

The Future Plans of High School Students of the Labrador Region: Survey Results

An Initiative of the Steering Committee of the
Labrador Regional Strategic Social Plan (SSP)
and Futures in Newfoundland and Labrador's Youth (FINALY!)

December 15th, 2003

Funded by:
The Canada-Newfoundland and Labrador Labour Market Development Agreement
and The Government of Newfoundland and Labrador Strategic Social Plan

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Executive Summary

In March of 2003, FINALLY! and the Labrador Regional Strategic Social Plan (SSP), with funding from the Labour Market Development Agreement, embarked on a partnership in order to obtain student and youth specific information as it relates to knowledge of the economy, access to and use of career tools and planning, and out-migration. The Labrador SSP region are in the process of collecting data to help develop a regional human resources strategy. With input from FINALLY!, it was decided that youth specific information should also be a key component of this strategy.

As a part of this objective, high school students were surveyed to gather details on their education goals, career plans, their knowledge of the labour market and career opportunities in Newfoundland and Labrador, plans to settle in Labrador, reasons for out-migration, and their access to career resources.

This report is based on separate surveys conducted with Labrador high school students in School District 1 and School District 2. The general findings for both surveys were similar. However, less detailed analysis was possible for the District 2 survey due to a smaller sample size. Because of the consistency of the results from both Districts, the detailed findings and recommendations from the District 1 survey can be extended to describe the situation for all high school students in Labrador.

Key Findings from the survey of high school students are as follows:

a) Plans for Post-Secondary Education and Training

- Most high school students (**72%**) **had a career goal**, with the most commonly cited fields for training being in health care/community services, skilled trades (including automotive services, food services and electronics) and law enforcement/military. Occupational preferences tended to follow traditional gender patterns.
- Although many students (**65%**) **thought it was very important to have college or university training** to get the job they want, **almost half said they do not know what type of education is needed for that job.**
- Students who did know the educational requirements tended to **get this information through their own research or from family and friends.**
- Over 80% of all high school students planned on taking post-secondary education and training after graduating from high school. **Women were more likely** than men to plan on post-secondary training.

- **One-third of students planning on post-secondary training said they did not know which high school courses they needed in order to apply to college or university.** Those who knew which courses are required most frequently said they found out on their own or from family and friends.
- Most high school students planning on post-secondary education and training said they **will attend university (57%) or community college (19%)**. Men were more likely to opt for trades/technical school while women choose university and community college.
- About one-third of students planning on attending post-secondary **did not know of colleges or universities that offer the program they want**. Students who did know said they found this information through their **own research or through family and friends**.

b) Experience with Career Counselling

- Just over half of all high school students said they had attended a career fair. Women were slightly more likely than men to have attended a career fair, as were students planning on attending post-secondary. Of those who had attended, almost **80% found the career fair to be useful**.
- **One-third of all high school students reported speaking to a teacher or guidance counsellor about future career plans.** By the time students reached Level III, over half had spoken to a teacher or guidance counsellor. Women were more likely than men to have discussed their plans with a guidance counsellor, as were students planning on post-secondary.
- While most students who had not already done so said they plan to talk to a teacher or guidance counsellor, about 20% of high school students said they **had not yet spoken to a teacher or guidance counsellor about their future plans, nor do they intend to do so prior to graduation**.
- **Parents have the most influence in student's career planning as 79%** of high school students identified this group as who they would most likely talk to about career plans. This was followed by friends and peers, then guidance counsellors and teachers.
- About half of high school students planned to discuss their career plans with **a career counsellor outside the school**. Again, this was particularly true for women and those interested in post-secondary education.

- Only one-quarter of high school students said they were aware of a career education course offered in their school. About 26% said they had used the CHOICES career planning program. **Over half (56%) of high school students reported they had voluntarily taken on career planning activities outside school hours** to help them make a career choice. Generally, women and individuals planning on post-secondary education were more informed about career options and were more likely to have sought assistance in career planning.

c) Where Students Plan on Living after Completing High School

- **Only 18% of high school students said they hope to settle in Newfoundland and Labrador** after completing high school or post-secondary training and about half of these also said they would consider settling in their home town.
- Women and students planning on post-secondary training were slightly more likely to want to settle in NL.
- Wanting to experience life outside the province was the main reason cited by students who did not plan to settle in NL. Lack of job opportunities, the smallness and isolation of the province, as well as low paying jobs were some of the other reasons for students not wanting to settle in NL.

d) Knowledge of Job Opportunities and Local Labour Markets

- Over half (55%) of the high school students surveyed said they were aware of job opportunities in Newfoundland and Labrador, with men slightly more aware than women.
- In rating the potential of Newfoundland and Labrador, 53% of all students rated NL as an excellent place to live and 34% see the future as being excellent. However, 35% said opportunities for young people was poor. Similarly, 33% said overall jobs and employment opportunities were poor.
- Almost two-thirds (62%) of students were not aware of programs that give information to youth about business/job opportunities and the economy NL. The most commonly cited programs were HRDC, Youth Ventures and the Community Youth Network.

Possible recommendations are as follows:

There are various ways in which career planning and the level of awareness for job opportunities for young people can be improved. While enhancing job opportunities and the overall economy are a necessary long term strategy, there are several actions that can be taken in the short term that might be beneficial. These are some possible recommendations:

- 1) Facilitate stakeholder discussions on the challenges raised (section 5.1) and work with appropriate partners to develop action plans to address these challenges.
- 2) Develop a student friendly strategy for increasing awareness of labour market and career opportunities in Labrador.
- 3) Explore ways to get better labour market and career information into the homes so parents can provide better advice and input.
- 4) Promote awareness and use of existing labour market and career information programs for youth.
- 5) Develop a profile of current employment in Labrador by major occupation categories.
- 6) Develop Fact Sheets on key occupations in Labrador and the province of Newfoundland and Labrador including information on education requirements and job opportunities for wide distribution and posting, targeting parents.
- 7) Investigate options for providing career and labour market information to students in lower grades.

