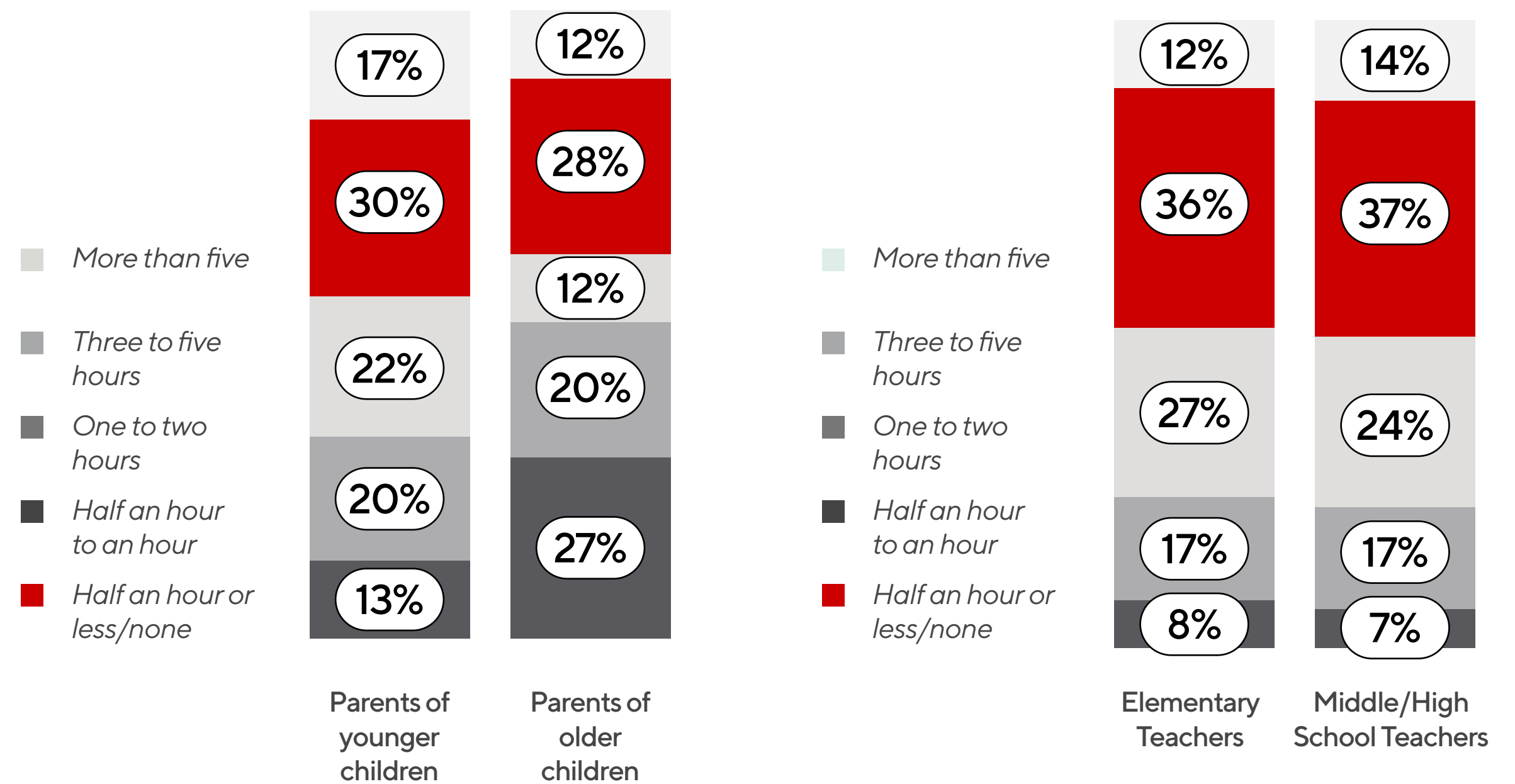
# While parents estimate less time is needed to assist older kids / teens with learning and education, teachers say the time needed is the same for both age groups.

Teachers estimate parents should be spending just over 3 hours per week assisting younger and older children alike with their education. Meanwhile, two-in-five parents don't know how much time they should be spending helping with their kids learning.

**Optimal Time to Spend Assisting Children**  
Average Time per Week, Among Those Who Can Estimate



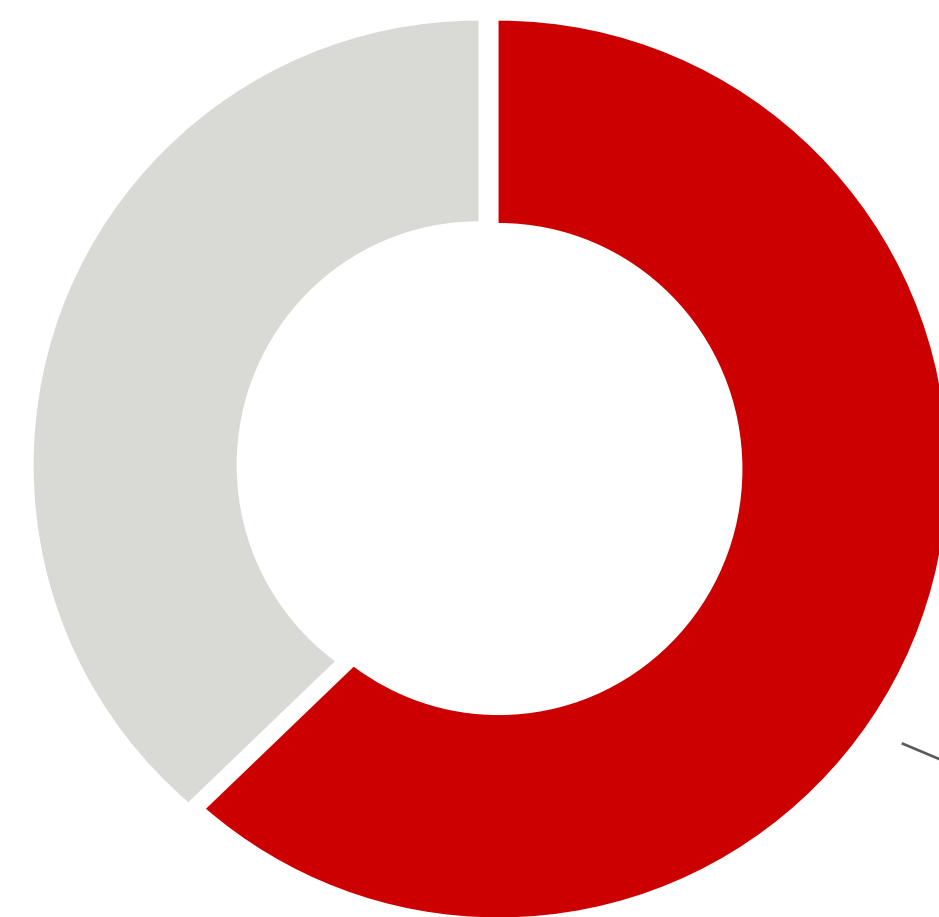
**Optimal Time Available to Assist Children**  
Among Parents & Teachers who Can Estimate



○ Significantly higher than other subgroup at 95% c.l.

# Over half of parents would like to do more to help their kids' education, but lack time or resources.

The most common thing parents would like to do is volunteer or take part in school activities, especially among parents of younger children.



**59%**

of parents would like to do more but **don't have enough time or resources**

Single parents (62%) and parents who are both working (61%) are significantly more likely to feel there's more they could do, if they had time. Less than half of parents with a caregiver staying at home (44%) feel this way.

## Actions Would Like To Do But Have Time Constraints Among Parents

Volunteer / take part in school activities



Higher among parents of younger children (34%)

Having them work with tutors



Actively help them do their homework or study for a test



Having them go to in-person classes outside of school



Checking homework after it's completed



Higher among parents of older children (15%)

Having them work with online learning resources



Communicate with child's school teacher(s) to coordinate how I can support my child's learning



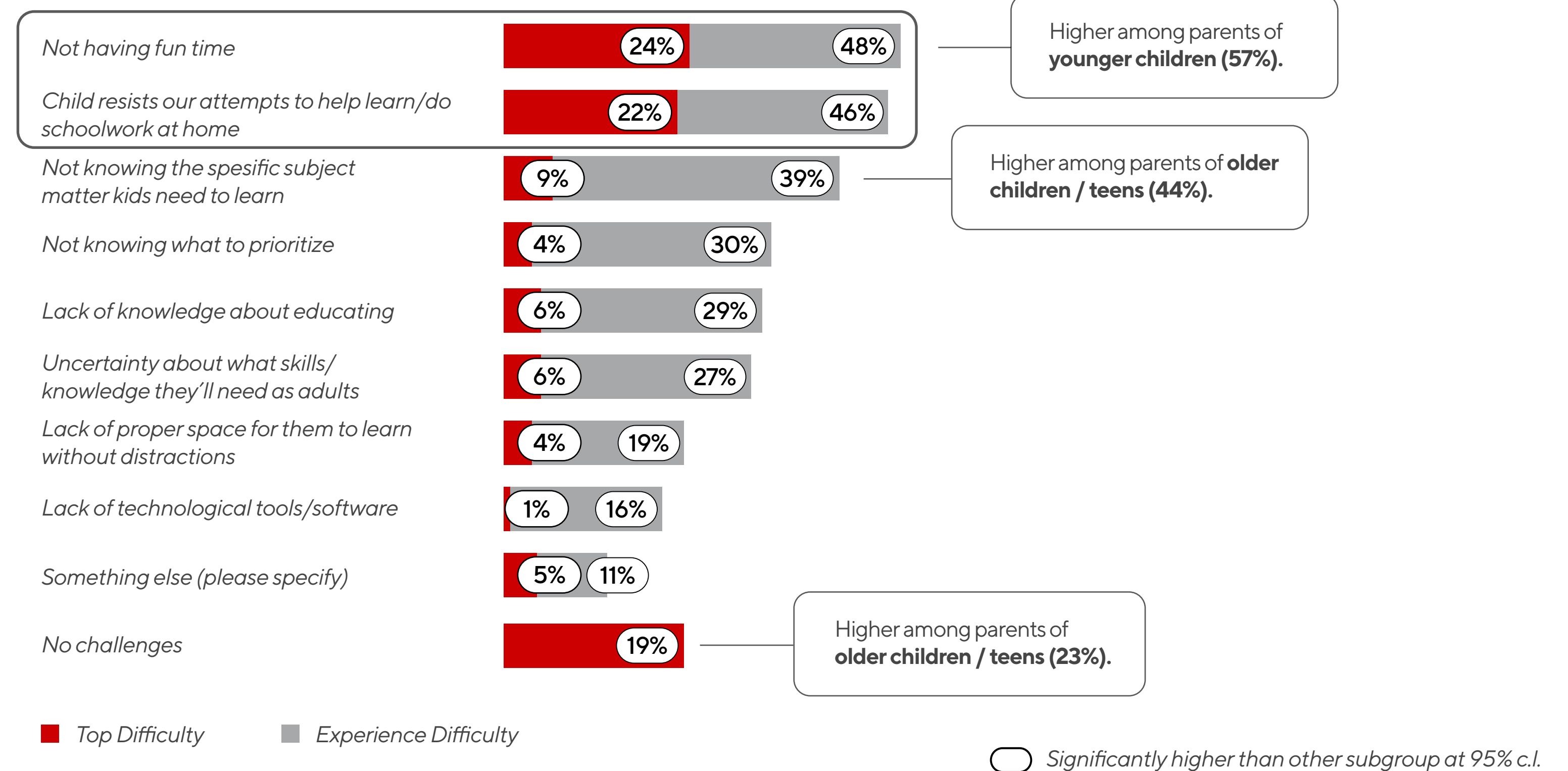
Discuss what they learn / experience at school



# Lack of time and cooperation from kids are the greatest difficulties parents experience in supporting kids learning and education.

This creates a scenario where many parents are squeezed for time to properly assist their kids, but also have difficulty using that time effectively due to lack of cooperation from their child. Strategies and resources to help manage this resistance will enable parents to better use the time they do have available.

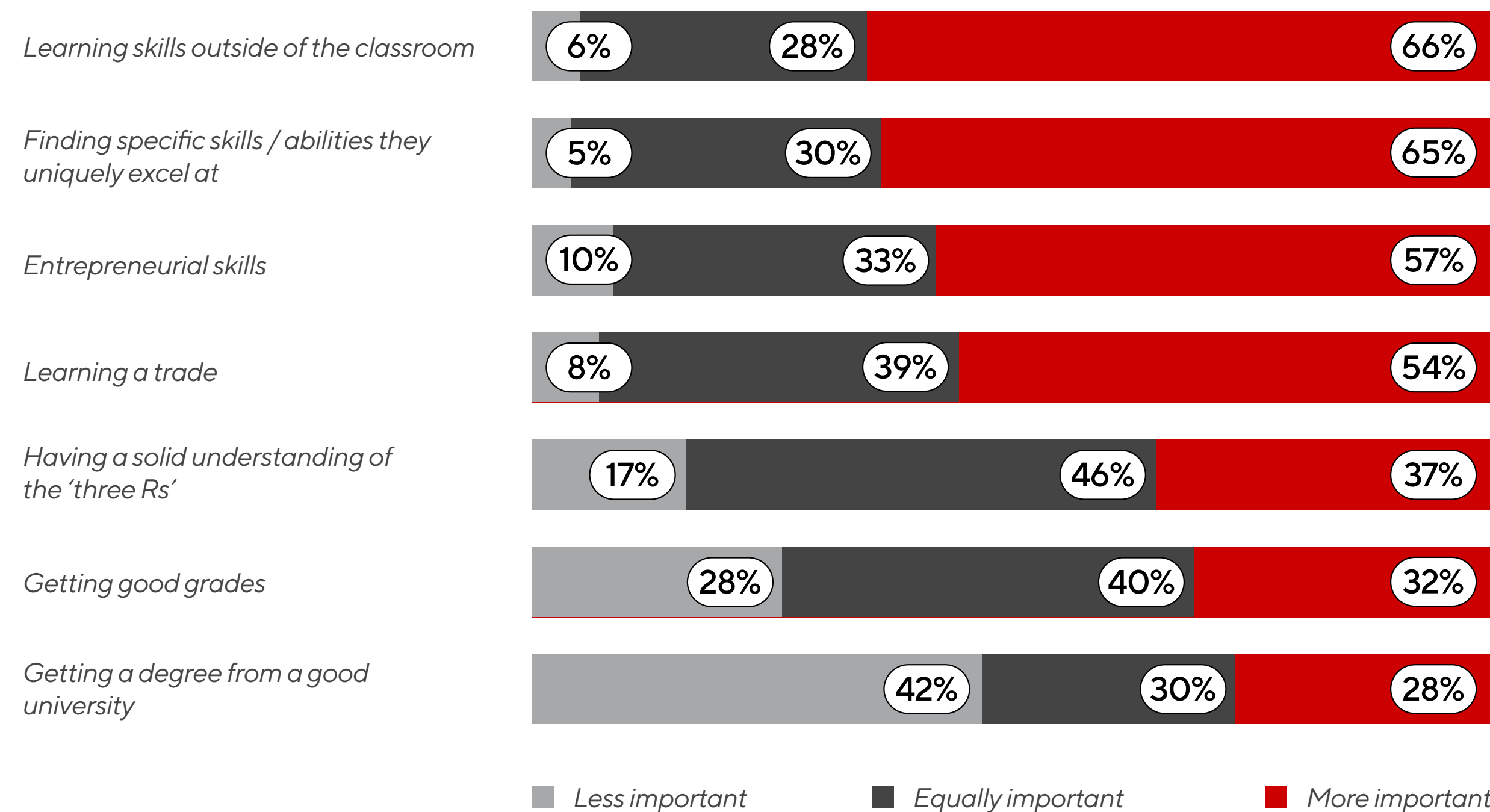
Barriers to Engaging with Child's Learning & Education  
Among Parents



# Most parents say learning outside the classroom and finding a 'niche' are more important for kids now vs. in the past.

Meanwhile two-in-five parents say getting a degree from a good university is less important, and nearly three-in-ten say getting good grades is less important.