1 Introduction

The Strategic Social Plan (SSP) is a provincial government initiative that attempts to increase social and economic development through a multi-stakeholder approach. The Labrador Regional Steering Committee of the SSP is one of six regional bodies across the province mandated to work at the local level to enhance the well-being of people and communities in the region.

The Labrador SSP identified lack of human resource planning and insufficient region-specific career and labour market information as major concerns. High out-migration, a skills mis-match between the labour supply and demand, and recruitment and retention issues in some professions are cited as evidence of this problem. Additionally, there are reports of inconsistent offerings of career courses in schools, varied levels of career counselling and limited access to information on labour markets, career counselling, and post-secondary training throughout the communities in Labrador.

Futures in Newfoundland and Labrador's Youth, (FINALY!), is a provincial youth-run organization which provides a strong, unified voice for the youth of Newfoundland and Labrador. In March of 2003, FINALY! and the Labrador SSP, with funding from the Labour Market Development Agreement, embarked on a partnership in order to obtain student and youth specific information as it relates to knowledge of the economy, access to and use of career tools and planning, and out-migration.

The Labrador SSP region has begun collecting data to assist in the development of a human resource strategy. They have identified and included many key partners for the data collection phase, including employers, employees, students and youth. Appendix A provides a listing of the key activities and outputs of the Labrador Region Human Resource Strategy to date. Also included is a listing of the membership of the Training, Recruitment & Retention Working Group and Human Development Committee, formed to formulate the Human Resources Strategy.

This component of the Human Resource Strategy involved surveying high school students in the region. These graduates are often considered more mobile, as they are younger and are willing to move either to further their education or to search for work opportunities. They have more of a willingness to move elsewhere as they have fewer commitments to the area and often crave the experience and sense of adventure that comes with exploring their worlds and interests. It was anticipated that retention would be worse with this population, as many times they experience life outside of the province through attending post secondary and then decide to work there.

In the fall of 2001, the Cormack-Grenfell SSP undertook a study of high school students in School Districts 2, 3 and 4 to gather information on their knowledge of the economy, access to and use of career tools and planning, and out-migration. District 2 includes eleven high schools on the Northern Peninsula of Newfoundland plus seven in Labrador. The data from the

seven Labrador high schools (169 completed surveys) was shared with the Labrador SSP, and analysis is included in this report.

In May of 2003, FINALLY! and the Labrador SSP undertook a similar survey of high school students in School District 1. This larger survey included 668 students from 11 schools, and provided comprehensive findings on students' future plans, access to career information, knowledge of the Labrador economy and out-migration for Labrador and the province as a whole.

While the two surveys were designed to be complimentary, they cannot simply be aggregated to provide generic results for all of Labrador. This is because they were completed 18 months apart and there were differences in the wording and response options of some questions. A comparison of the general findings and trends from both surveys are included in this report to determine what conclusions can be extended to all high school students in Labrador.

A listing of Labrador high schools by School District and community is included in Appendix B.

2 District 1 Survey

2.1 Methodology and Responses

This survey, modeled after the questionnaire designed by the Cormack-Grenfell SSP for School Districts 2, 3 and 4, consisted of thirty-seven questions. It was designed to gather information on students' future plans, access to career information, knowledge of the Labrador economy and out-migration for Labrador and the province as a whole. The survey took students approximately 15 minutes to complete.

The survey was distributed to 11 high schools in School District 1 of Labrador and was administered in most cases by the home room teacher, to students in their classroom settings. The survey was completed during the week of May 5 – 9, 2003 to students enrolled in levels one through three.

Chart 1: Respondent Distribution by High School

High School*	Survey Responses	Percent (N=668)
Amos Comenius Memorial	18	3%
B.L. Morrison School	8	1%
Goose High School	249	37%
Henry Gordon Academy	19	3%
Jens Haven Memorial	43	6%
John Christian Erhardt Memorial	14	2%
Lake Melville School	6	1%
Menihek High School	280	42%
Northern Lights Academy	16	2%
Peenamain McKenzie School	7	1%
St. Peter's School	7	1%
Total	668	100%

* See Appendix B for School Listing by Community

- There were 1,070 surveys distributed to 11 schools. 668 high school students completed this survey for an overall response rate of 62%. Distribution of respondents by school is shown in Chart 1.
- 49% of the high school respondents were women and 49% were men. Two percent did not state their gender.
- 34% of respondents were in level I, 35% in level II and 30% in level III. Less than 1% did not provide this information.

Analysis of survey questions was completed by gender and high school level. Community level analysis is not represented, as the number of responses by community is too small. Detailed cross-tabulations are included in Appendix C of this report, with table numbering corresponding to charts in the body of this report.

2.2 Limitations of the Survey

There are several factors that must be considered in interpreting the survey results and which impose some limitations on the survey. These include:

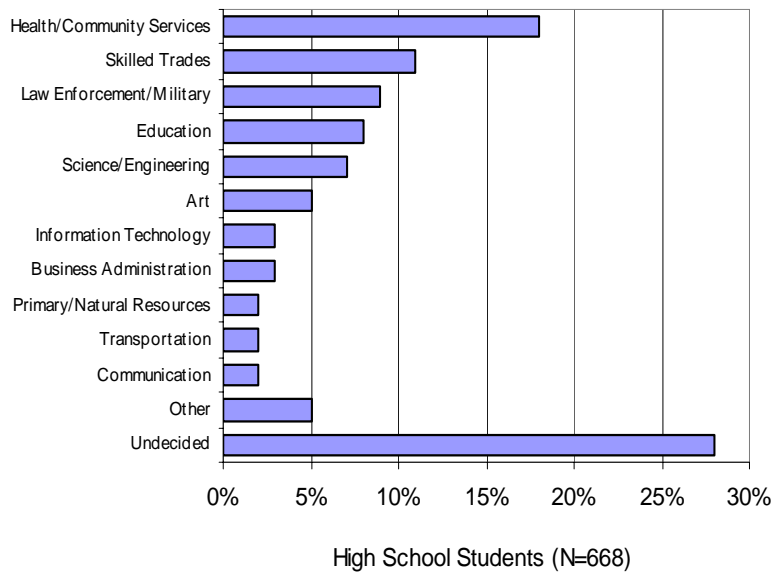
- The private school in Churchill Falls did not participate in the survey, nor did the school in Natuashish, which was in the process of the community move from Davis Inlet;
- Some students were absent at the time of the administration or chose not to participate;
- Not all populations and communities in School District 1 may be equally represented due to different response rates by school. This was due, in part, to implementation difficulties in some schools;
- Surveys were administered in both school districts at different periods of time;
- English as a second language realities and other cultural differences may have lead to varied interpretations of the questions;
- Survey length may have lead to inaccurate responses.

2.3 Survey Findings

Students were asked about their post-secondary and career plans, where they plan on settling after completing their studies, and about their level of access to career resources and knowledge of job opportunities in Newfoundland and Labrador. Findings are summarized below, with detailed tables included in Appendix C.

2.3.1 Plans for Post-Secondary Education and Training

Chart 2: Type of Work/Career Students Are Interested In



- High school students were asked what type of work or career they were interested in. Of the 668 respondents, 481 identified an area of interest, while the remaining 28% said they were undecided.
- The most commonly cited fields were those in health/community services (18%).
- The second most common field high school students planned to undertake training was the area of skilled trades, including automotive services, food services, and electronics (11%).
- Law enforcement/military training was indicated by 9% of high school students. Education was indicated by 8% and science/engineering by 7%. All other categories were cited by 5% or less of respondents.
- Occupational preferences followed traditional gender patterns, with almost three times the number of women opting for health care/community services (26% compared to 9% of men) . A much higher percentage of men than women indicated skilled trades (18% compared to 3%). Similar traditional gender patterns are followed in other occupations.

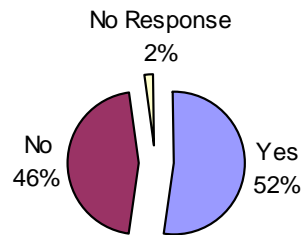
- As would be expected, students in level I are more likely than level II and level III students to have not yet decided on a career (33%, 27% and 23% respectively).

Chart 3: Importance of College or University Degree to Getting the Job they Want

	Number of Responses	Percent (N=481)
Very Important	314	65%
Important	109	23%
Somewhat Important	22	5%
No Opinion	21	4%
Not Important At All	15	3%
Total	481	100%

- The majority of students who were interested in a specific type of work/career thought it was very important to get a college or university degree in order to get work in that job (65%).
- A higher percentage of women than men thought it was very important to get a college or university degree to get work in their area of interest (76% compared to 55%). Level II and level III students were more likely than level I students to think it was very important to get a college or university degree in order to get work in their area of interest.

Chart 4: Know What Type of Education is Needed for the Job they Want



- Almost half (46%), of the students did not know what type of education was needed for the specific job they were interested in.
- There were no significant gender differences regarding knowledge of education requirements for a particular job. Level III students were much more aware of what type of education was needed for a job in their field of interest (73%), compared to students in level II (43%) and level I (41%).

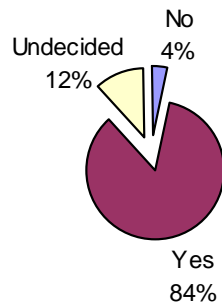
- The 252 students who knew what type of education was required to get a job in their field of interest were also asked how they found out about the requirements. The responses have been summarized and presented in Chart 5.

Chart 5: How Students Found Out About Education Requirements for the Job they Want

	Percent* (N=252)
Own research	41%
Family or friends	40%
Guidance counsellor	22%
Through someone employed in the field	20%
Career counsellor	9%
All other responses cited by less than 5% of respondents	13%

*Total may exceed 100% as multiple responses allowed.

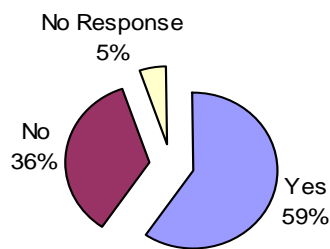
Chart 6: Students Planning on Going to College or University



- All students were asked if they knew which high school courses are needed to apply to college or university. Their responses are depicted in Chart 7.

- The most common ways students found out about education requirements were through their own research (41%) and through family and friends (40%).
- Sources such as recruitment officers, internet, career fairs, teachers, and student employment centre were cited by less than 5% of students.
- Over 80% of high school students said they plan on taking post-secondary education and training after graduating from high school. Only 4% said they are definitely not taking further training, with the remaining 12% undecided.
- Women were more likely than men to plan on post-secondary training (93% compared to 77%). A higher percentage of men were undecided about attending post-secondary (16% compared to 6% of women).
- About the same portion of students in each grade level planned on attending post-secondary.

Chart 7: Know Which High School Courses Are Needed to Apply to College or University



- 59% of high school students said they know which courses are required for college or university. Slightly more than one third (36%) did not know and 5% of the students gave no response.
- Students planning to attend post-secondary were more knowledgeable of courses required (64%) compared to students not planning to attend post-secondary (35%).
- For students planning on post-secondary, knowledge of which courses are needed to apply to college or university was higher for the students in level III compared to students in level II and level I (84%, 62% and 50% respectively).

- The 398 high school students who know which courses are required to apply to post-secondary were also asked how they found out about the requirements. Their responses are summarized in the following chart.