Importance of Education and Skills as Children Grow / Among Parents



Taking time outside of the classroom to find and hone unique skills is **becoming more important** for kids.

Parents are more likely to say **getting a good degree is becoming less important** for kids than more important.

**79%** of parents agree "Students are going to need to be more self-directed about their learning in coming years."

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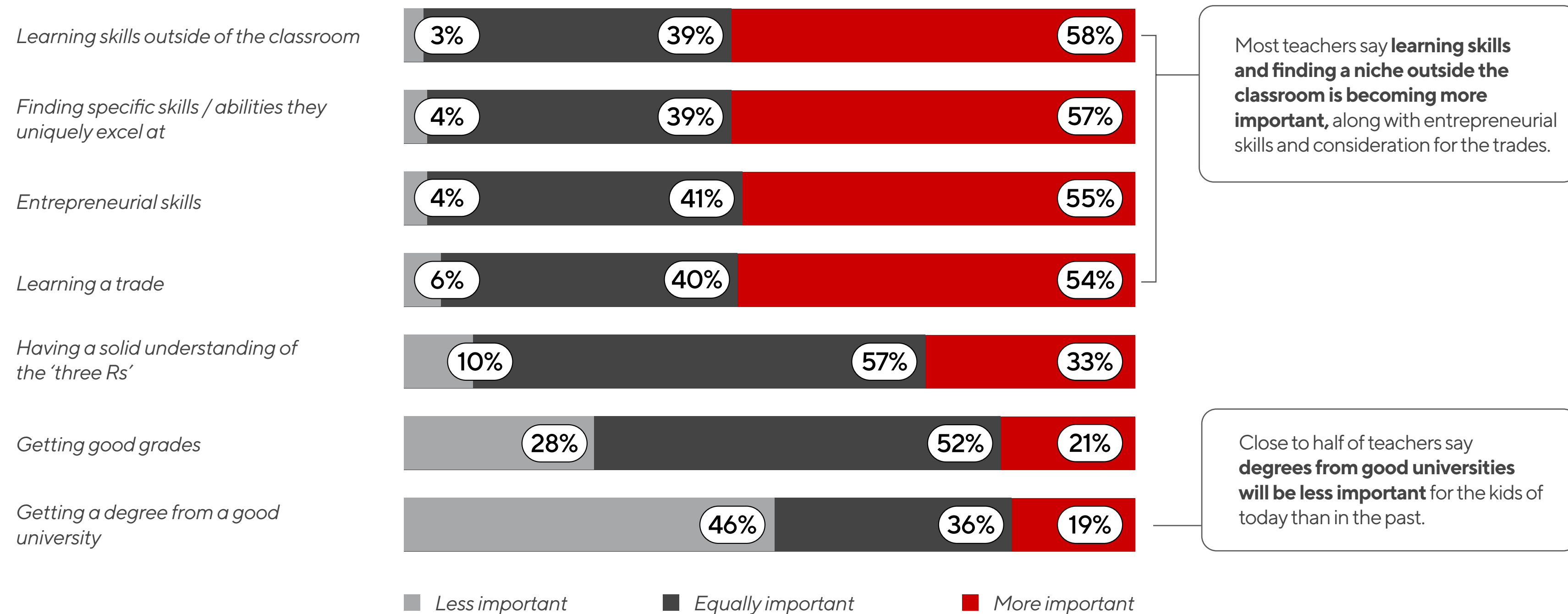
**76%** Parents of younger children

**82%** Parents of older children

# Nearly half of teachers say getting a degree from a good university is less important for kids today.

Meanwhile factors that teachers say are increasing in importance include learning a trade, learning outside the class, finding unique skills/abilities, and entrepreneurial skills.

Importance of Education and Skills as Students Grow / Among Teachers



# Nearly one quarter of parents feel they have no sense of control over their child's learning from now through adulthood.

And this sentiment is higher among parents of older kids than younger – as kids get older, parents are less likely to feel they can have an impact on their educational trajectory into adulthood.

Extent Parents Feel In Control of Education Impact until Adulthood  
Among Parents

36%

of parents feel **in control**  
(% fully/mostly in control)



23%

of parents **do not feel in control**  
(% don't feel in control/have no control)

40%

of parents feel **somewhat in control**

Higher among:

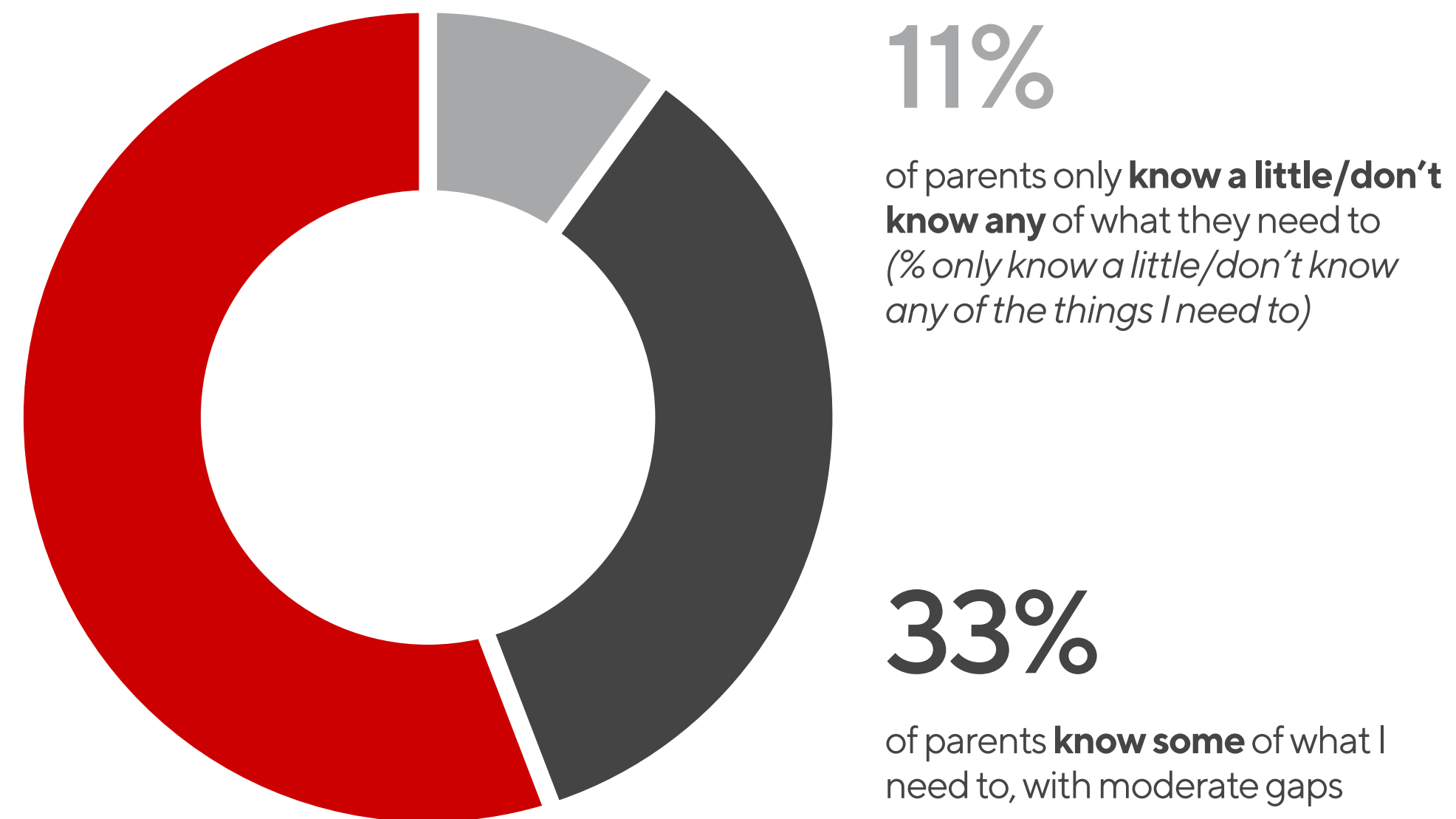
27% Parents of older children

19% Parents of younger children

# Just over half of parents feel they know all they need to properly support their kids' education.

Meanwhile one-third of parents say they have moderate gaps in their knowledge about educating, and one-in-ten feel they know only a little or none of the things they need to.

Level of Knowledge to Facilitate Children's Learning and Education  
Among Parents



**56%**  
of parents **know everything/ most** of what they need to  
(% know everything/  
mostly know what I need  
to with small gaps)

**11%**  
of parents only **know a little/don't know any** of what they need to  
(% only know a little/don't know  
any of the things I need to)

**33%**  
of parents **know some** of what I  
need to, with moderate gaps

Higher among:

**60%** Parents of younger children

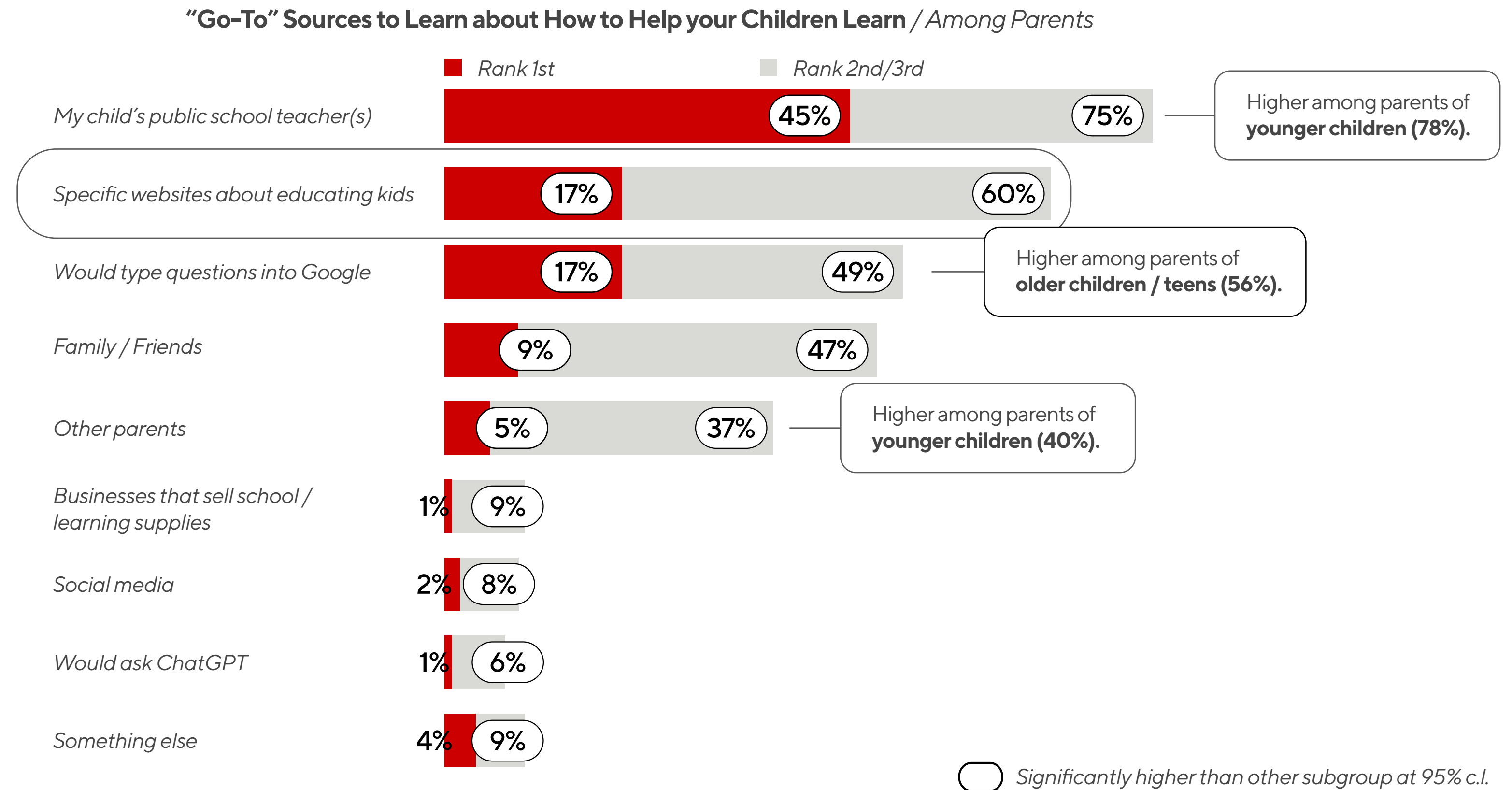
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**53%** Parents of younger children



# Education-oriented websites are among the top go-to sources for parents to learn more about helping their kids learn.

Parents' first choice is to speak to their child's school teacher(s), following that they rely on online sources with six-in-ten ranking education-related websites as among their top 3 sources and half ranking a Google search in their top 3.



# Managing Struggles / Disadvantages in Learning

# Key Findings – Managing Struggles / Disadvantages

1

**Most parents and teachers see their kids and students as having fallen behind due to remote learning during the pandemic.** Six-in-ten parents (59%) say their child is behind and teachers estimate 72% of their students, on average, are now behind due to remote learning (and 40% are said to be significantly behind). To remediate this gap, three quarters of parents and teachers alike say extra support outside the classroom will be needed.

2

**Both parents and teachers point to focus and attention as a core struggle they see with their kids or students at school.** Half of parents (48%) say their child struggles with focus and attention, while three quarters of teachers (75%) rank focus and attention among the top 3 challenges their students struggle with most often. The secondary challenge that both parents and teachers see is lack of motivation to learn, compounding the challenge of keeping kids focused on learning and fostering enthusiasm for them to excel.

3

**More parents describe their kids as kinesthetic learners than any other learning style, and this style of learning may be the least well-served by schools.** Three-in-ten parents (29%) say their kids are kinesthetic learners, and parents of kinesthetic learners provide lower ratings of how their kid's school meets the needs of their learning style – just over two-in-five parents (43%) of kinesthetic learners say their kid's school does a good/excellent job of meeting their needs vs. 62% for visual learners and 72% for auditory learners.

4

**Parents eye tutoring as an option for their kids, if they had more money to spend, although they may undervalue books to assist with learning.** When asked what type of resource parents would opt for if they had more funds to spend on their child's education, one-on-one tutoring is the most popular choice (52%). Meanwhile educational books may be an opportunity parents are glazing over as two-in-five teachers (39%) rank this as one of the top options for parents to go for, while fewer than one-in-five parents (17%) think of this as a preferred option.

# Parents and teachers alike note hampered learning progress due to remote learning.

Six-in-ten parents say their child is at least somewhat behind due to remote learning during the pandemic, while teachers estimate that 72% of their students are behind, on average. Both parents and teachers say extra support outside the classroom will be needed to remediate this.

Impact of COVID-19 Remote Education on Student Advancement  
Among Parents & Teachers

59%

of parents believe that remote learning during COVID-19 had an **impact on their child's learning progress**

64% Parents of older children

54% Parents of younger children

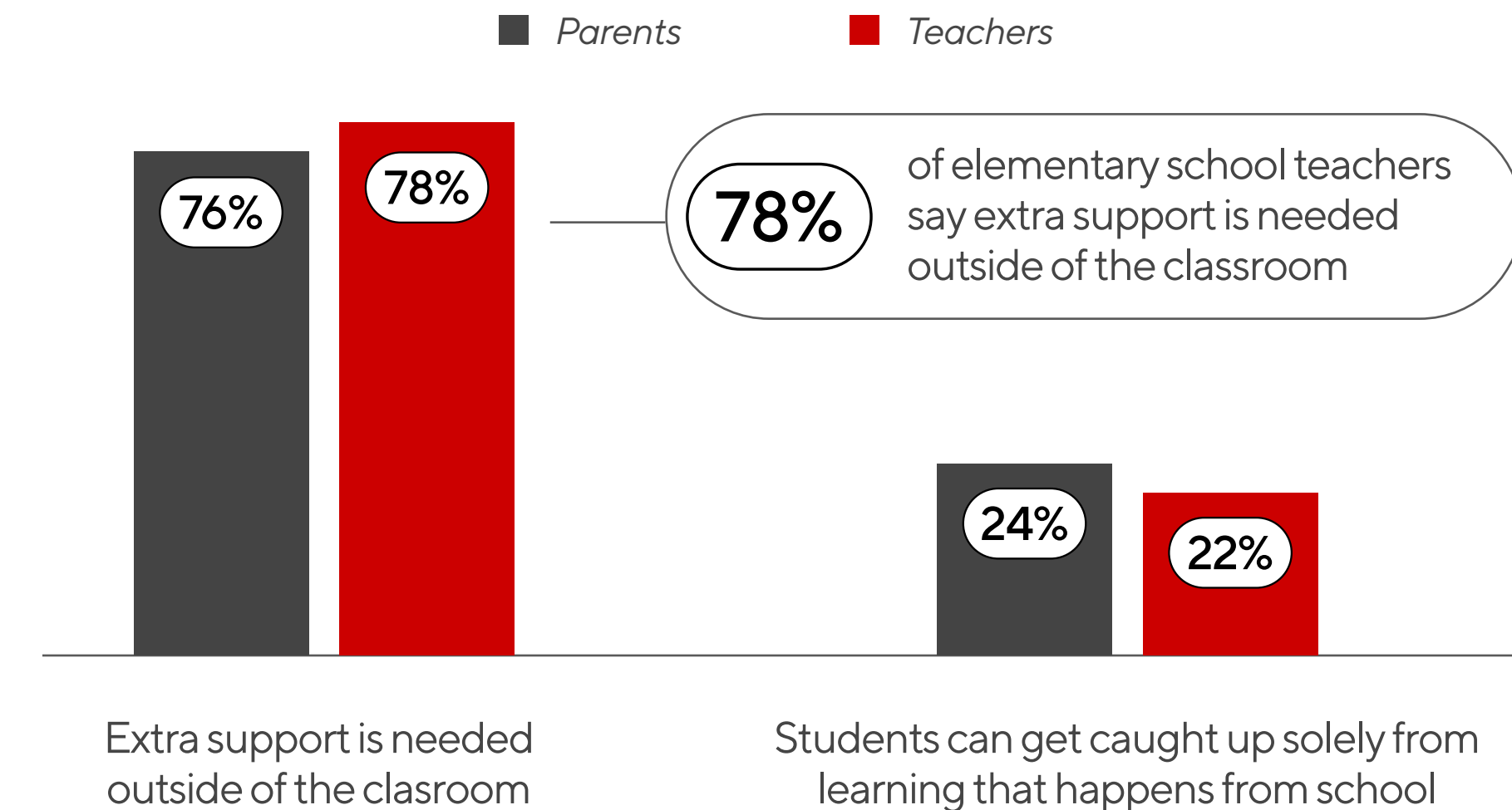
72%

Teachers estimate that 72% of their students on average are **at least somewhat behind** due to remote learning

40% Of students are significantly behind

32% Of students are somewhat behind

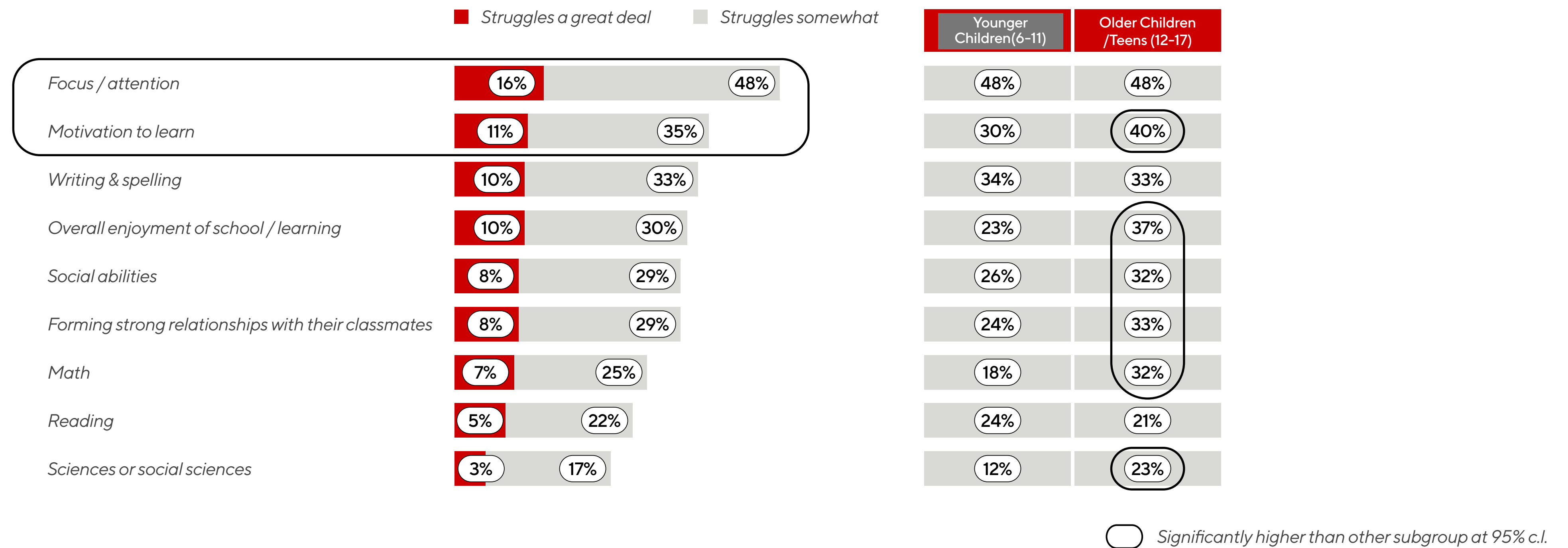
Impact of COVID-19 Remote Education on Student Advancement  
Among Parents & Teachers



# Focus & attention is a core struggle parents see in their children.

Nearly half of parents say their child struggles at least somewhat with focus and attention at school. Meanwhile children are encountering more struggles as they get older with kids/teens aged 12-17 having greater difficulties with motivation to learn, overall enjoyment of learning, social skills, among other things.

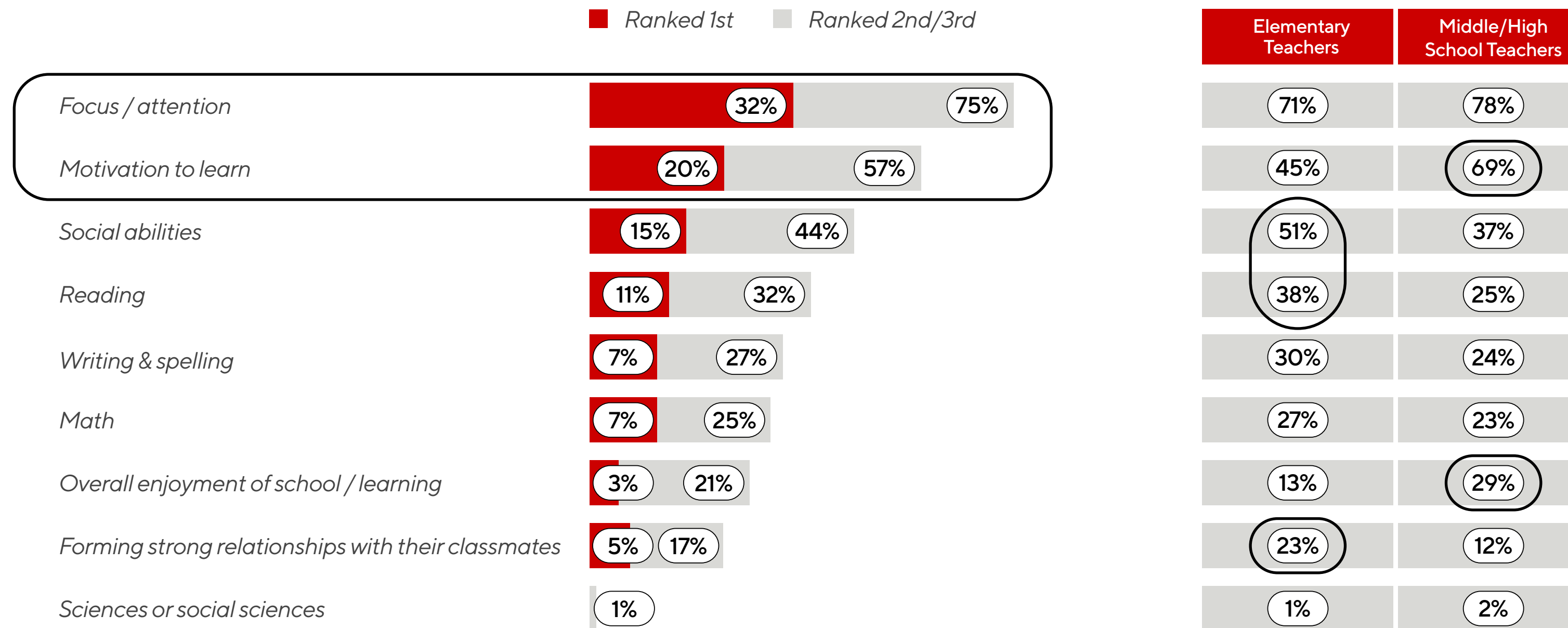
Subjects Where Children Struggle in School / Among Parents



# Teachers point to focus and motivation as top challenges for their students.

Focus / attention is the top ranked challenge teachers see their students struggling with, consistent for both elementary and middle school, while motivation becomes a larger challenge as kids get older.

Subjects Students Struggle with Most Often in School / Among Teachers

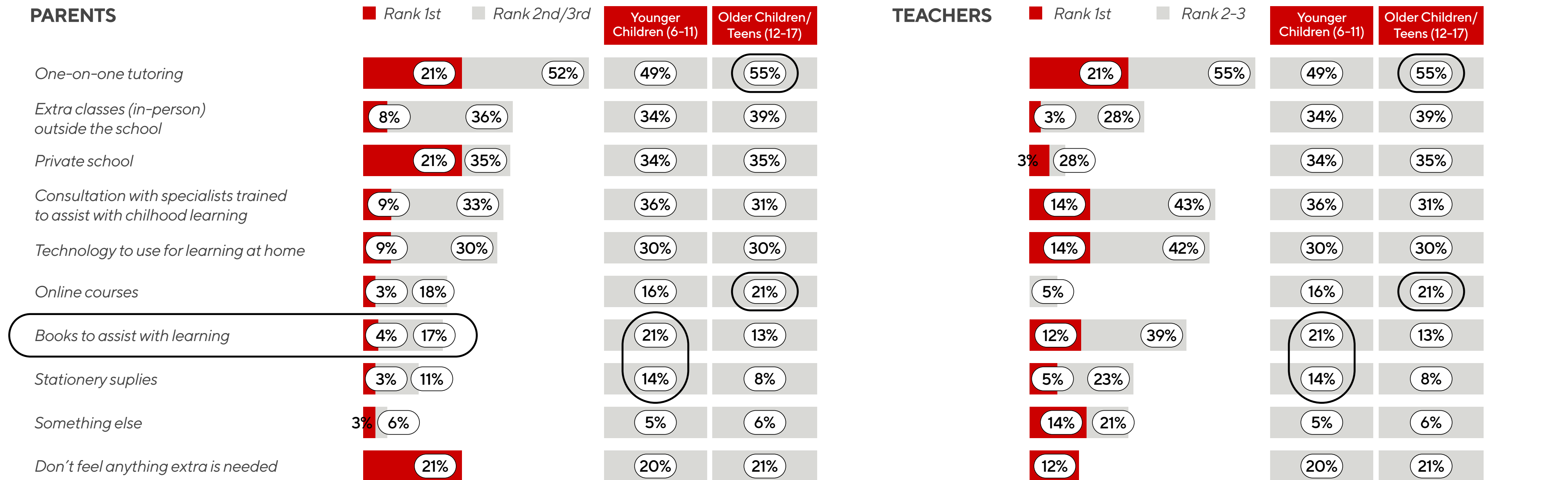


○ Significantly higher than other subgroup at 95% c.i.

# Parents may underestimate the value of books to assist with learning, as teachers rank it among the top things parents can buy for their kids.

Just under one-in-five parents rank purchasing books to assist with learning as one of the top 3 things they'd do for their kids if they had more money to invest in their learning, while two-in-five teachers rank it among the top 3 things parents should do.