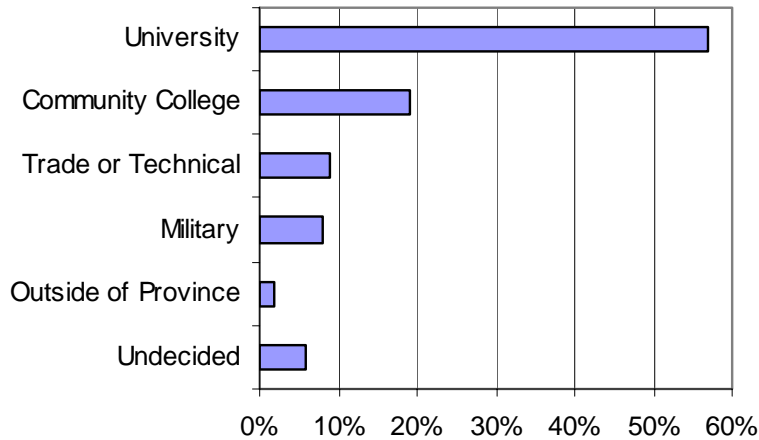
Chart 8: Ways Students Found Out About Requirements for College or University

	Percent* (N=398)
Own research	34%
Family or Friends	30%
Guidance counsellor	28%
Teacher	28%
Principal	7%
All other responses cited by less than 5% of respondents	6%

*Total may exceed 100% as multiple responses allowed.

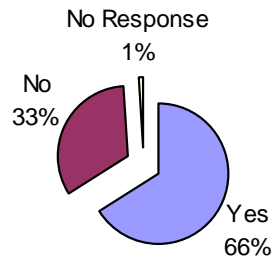
- The highest portion of students found out about requirements for post-secondary through their own research (34%). Family and friends were cited by 30% of the students.
- Guidance counsellors and teachers were each cited by 28% of the students as the way in which they found out about the requirements for post-secondary.
- Other ways included: recruitment officers, internet, career fairs, career counsellors, and schools or universities.

Chart 9: Type of Training Institution Students Plan to Attend



- Most of the respondents planning on post-secondary training intended to go to university (57%) or community college (19%), with 9% opting for trades/technical school and 8% for the military.
- Men were more likely to opt for trades/technical school while women choose university and community college.
- More level III students have decided on the type of education institution, with only 4% undecided, compared to level I and level II students with 7% and 5% undecided. This indicates that as students get into level II and particularly level III they are more certain of what they want to do after high school.

Chart 10: Aware of Colleges or Universities That Offer the Program they Want



- 66% of high school students planning on attending post-secondary knew of colleges or universities that offered the program they were hoping to take. One-third of them did not know and only 1% did not give a response.
- Level III students were more likely to know of colleges or universities that offered the program they were hoping to take, compared to level I and II students.
- Men and women were equally knowledgeable about where certain programs are offered.
- The 371 students who knew of colleges or universities that offered the post-secondary program they were hoping to take were asked to

provide some examples. Memorial University of Newfoundland was indicated by 35% of the students, College of the North Atlantic accounted for 16% of students' examples, and 26% of the students indicated schools outside of the province. Other examples included: Sir Wilfred Grenfell College, Academy Canada, Military, and Compu College

- The 371 students were also asked how they found out about these colleges or universities. Their responses are summarized in the following chart.

Chart 11: Ways Students Found Out About Colleges or Universities That Offered the Program they Hope to Take

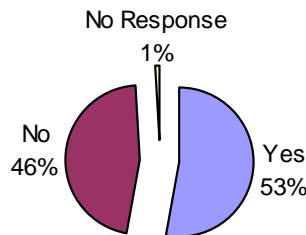
Ways Cited	Percent (N=371)
Own research	40%
Family or Friends	37%
Guidance counsellor	16%
Teacher	12%
Career counsellor	8%
Career Fair	5%
All other responses cited by less than 5% of respondents	6%

*Total may exceed 100% as multiple responses allowed.

- Similar to how they obtained other future career related information, students said the main ways they found out about colleges or universities that offered the program they were hoping to take was through their own research (40%) and from family and friends (37%).

2.3.2 Experience with Career Counselling

Chart 12: Attended a Career Fair



- Just over half (53%) of all students said they had attended a career fair.
- Slightly more women than men said they had attended a career fair.
- The percentage of students who have attended a career fair was higher for students in level III compared to students in level II and level I (61%, 57% and 42% respectively). As well, students planning to attend post-secondary were more likely to attend a career fair than other students (55% compared to 33%).

- The 352 students who have attended a career fair were asked whether or not they found the career fair to be useful. Their responses are presented in the bar graph below.

Chart 13: Career Fair Was Useful

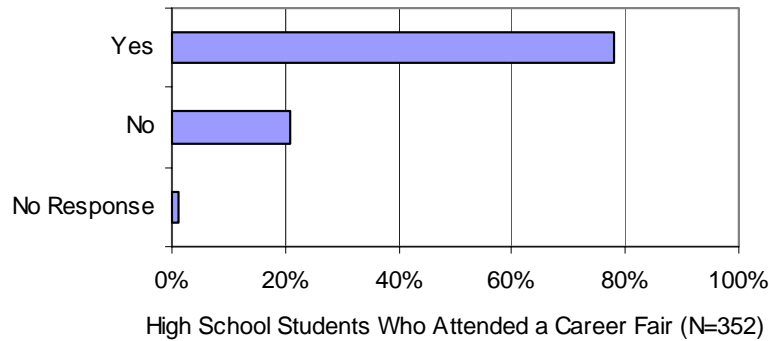


Chart 14: Spoken to Teacher or Guidance Counsellor

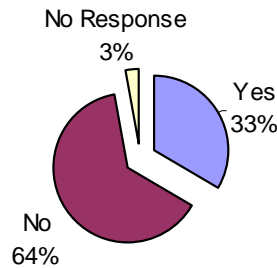
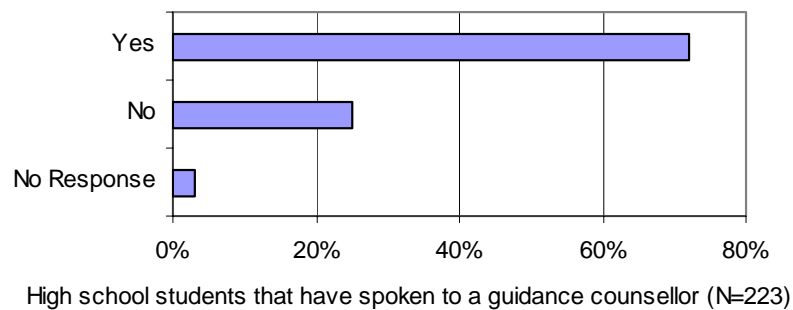