Financial Allocations if More Funds Available for Educational Spending

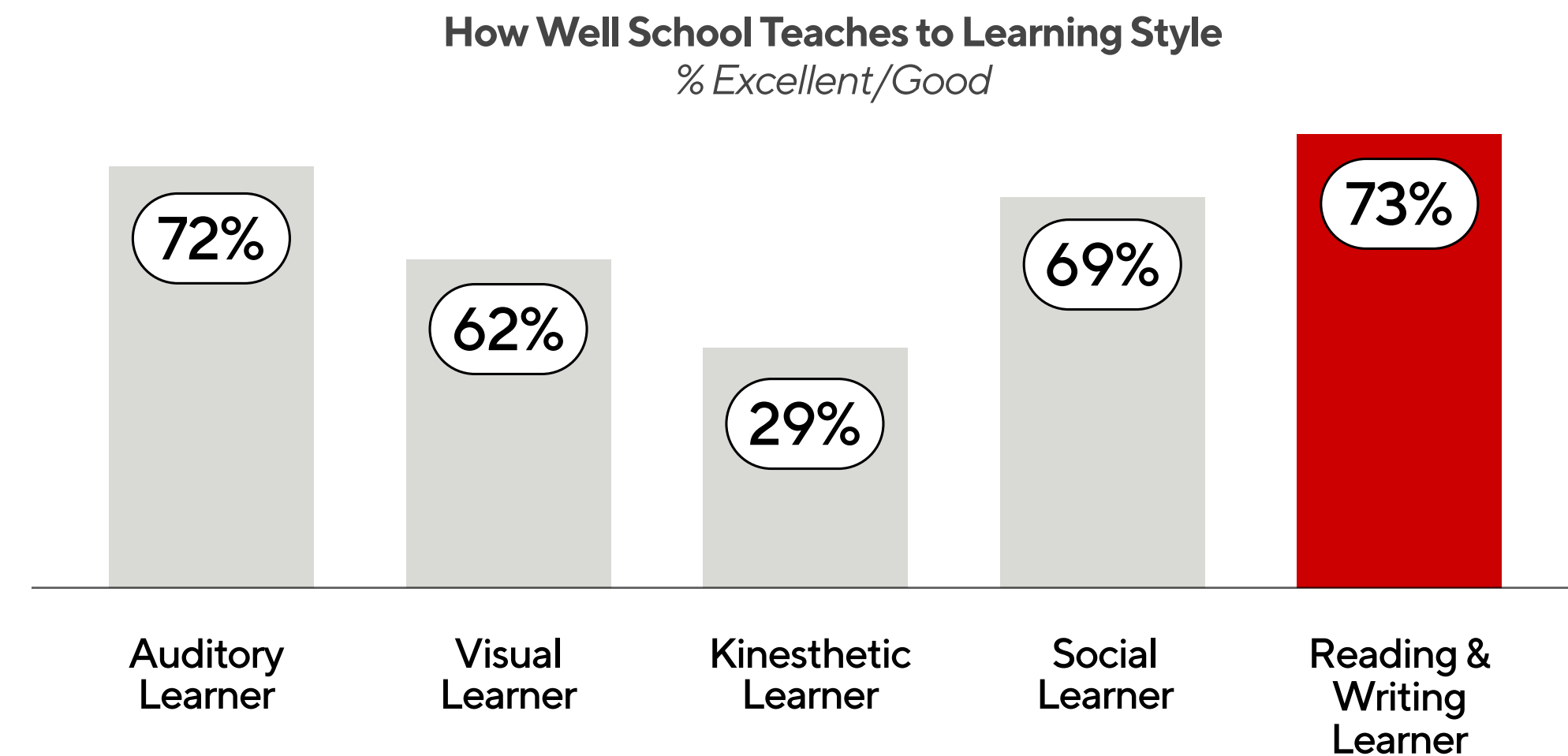
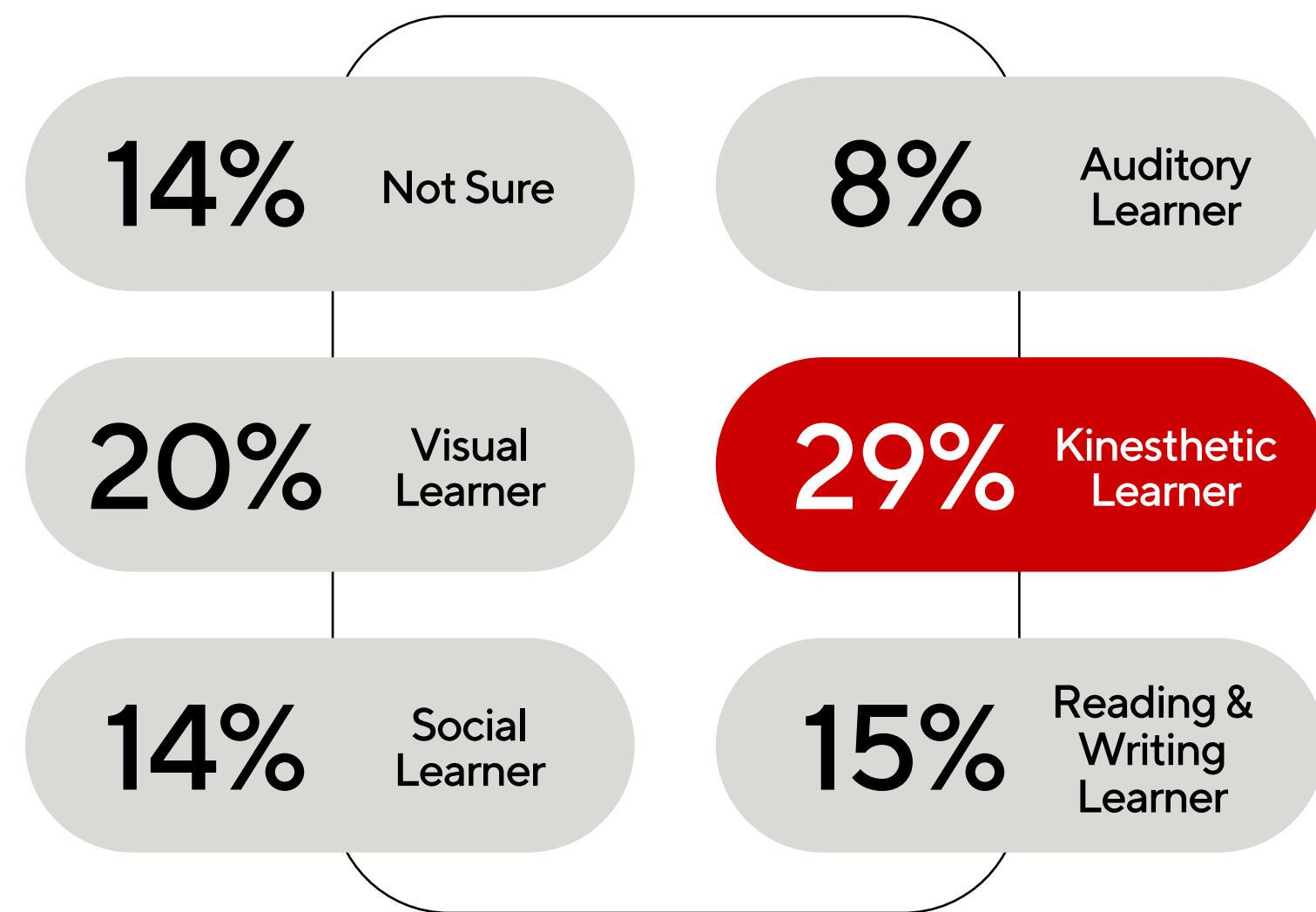


○ Significantly higher than other subgroup at 95% c.i.

# More parents describe their child's learning style as kinesthetic than any other style.

Meanwhile children who are kinesthetic learners may have their needs met by their schools – parents of kinesthetic learners give schools the lowest rating in meeting their child's needs, with just over two-in-five saying their kids' school does a good job of accommodating their learning style.

Child Learning Style and School Support / Among Parents



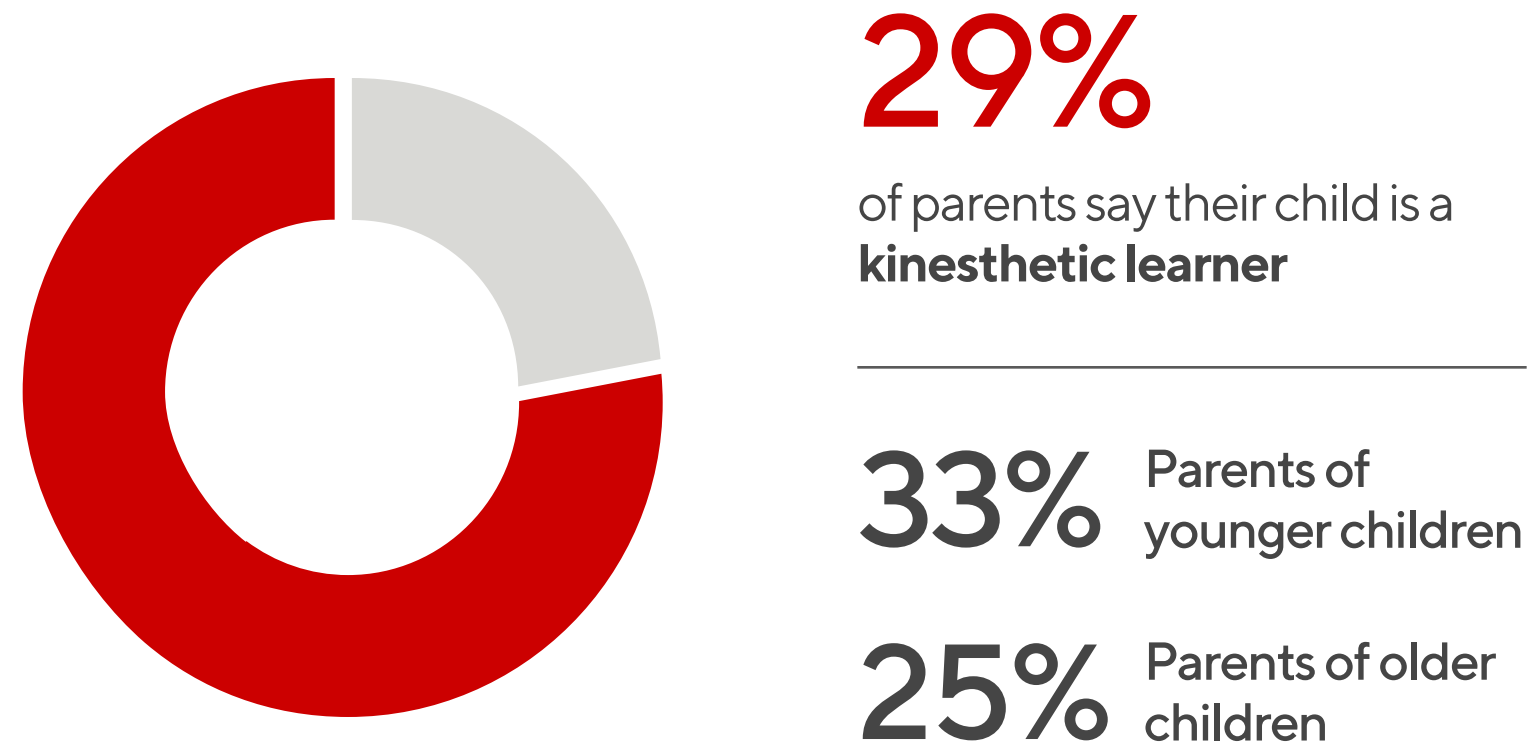


# Parents of kinesthetic learners face unique challenges in helping with their education.

Parents of kinesthetic learners need more supports in helping their kids stay the course with their education. Parents of kinesthetic learners spend more time helping with their child's learning, see them struggling more with focus/attention, and are more likely to want expert help to better assist their child with learning.

More parents describe their kids as kinesthetic learners than any other learning style.

And parents of kinesthetic learners face a larger amount of challenges helping with their child's learning.



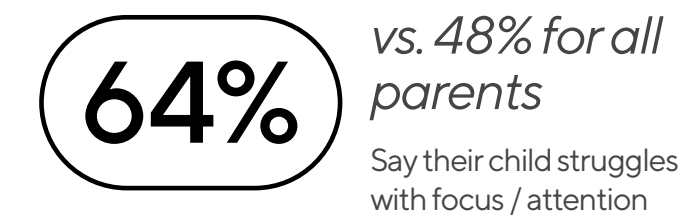
Spend **the most time each week** assisting with their child's learning



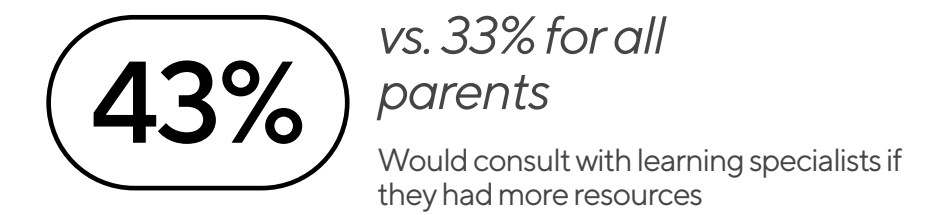
Are most likely to struggle with **not having enough time** to help with their child's learning



Have more **challenges with focus / attention** with their children



Spend **the most time each week** assisting with their child's learning



# New Technologies & Learning Supplies

# Key Findings – New Technologies & Learning Supplies

1

**Middle/High School teachers estimate significant ChatGPT use among their students, and see most of this use as cutting corners vs. helping students learn better.** 47% of teachers at Middle or High Schools estimate that half or more of their students have used ChatGPT for homework or assignments at least once. When asked what proportion of this ChatGPT use is helpful vs. cutting corners, teachers estimate that 79% of this use is cutting corners rather than helping their students learn better. Meanwhile parents may lack visibility into their kids' chat GPT use with only one-in-ten parents of Middle or High School aged children saying their child has used the program, and 26% saying they do not know.

2

**Teachers see newer technologies as widening, not fixing the opportunity gap for socioeconomically disadvantaged children.** Two-thirds (67%) of teachers say newer technologies are widening opportunity gaps, and only 13% say these technologies are providing disadvantaged youth with the opportunity to catch up.

3

**Screentime ramps up as kids enter their teen years, with parents of older kids/teens estimating their children as having an average of 20 hours of non-school related screentime each week.** Older kids / teens are using digital devices / screens twice as often as younger kids (20 hours per week on average vs. 11 for younger kids). Meanwhile teachers are seeing a clear detriment to screentime on learning, with 77% saying it negatively impacts their students' learning a great deal. Parents have more moderate views, with just under half saying their child's screentime negatively impacts their learning, and only 14% saying it negatively impacts their learning a great deal.

4

**Not all students are 'fully equipped' with the right supplies at home to learn optimally, and some teachers are covering for this out of pocket.** Teachers estimate that 61% of their students on average have all the supplies at home needed to learn effectively, leaving 39% missing something important. Nearly nine-in-ten (88%) teachers report purchasing supplies for their class with their own funds, and while most of these purchases are for the whole class, 23% of them on average are for specific students who are lacking the supplies they need.

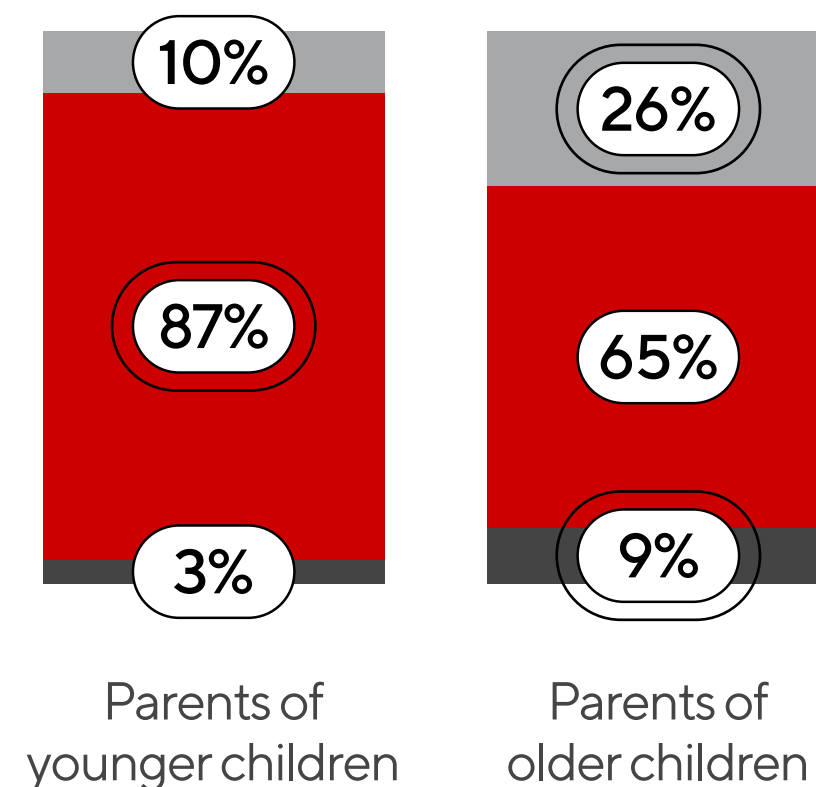
# Nearly half of Middle & High School teachers estimate most of their students have used ChatGPT for assignments.

And teachers estimate that most ChatGPT use is cutting corners vs. helpful use that facilitates learning. Meanwhile parents do not have a lot of visibility into ChatGPT use for their kids – one-in-ten parents of older kids/teens say their child has used it, while one quarter are not sure.

Use of ChatGPT for Schoolwork and Assignments / Among Parents and Teachers

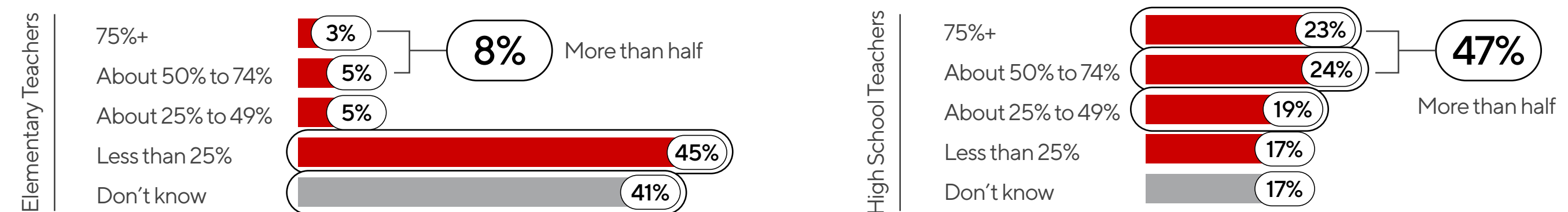
## PARENTS

### Awareness of ChatGPT Usage Among Parents



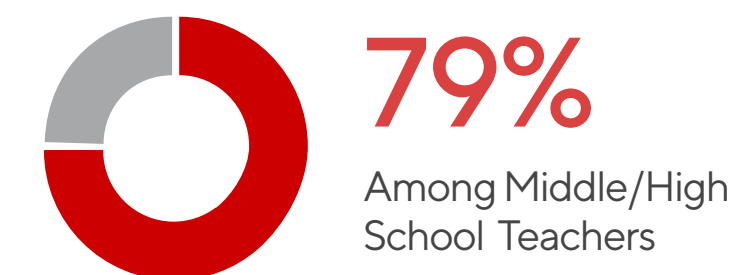
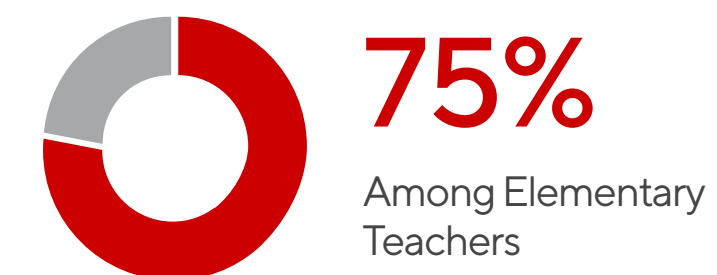
## TEACHERS

### Estimated Proportion of Students who have Used ChatGPT / Among Teachers



### ChatGPT Impact on Learning / Among Elementary and Middle/High School Teachers

"ChatGPT facilitates students in cutting corners or skipping important parts of learning" - Mean Proportion



○ Significantly higher than other subgroup at 95% c.i.

# Teachers are having varied experiences with newer tech in education, and more say it makes their job harder rather than easier.

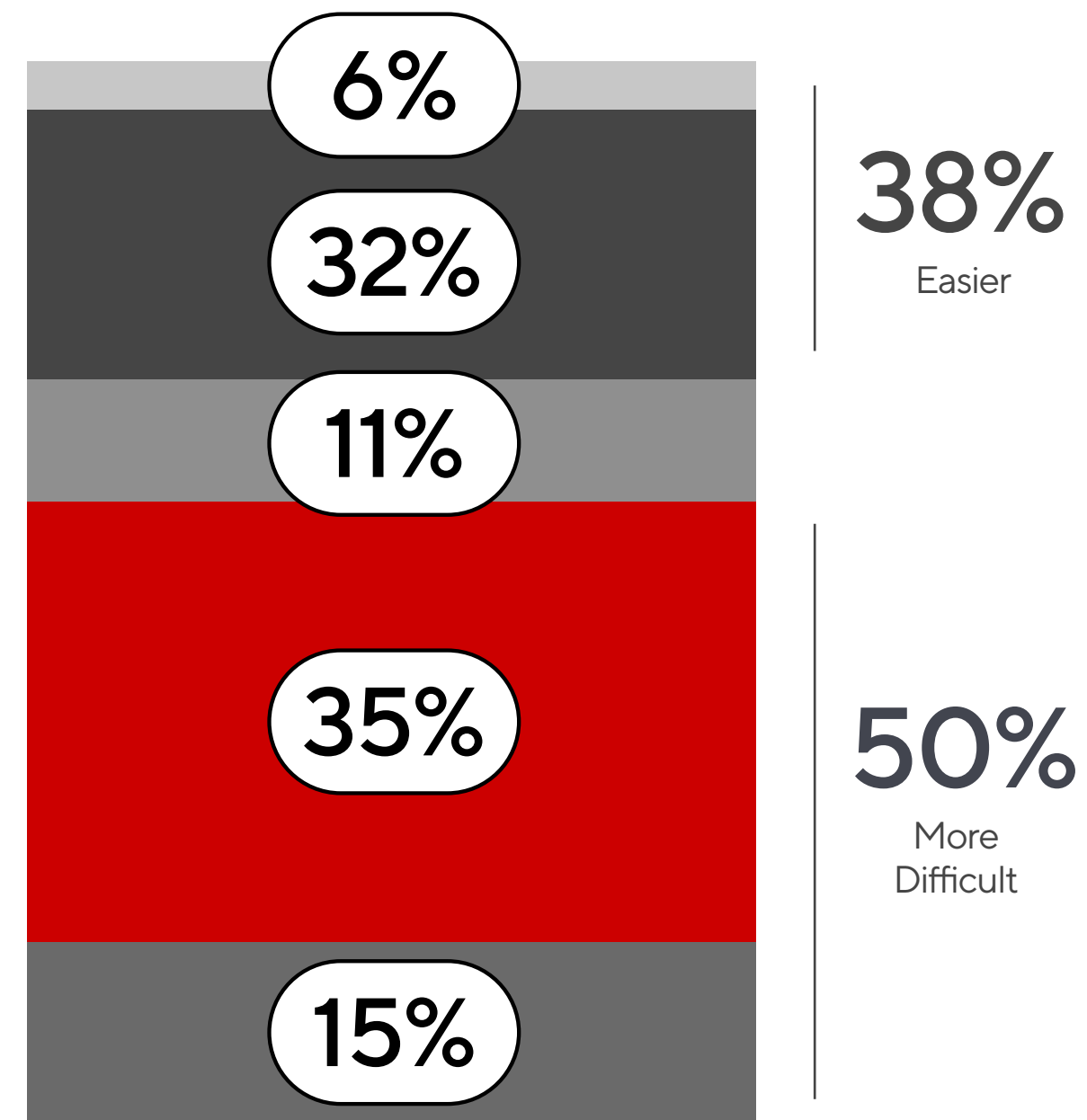
Half of teachers say newer technologies introduced into schools in recent years make their job harder, two-in-five say it's made their job easier and only one-in-ten say it hasn't made an impact.

Are New Technologies Making Teachers' Jobs Easier or Harder? / Among Teachers

## Impact of New Technology on Teaching Among Teachers

"Have new technologies made teachers' jobs..."

- Much easier
- Somewhat easier
- No change
- Somewhat more difficult
- Much more difficult

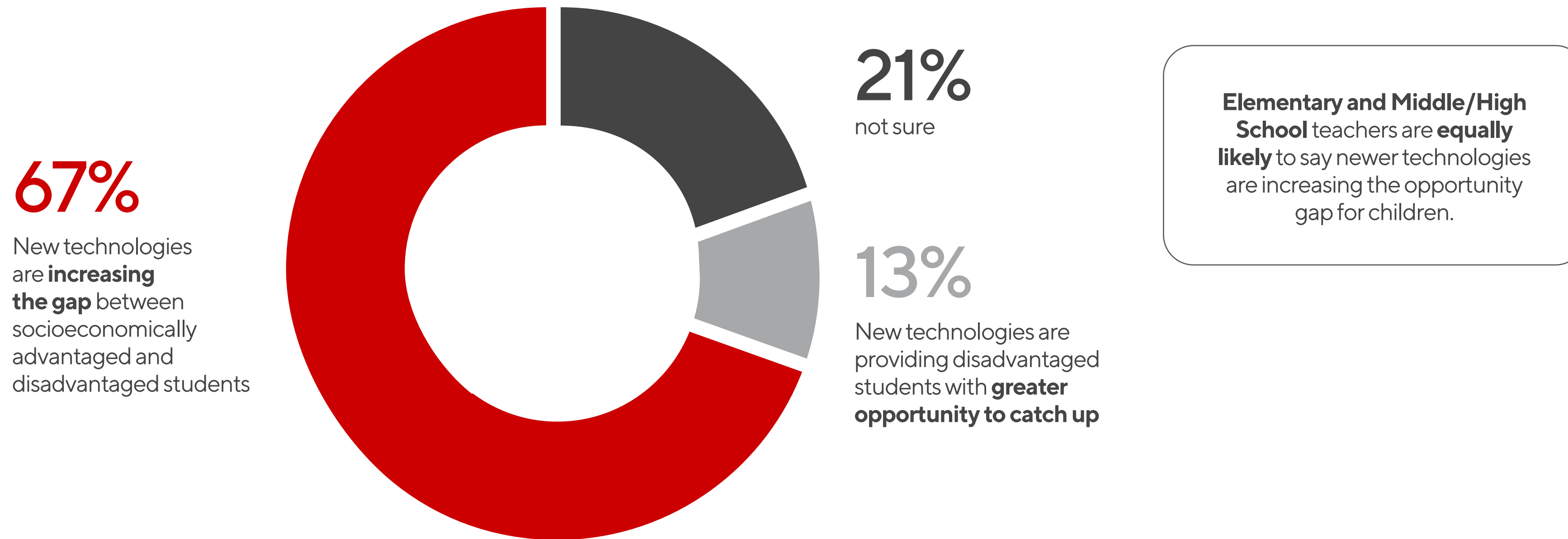


Elementary and Middle/High School teachers are **equally likely** to say newer technologies have made their jobs easier or harder.

# Most teachers say newer technologies are widening the opportunity gap for socioeconomically advantaged and disadvantaged kids.

Two-thirds of teachers say newer technologies are further increasing the opportunity divide for advantaged and disadvantaged students – only 13% say it’s leveling the playing field.

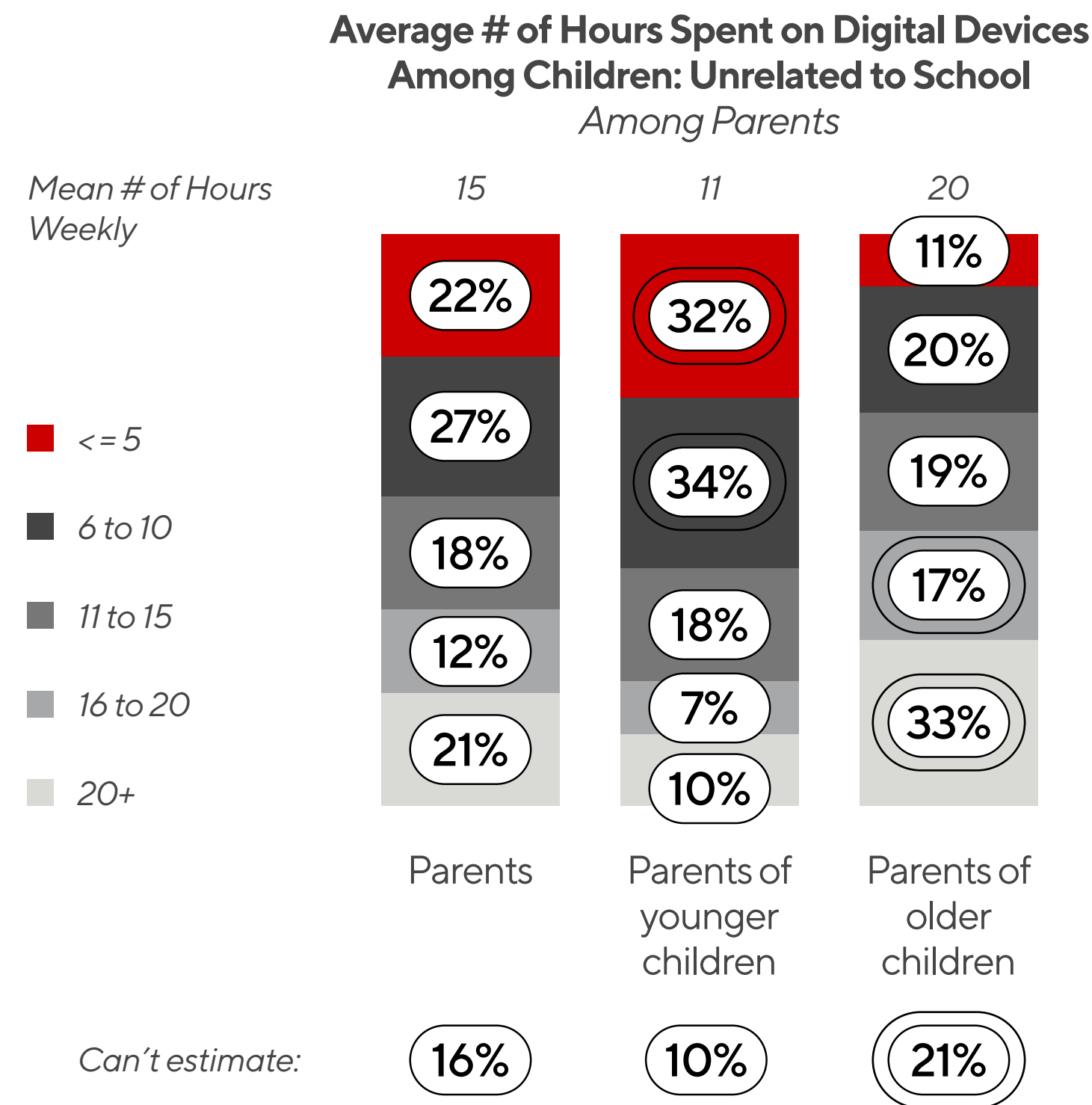
Have New Technologies Widened or Narrowed the Opportunity Gap? / Among Teachers



# Parents estimate older kids' / teens' non-schooling-related screentime at 20 hours per week on average; half see the impacts as negative.

Meanwhile teachers have strong views about the impacts of screentime with virtually all saying it impacts kids' learning and development negatively and three quarters say it negatively impacts learning a great deal.