Chart 15: Teacher or Guidance Counsellor Provided Useful Information



- Almost eighty percent of the students found the career fair to be useful. Twenty-one percent (21%) of them did not find the career fair to be useful and only 1% did not give a response.
- The majority of the students who had attended a career fair said it was 'good' (56%), while 30% referred to it as 'informative'. Fourteen percent (14%) of the students thought it was 'not good'.
- One-third of the high school students surveyed indicated they had spoken to a teacher or guidance counsellor about their career plans upon graduation from high school.
- Level III students were more likely than level I and II students to speak with a teacher or guidance counsellor about their career plans (53% compared to 22% and 29%).
- Students planning on post-secondary training were more likely than other students to have spoken to a teacher or guidance counsellor (36% compared to 19%).
- Women were more likely than men to approach a guidance counsellor for information or assistance.
- Almost three quarters of the students who had spoken to a teacher or guidance counsellor said they provided useful information about future job opportunities in Newfoundland and Labrador.
- There was no significant difference of opinion on the usefulness of talking to a teacher or guidance counsellor by high school level or gender.

- The 56 students who had spoken with a teacher or guidance counselor but did not find it useful were asked what type of information they did not get from them. The most common responses were:
 - “Job opportunities or prospects” (n=17);
 - “Lack of information” (n=12);
 - “What courses or degree are needed for this career” (n=6).

Chart 16: Plan to Speak to a Teacher or Guidance Counsellor Prior to Graduation

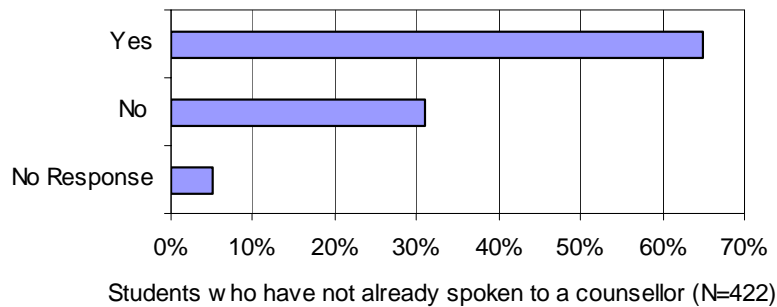
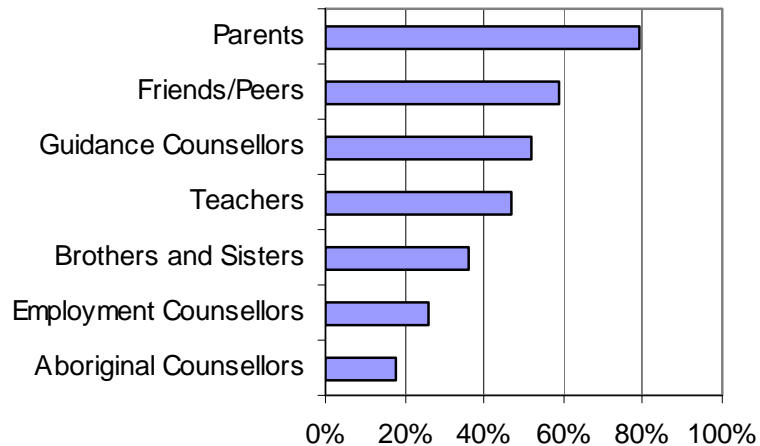


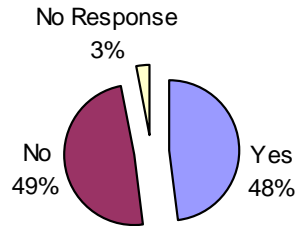
Chart 17: Who Students are Most Likely to Talk to About Career Planning



- The high school students who had not already spoken to a teacher or guidance counsellor were asked if they planned on doing so prior to graduation. Many (65%) said yes.
- Level I and level II students who had not already done so were more likely than level III students to say they plan to talk to a teacher or guidance counsellor prior to graduation (71%, 74% and 35% respectively). This is expected since more level III students have already talked with a teacher or guidance counsellor.
- More women than men planned to talk to a teacher or guidance counsellor prior to graduation (79% compared to 54%). Students planning on post-secondary education were also more likely than other students to say they would talk to a teacher or guidance counsellor before they graduate (71% compared to 24%).

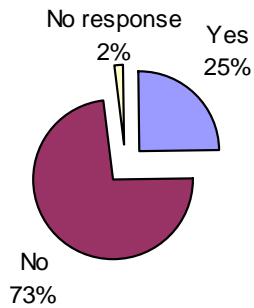
- All high school students were asked who they would be most likely to talk to about career planning and the majority of students said parents (79%).
- A high percentage of students also indicated they would likely talk to friends/peers.

Chart 18: Plan to Speak to External Career Counsellor



- All high school students were asked if they plan on speaking to a career counsellor outside the school about their future career plans. As shown in Chart 18, almost half said yes.
- Students planning further post-secondary education were more likely than others to also plan on consulting an external career counsellor (50% compared to 41%).
- A slightly higher percentage of women than men planned to speak to an external career counsellor (52% compared to 46%).

Chart 19: Awareness of Career Education Course



- Only one quarter of all high school students were aware of a career education course.
- Students planning post-secondary education were more aware than other students about a career education course (27% compared to 13%).
- Slightly more women than men were aware of a career education course (28% compared to 22%).

- The 165 students who were aware of a career education course were also asked whether or not it was a required course to graduate. Fifteen percent (15%) of these students said this was a required course while almost half indicated it was not. Thirty-six percent (36%) said they did not know.