## Technology Usage Among Children / Among Parents and Teachers

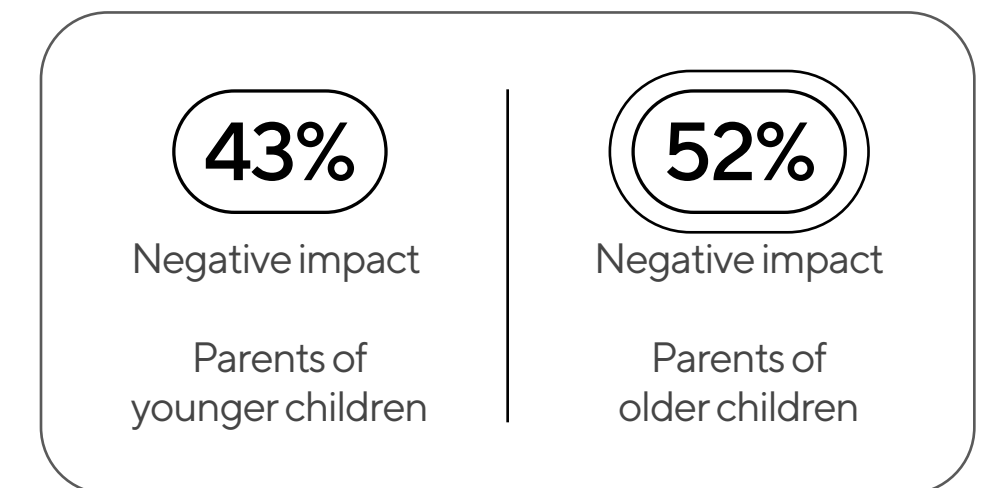
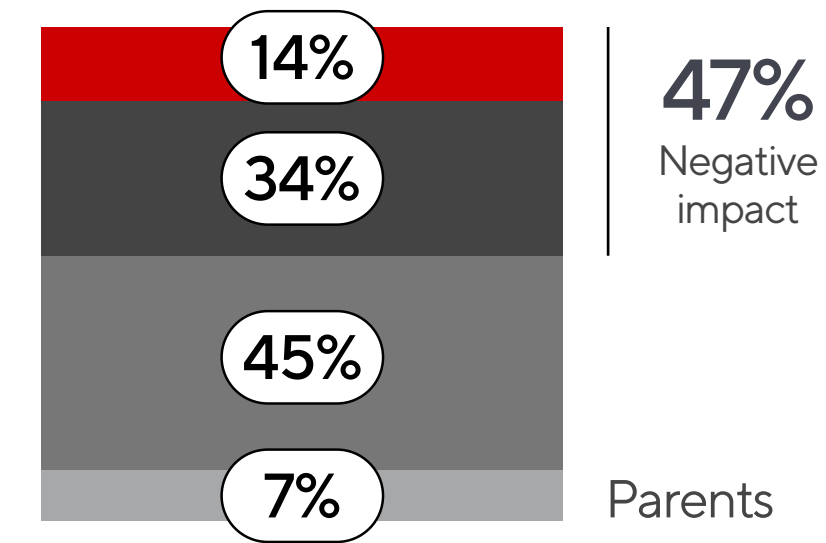


"Negatively impacts learning and development..."

- A great deal
- Somewhat
- Does not or only minimally
- Not sure

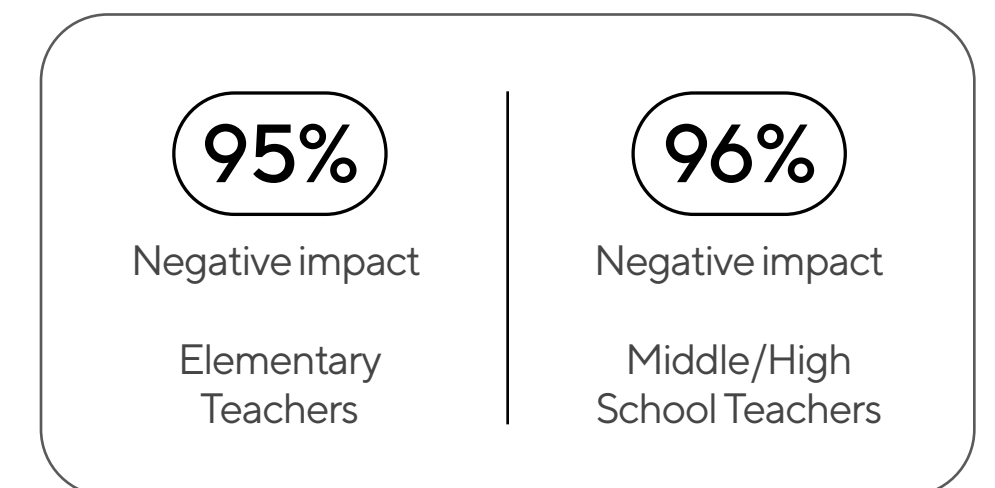
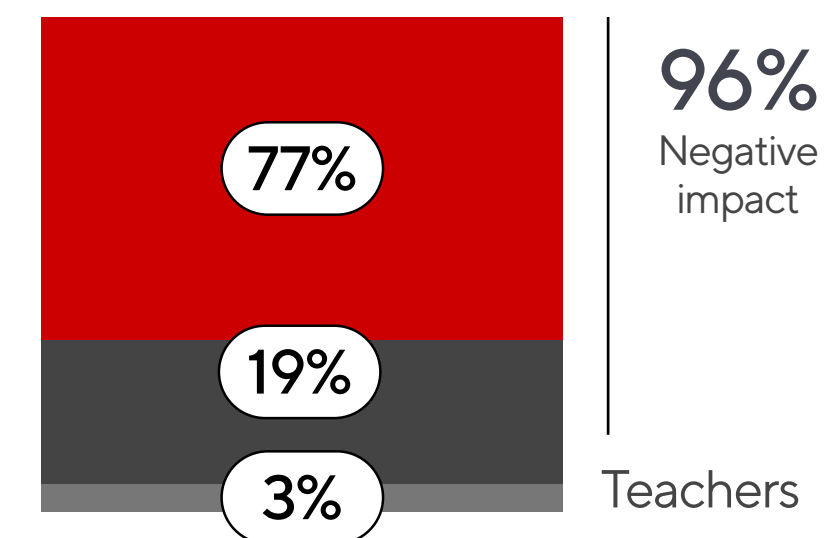
### Impact of Technology Use on Learning and Education

Parents vs. Teachers



"Negatively impacts learning and development..."

- A great deal
- Somewhat
- Does not or only minimally
- Not sure

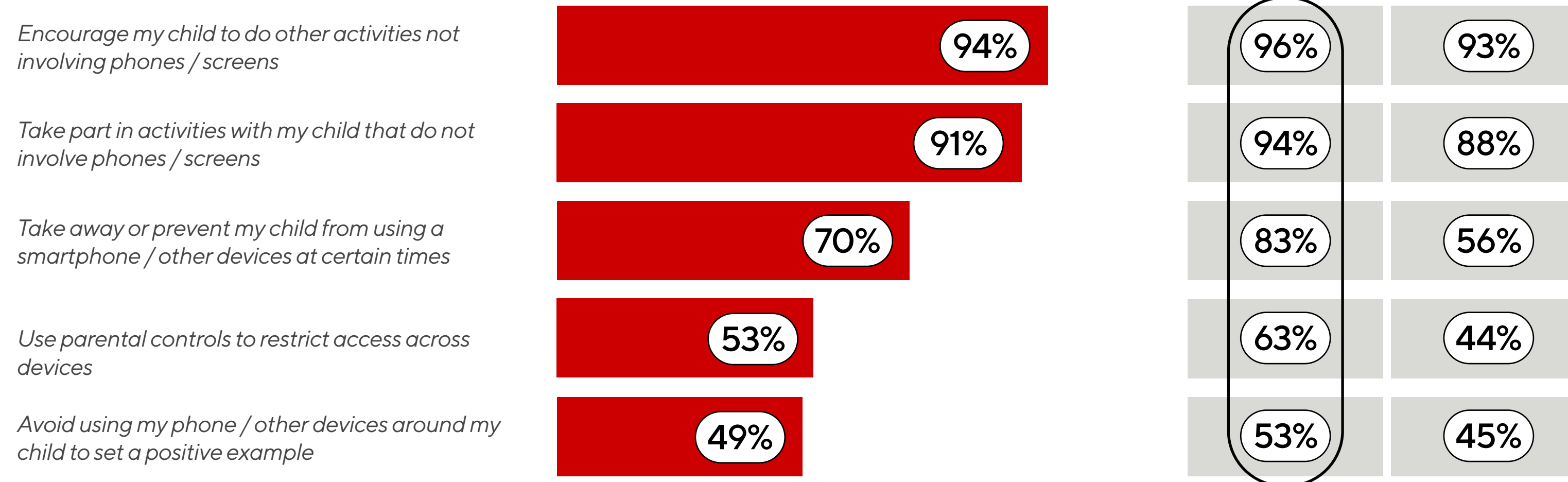


○ Significantly higher than other subgroup at 95% c.i.

# Parents with younger children are making more efforts to discourage screen time than for older kids/teens.

Nearly all parents encourage their children to reduce screentime or take part in activities with them not involving screens, while parents of younger kids are significantly more likely to restrict access to devices or use parental controls.

Measures Taken to Minimize or Reduce Screen Time / Among Parents



Significantly higher than other subgroup at 95% c.i.



# Daily social media use is the norm for older kids/teens, and half of parents say this has a negative impact on their learning and development.

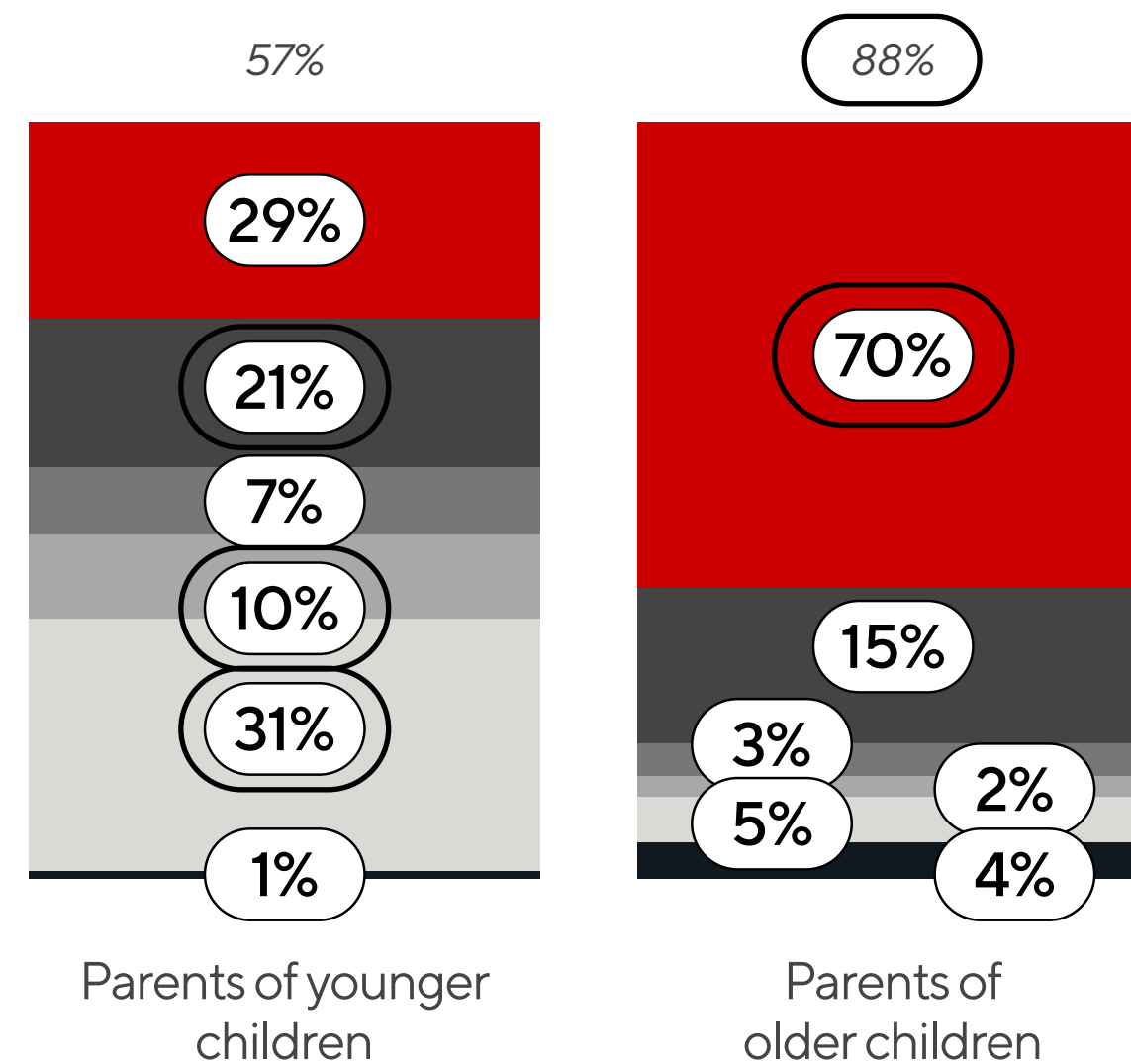
Seven-in-ten older kids/teens are using social media daily, and nearly half of parents of kids this age say this is doing more harm than good for their learning and development.

Social Media Use Among Children and Impact on Learning and Development / Among Parents

## Frequency of Social Media Use by Children

Weekly or more often (NET)

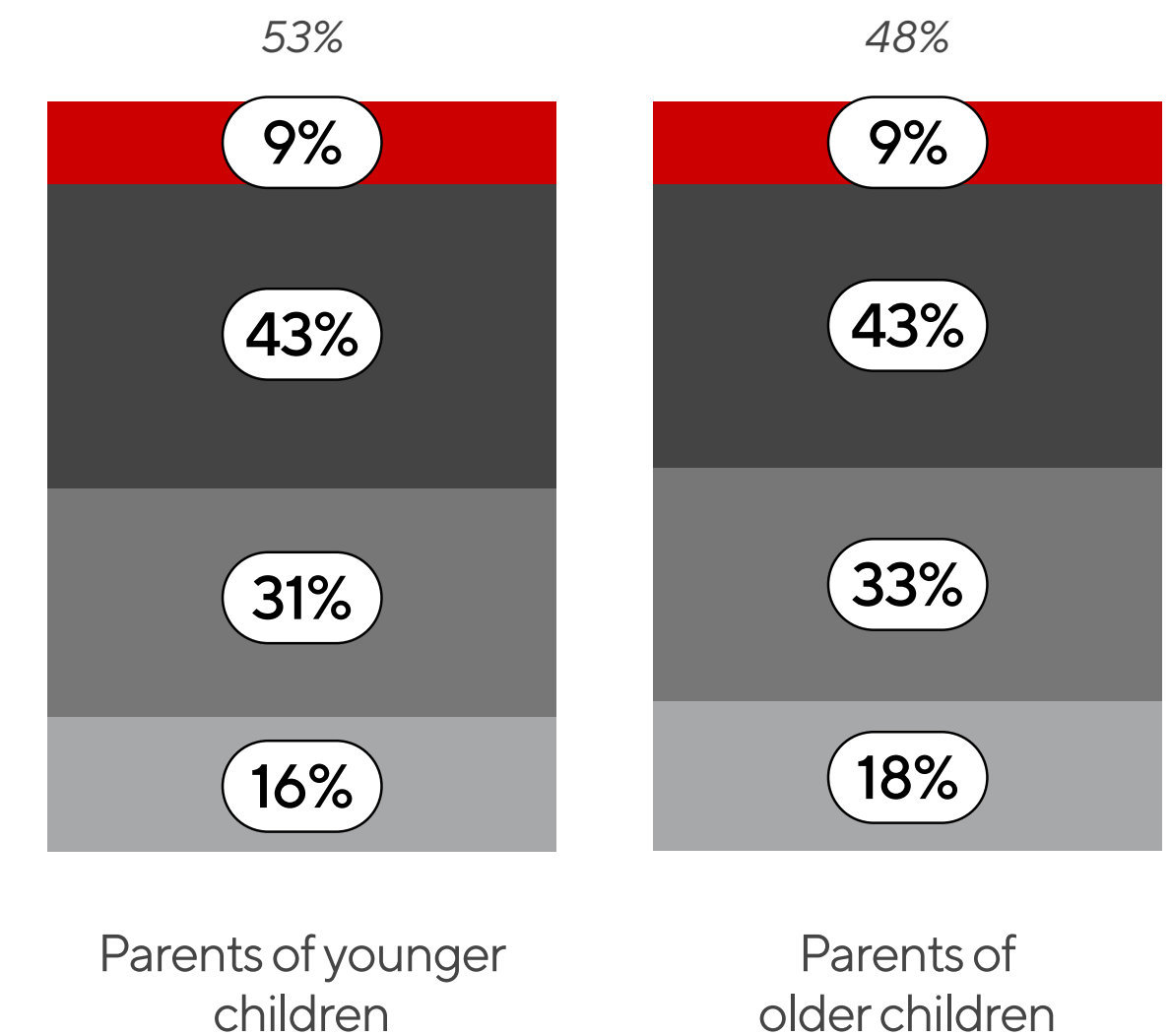
- Daily
- A few times a week
- About once per week
- Less than once per week
- Never
- Not sure



## Impact of Social Media on Learning and Development

Bad (NET)

- Mostly / wholly bad
- More bad than good
- Neutral
- More good than bad mostly / wholly good

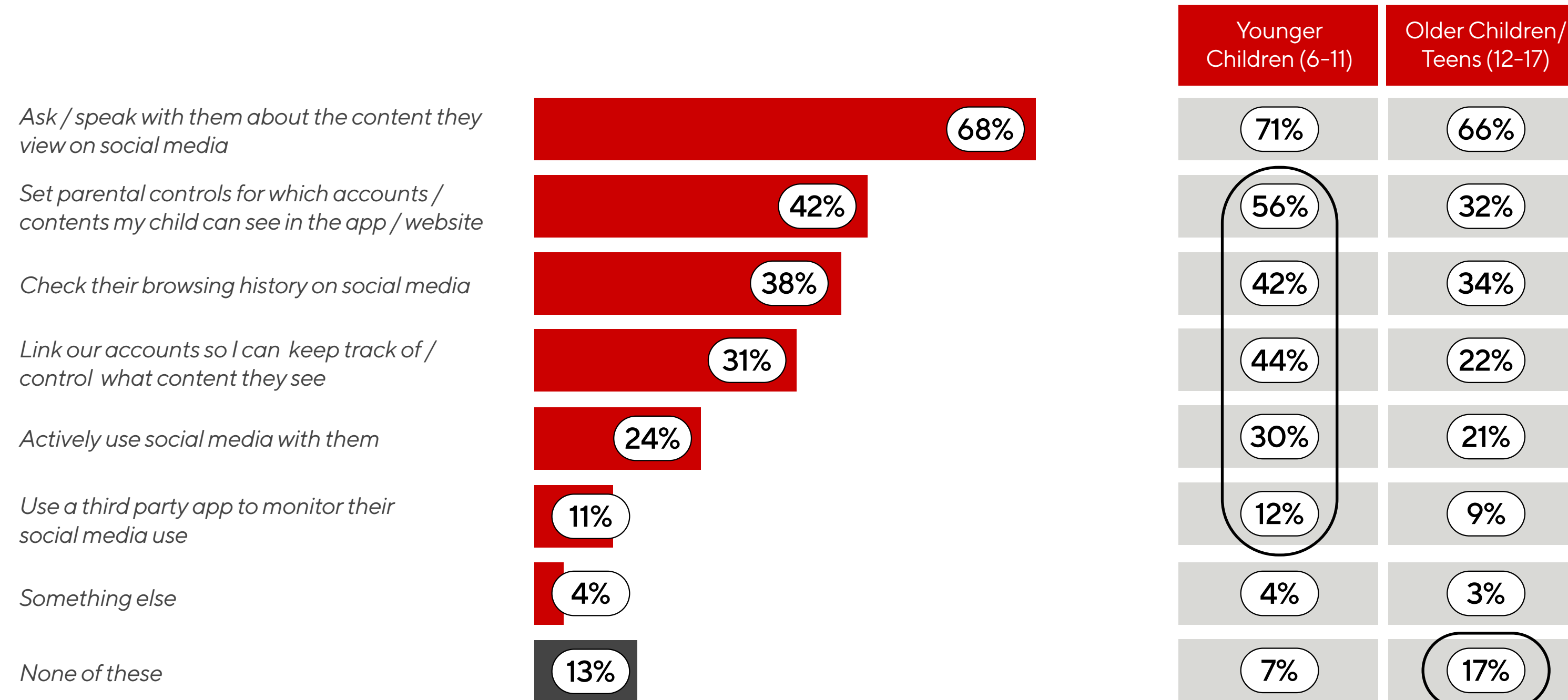


○ Significantly higher than other subgroup at 95% c.i.

# Speaking with their kids is the only intervention to supervise social media use that is done by most parents whose kids use the apps/sites.

Parents are taking fewer steps to directly supervise or control their child's social media use as they enter their teen years.

**Parental Controls and Supervision on Social Media**  
Among Parents whose Children Use Social Media



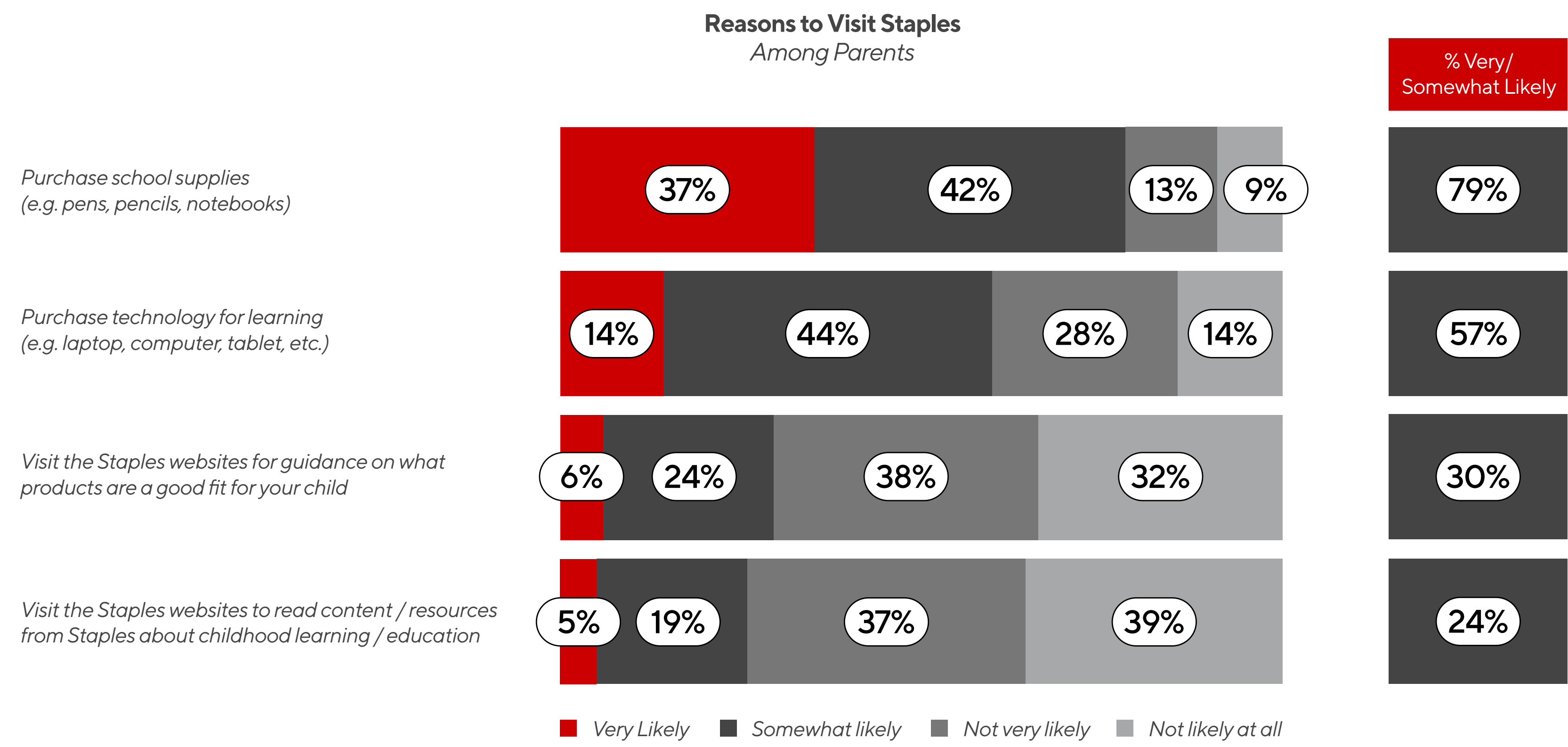
**48%**  
of parents agree "I worry that if my child doesn't have a smartphone, they'll be left out socially."

**39%** Parents of younger children | **58%** Parents of older children

Significantly higher than other subgroup at 95% c.i.

# Albeit a minority, notable proportions of parents are likely to visit a Staples website for guidance and learning about educating their kids.

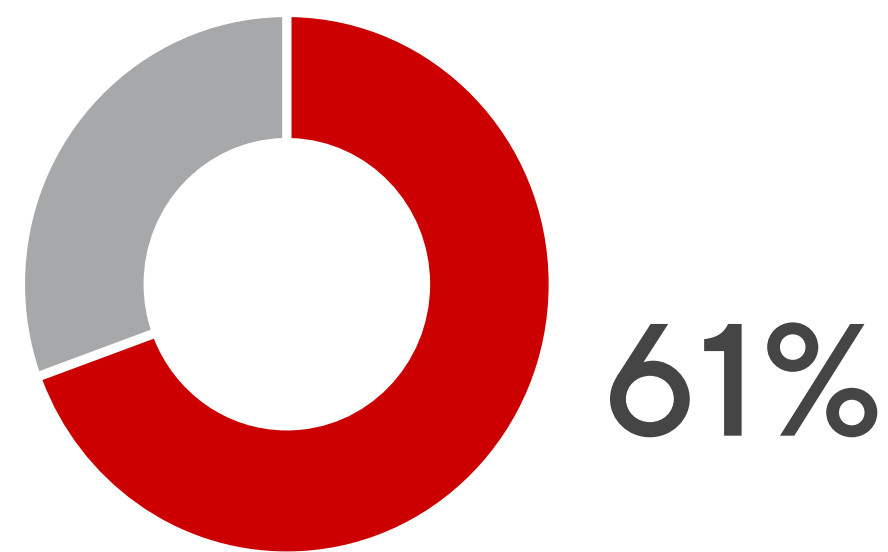
One quarter are likely to visit the Staples website to read learning-focused content, and three-in-ten for guidance on the right products for their kids.



# Nearly all teachers are using their own funds to buy classroom supplies.

The average annual amount teachers spend is \$300, although 22% are spending more than \$500 each year. Most of these purchases are for the whole class, although nearly one quarter are for specific students who don't have the supplies they need.

## TEACHERS



Teachers estimate that 61% of their students, on average, **have all essential items at home to learn effectively outside the classroom**