Chart 20: Used the CHOICES Program

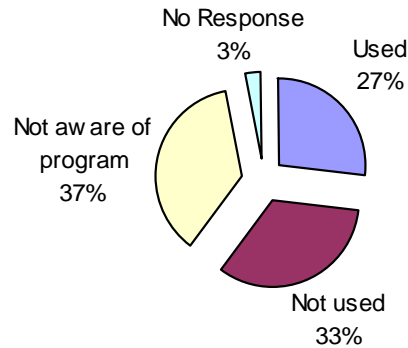
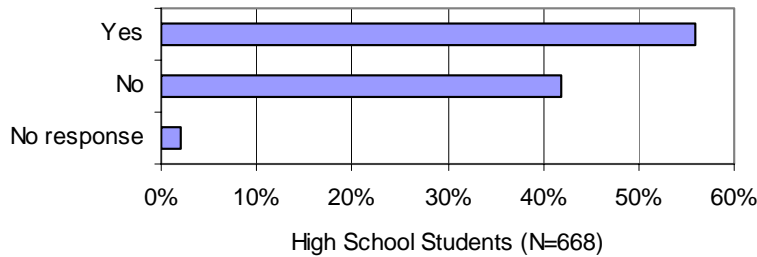


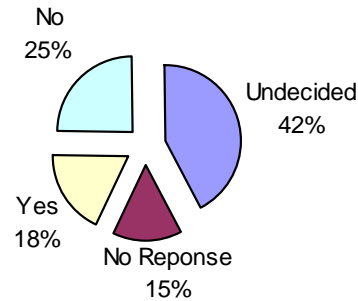
Chart 21: Have Taken on Other Career Planning Activities



- CHOICES is a computer-based career planning system for students. It bridges the gap between education and employment by providing students with information about occupations, universities, and colleges for their school and career planning.
- Over one-third of students said they were not aware of the CHOICES program.
- Women were more likely (30%) to have used the CHOICES program than men (24%).
- Students planning to attend post-secondary were more likely than other students to have used CHOICES (28% compared to 21%).
- Students who had used the CHOICES program were also asked where they used it. Most students indicated school as the place where they used CHOICES. Other responses included: public library, at home, internet, HRDC, and out of the province.
- Some high school students (56%) reported they had voluntarily taken on career planning activities outside school hours to help them make a career choice. These activities included job shadowing, speaking with someone in that job, or doing their own research on a particular job.
- A higher percentage of level III students had taken on other career planning activities compared to level I and level II students. Slightly more women than men had voluntarily taken part in other career planning activities (60% compared to 54%).
- As well, students planning to take post-secondary training were more likely to have taken part in other career planning activities.

2.3.3 Where Students Plan on Living After Completing High School and Other Training

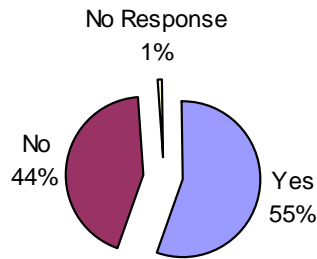
Chart 22: High School Students Hoping to Settle in NL



- Only 18% of high school students said they hope to settle in Newfoundland and Labrador after completing high school or after completing other post-secondary education.
 - A slightly higher percentage of women (21%) hoped to settle in the province after high school or post-secondary compared to men (15%).
 - Students planning to attend post-secondary were more likely to want to settle in NL (19%) than those not planning further training or undecided about taking further training (13%).
-
- The 120 high school students who hoped to remain in NL were also asked if they would consider settling in their home town. Almost half (49%) of the students said they would consider settling in their home town, 11% of the students did not provide a response, while 39% said no.
 - The 168 students who said they would not consider settling in the province after high school or after post-secondary were asked where they would like to settle. Just slightly more than one-third of the students said within another Canadian province, while another 20% said within the Maritime provinces. Twenty-eight percent (28%) of the students were undecided about where they would like to settle outside Newfoundland and Labrador. (See Table 22c)
 - The main reasons provided by the 168 individuals who would consider leaving Newfoundland and Labrador were (multiple responses allowed):
 - Want to experience life outside NL (57%);
 - Not many job opportunities in NL (48%);
 - The province is too small and isolated (46%);
 - The province has little to offer for young people (30%);
 - Jobs in NL are too low-paying (26%).

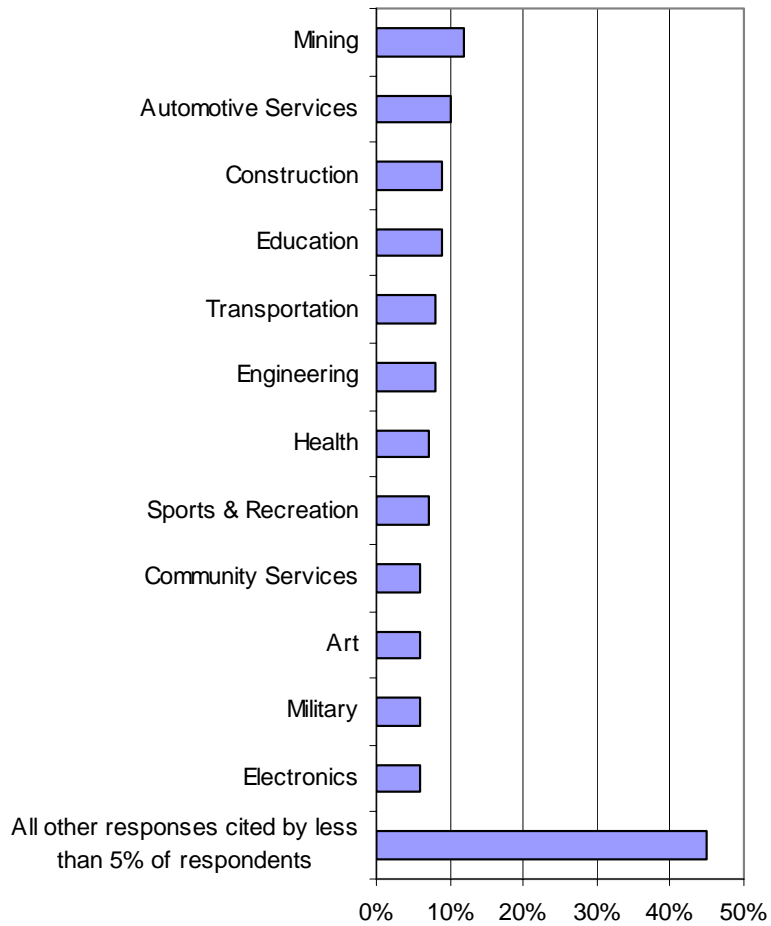
2.3.4 Knowledge of Job Opportunities and Local Labour Markets

Chart 23: Aware of Job Opportunities in NL



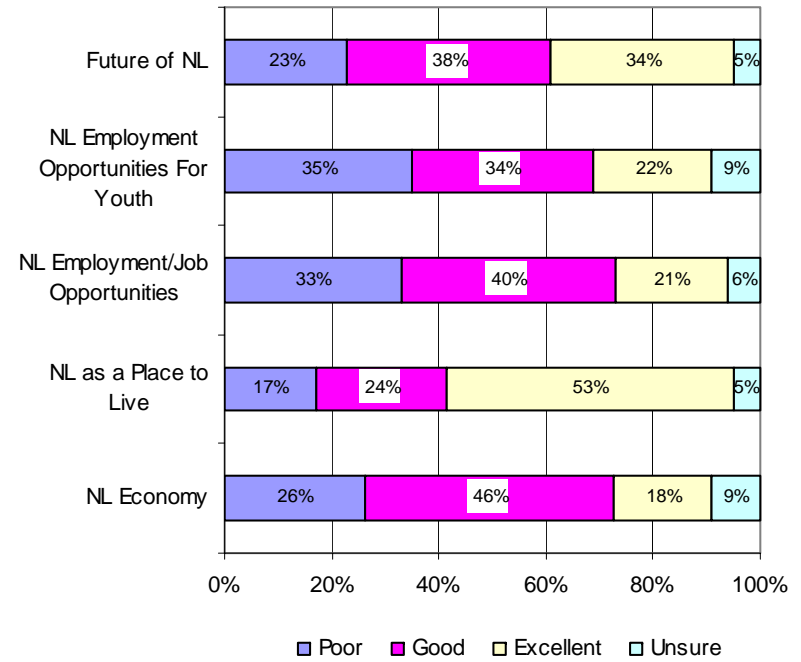
- Over half (55%) of the students surveyed indicated they were aware of job opportunities in Newfoundland and Labrador. Forty-four percent (44%) said they were not aware of job opportunities and a further 1% did not provide a response.
 - Men were slightly more aware of job opportunities than women (57% compared to 53%).
 - There was no significant difference among those planning to attend post-secondary and those that were not, about awareness of future job opportunities.
-
- High school students who indicated they were aware of opportunities were asked to identify the job occupation categories of these opportunities. These are summarized in Chart 24.
 - All the students were asked to rate the NL economy, NL as a place to live, opportunities for employment/jobs in NL, opportunities for young people for employment in NL, and the future of NL as being poor, good, or excellent. Chart 25 shows that 53% of all students rated NL as an excellent place to live, and 34% see the future as being excellent. Students were most negative about opportunities for young people and jobs/employment opportunities in general, which received a poor rating by 35% and 33% respectively.

Chart 24: Occupations with Future Job Opportunities in NL



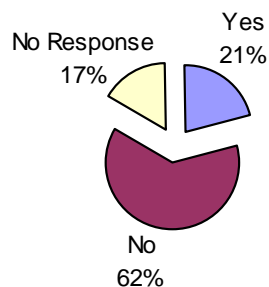
Note: 68% of the students indicated "all of the above".

Chart 25: Rating The Potential of NL



- All students were asked to list some interesting companies that they have heard about in Newfoundland and Labrador. Almost three-quarters (73%) of the students did not provide a response. Of the 181 students who did respond, 9% named Voisey’s Bay Nickel Co. as an interesting company in NL. Another 8% said the IOCC was interesting to them. All other responses were cited by less than 5% of respondents.
- Students were also asked to provide reasons why these companies interested them. The main reasons were the companies “create lots of money and jobs” (n=62), and “personal interest or interesting work” (n=40).

Chart 26: Awareness of Programs That Give Information to Youth About Business/Job Opportunities and The Economy in NL



- Almost two-thirds (62%) of all students were not aware of programs that give information to youth about business opportunities, job opportunities and the economy in NL.
- Women were slightly more aware than men of programs that offer information about business/job opportunities and the economy in NL (24% compared to 19%).
- There was no difference among high school level however, students planning to attend post-secondary were more aware than others of programs that offer information about business/job opportunities and the economy in NL (22% compared to 17%).
- Students were asked to name the programs that they were aware of. The most common cited programs were: HRDC (n=36), Youth Ventures (n=21), and Community Youth Network (n=8).

- All students were asked whether they had any suggestions on how to encourage youth to continue living and working in Newfoundland and Labrador. Over two-thirds (68%) of the students did not provide a response. Of the 211 students who did respond, 9% suggested that more employment opportunities would encourage youth to continue living and working in NL. A further 6% indicated that keeping students informed about what this province has to offer might encourage youth to stay in NL as well. Interestingly, 37 students said no encouragement is needed, as there are no future opportunities for jobs in this province. Among the other suggestions were to improve social or recreational activities or facilities (3%) and to increase minimum wage (3%).
- The 668 high school students were also asked how we can improve on getting career information to youth. Over half (56%) of the students did not provide a response. Of the students that provided a response, 13% indicated providing more presentations or speakers would be the best way to get career information to youth. Getting the information in the schools and community was suggested by 9% of students and more workshops or career fairs were cited by 8%. Other ways suggested to improve on getting information to youth were issuing more posters and brochures, and by establishing a place in the community where students can seek information.