58%

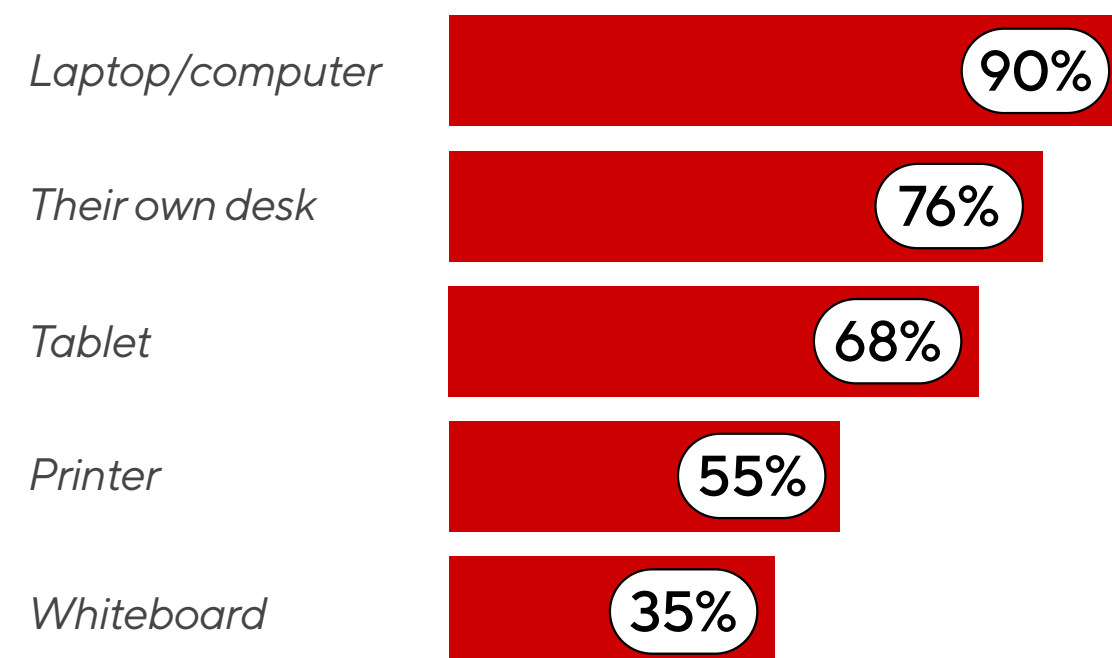
Elementary school teachers

64%

Middle/High school teachers

## How Much Equipment Can Facilitate Schoolwork

% saying a great deal or somewhat

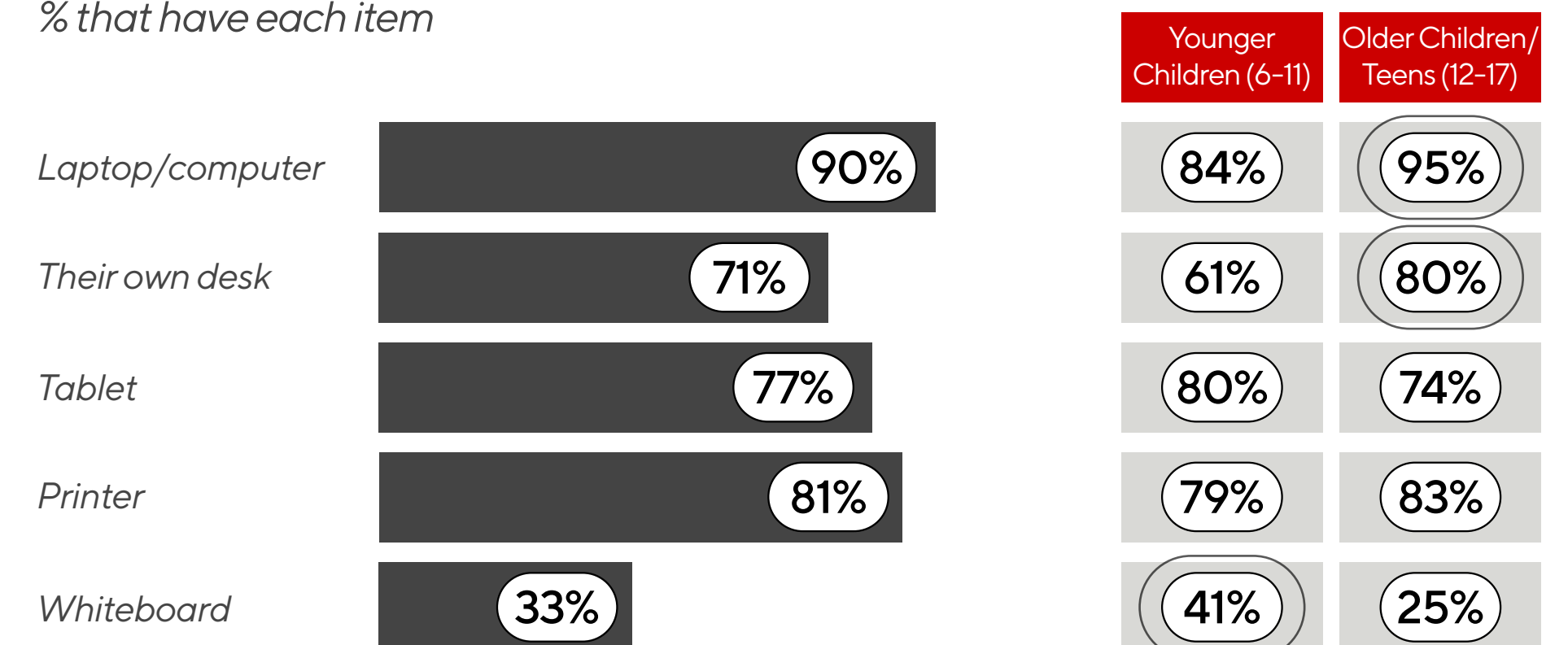


**Lower income households (<\$50K) are least likely to have laptops/computers for their kids (81%).**

## PARENTS

### Equipment Children / Teens Have for Schoolwork & Learning

% that have each item

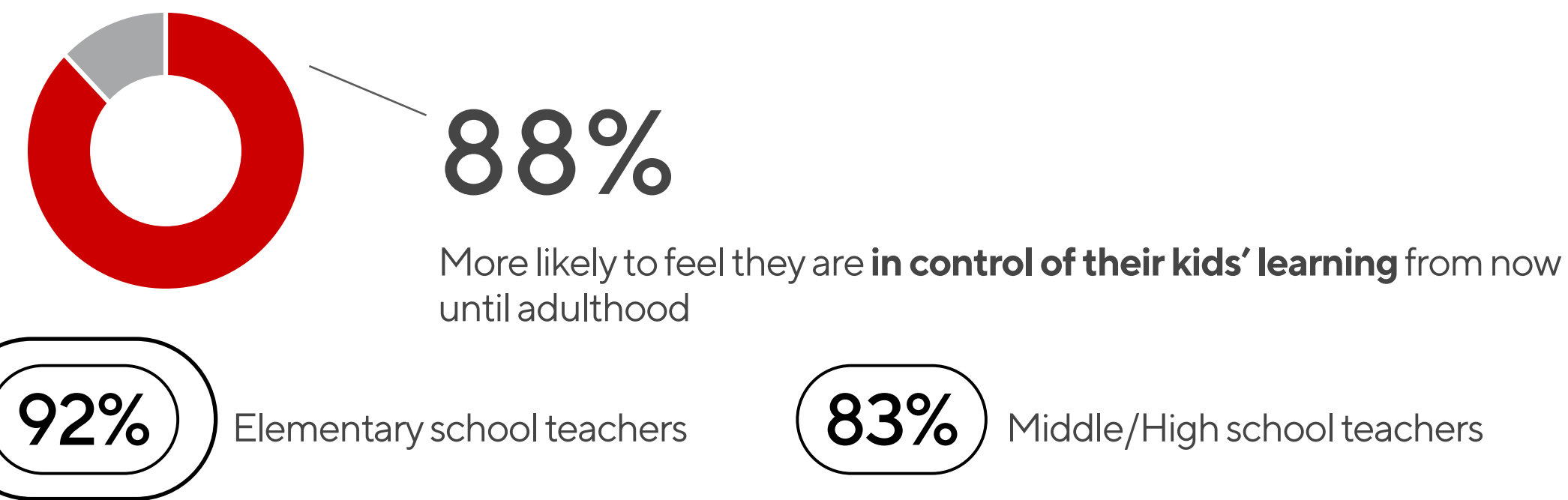


○ Significantly higher than other subgroup at 95% c.l.

# While most students are well-equipped to learn effectively at home, teachers estimate that a sizeable minority of 39% are not.

Gaps in essential learning supplies are pronounced for elementary-aged kids – elementary school teachers estimate that 58% of their students have all they need, on average, versus 64% of middle/high school teachers.

## How Many Teachers Buy Supplies Out-of-Pocket?

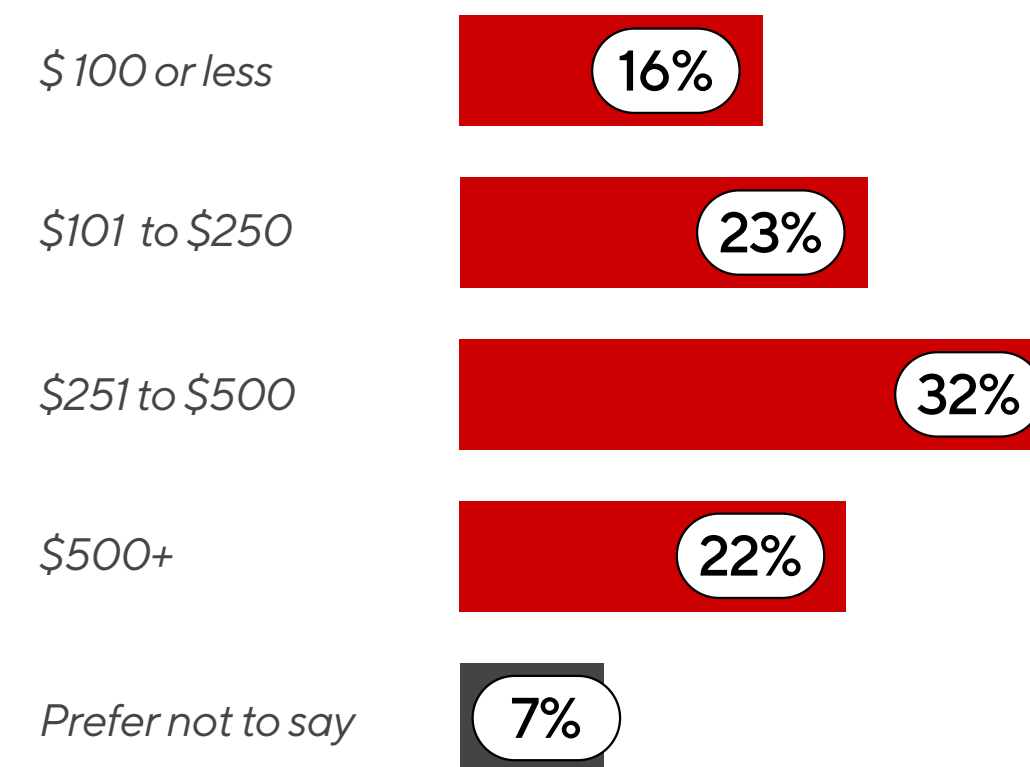


## What Are These Purchases For?



## Average Out-of-Pocket Expenditure for Supplies

Among teachers who purchase supplies with their own money



## Median Out-of-Pocket Spend by Teachers

**\$300**

Teachers Overall

**\$500**

Elementary school teachers

**\$300**


Middle/High school teachers

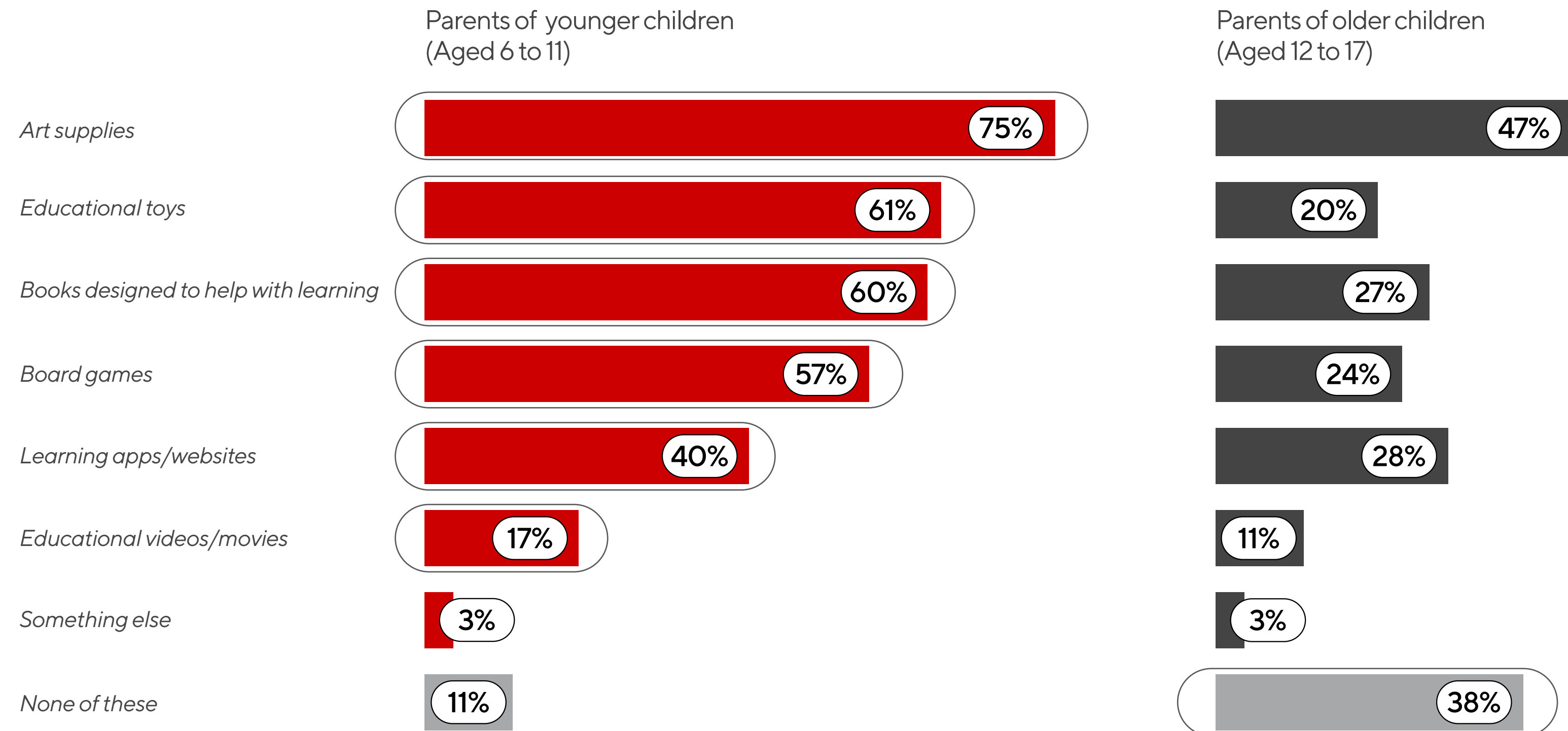
○ Significantly higher than other subgroup at 95% c.i.

# Art supplies are popular learning-related products parents buy for their kids, especially for younger kids.

Three quarters of parents with young kids are buying art supplies for them, and half of those with older kids / teens.

## Products Purchased to Support Learning and Education Among Parents

 Significantly higher than other subgroup at 95% c.i.



# Quebec Highlights

# Quebec Spotlight: Ability to Facilitate Children's Learning

Parents in Quebec feel more optimistic about their ability to facilitate their children's learning than those in other parts of Canada, noting more knowledge of how to facilitate their children's learning and a greater sense of control over their children's learning trajectory into adulthood.

## Parents in Quebec feel more optimistic about their ability to facilitate their children's learning than those in other parts of Canada.

Have more **positive perceptions** about their children's schools

**75%** vs. 59% in rest of Canada

Say the school system is good/excellent at accommodating their child's learning style



Spend more time **helping with homework / studying**

**45%** vs. 36% in rest of Canada

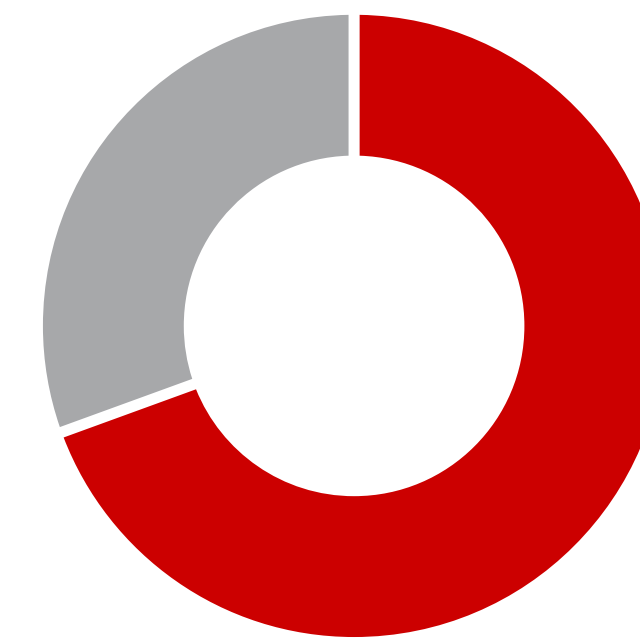
Regularly help with their child's homework / studying



More likely to feel they can support their child's success in school

**80%** vs. 70% in rest of Canada

agree "I feel I can give my child all the help they need to be successful in school."



**60%** vs. 36% in rest of Canada

More likely to feel they are **in control of their kids' learning** from now until adulthood

Feel mostly/fully in control

**71%** vs. 56% in rest of Canada

More likely to say they **have the knowledge needed** to facilitate their kids' education

Know most of what they need / everything



# Quebec Spotlight: Barriers & Looking Ahead

Parents in Quebec note somewhat fewer difficulties in assisting with their children's education, most notably they are less likely to have a lack of time. Looking ahead, Quebec parents see shifting trends as increasing the importance of learning outside the classroom, but less strongly than in other provinces.

## Parents in Quebec note fewer difficulties in helping with their kids' education

Experience **fewer challenges helping with their child's learning** & education

**71%** vs. 81% in rest of Canada

Face challenges

In particular, are **less likely to say a lack of time** is a barrier to helping with their child's education

**18%** vs. 24% in rest of Canada

Rank lack of time as top challenge

Parents in Quebec are observing similar changes in kids' learning needs as those in the rest of Canada, but to a lesser extent. Quebecers are less likely than those in other provinces to think each of the following are more important for kids' education nowadays vs. the past:

**Learning Trades**

**42%** vs. 54% in rest of Canada

More important now

**Learning skills outside the classroom**

**55%** vs. 66% in rest of Canada

More important now

**Entrepreneurial skills**

**41%** vs. 57% in rest of Canada

More important now

**40%** vs. 54% in rest of Canada

agree "The **rate of technological change is making me more concerned** for my child's future."

**60%** vs. 67% in rest of Canada

agree "I think the **burden on parents to help teach their children will become much greater** in the next few years."

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