3 District 2 Survey

3.1 Methodology and Responses

This survey was designed and implemented by the Cormack-Grenfell SSP for high school in Districts 2, 3 and 4. It consisted of thirty questions designed to gather information on students' future plans, access to career information, knowledge of the Labrador economy and out-migration for Labrador and the province as a whole. The survey took students approximately 15 minutes to complete.

The Cormack-Grenfell SSP shared the data collected from the seven schools in District 2 located in Labrador.

The survey was administered, in most cases, by the home room teacher, to students in their classroom settings. The survey was completed during the week of November 4 – 9th 2001, to students enrolled in levels one through three. Of the 185 students enrolled in these schools at that time, 169 completed the survey for an overall participation rate of 91%.

Chart 27: Respondent Distribution by High School

High School	Survey Responses	Percent (N=169)
Basque Memorial	19	11%
D.C. Young School	25	15%
Mountain Field Academy	63	37%
Our Lady of Labrador	18	11%
St. Lewis Academy	10	6%
St. Mary's All Grade	19	11%
William Gillett Academy	15	9%
	169	100%

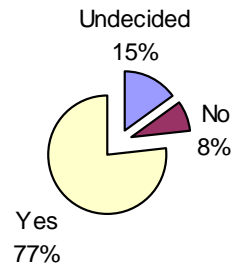
- 54% of the high school respondents were men and 46% were women.
- 39% of respondents were in level I, 35% in level II and 27% in level III.
- Where appropriate, analysis of survey questions was completed by gender and high school level. Community level analysis is not represented due to the small number of responses.

3.2 Survey Findings

Students were asked about their post-secondary and career plans, where they plan on settling after completing their studies, and about their level of access to career resources and knowledge of job opportunities in Newfoundland and Labrador. Findings are summarized below.

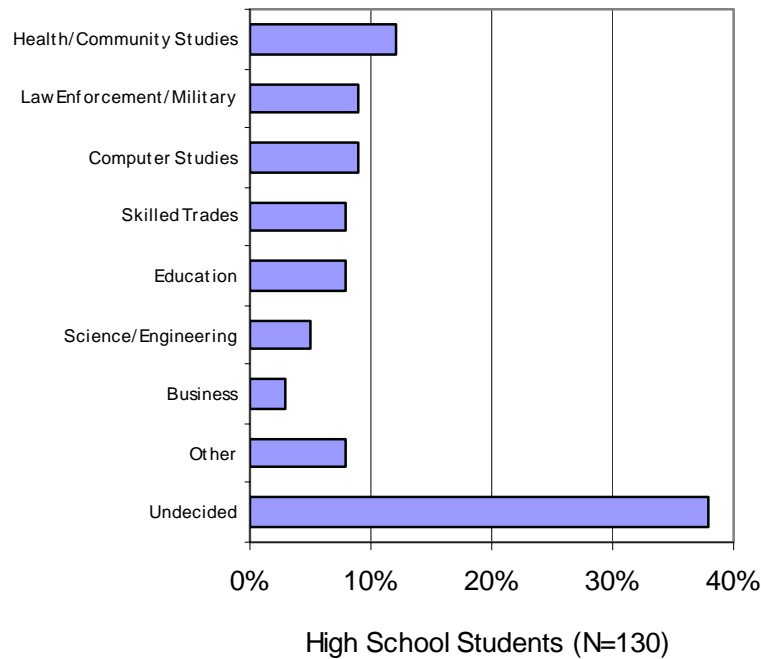
3.2.1 Plans for Post-Secondary Education and Training

Chart 28: Respondents Planning on Post-Secondary Education



- Over three quarters (77%) of high school students planned on taking post-secondary education and training after graduating from high school. Eight percent (8%) said they are definitely not taking further training, with the remaining 15% still undecided.
 - Women were more likely than men to plan on post-secondary training (92% compared to 64%). A higher percentage of men were undecided about attending post-secondary. Sixteen percent (16%) of men compared to 6% of women.
 - More level I students planned to attend post-secondary compared to level II and level III students (82%, 73% and 75% respectively).
-
- Those students planning to attend post-secondary were also asked what type of program they would pursue. These responses are presented in Chart 29.

Chart 29: Type of Education Program Students Are Interested In



- The 130 high school students interested in post-secondary were asked what type of program they were interested in. Eighty-one students provided an area of interest, while the remaining 38% said they were undecided.
- The most commonly cited fields were those in health/community studies (12%).
- The second most common fields high school students planned to undertake training in were in the areas of law enforcement/military (9%) and computer studies (9%).
- Skilled trades and education were both indicated by 8% of high school students. All other categories were cited by 5% or less of respondents.
- The 81 students who indicated an education program of interest were also asked why they were interested in enrolling in this type of program. Chart 30 presents these responses.

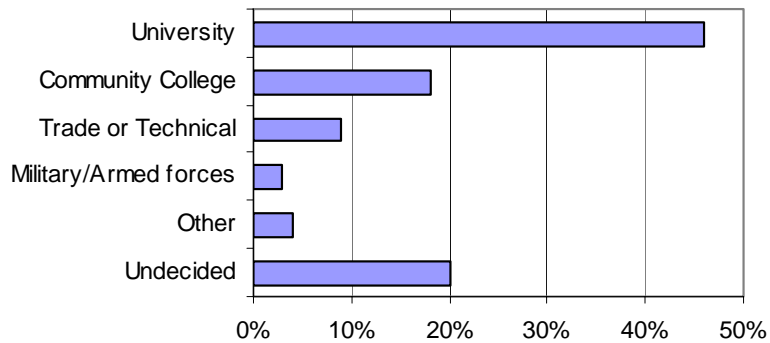
Chart 30: Why students were interested in a particular program

	Percent* (N=81)
To get a job anywhere	52%
To become more educated	48%
To get a job in NL	30%
To start my own business anywhere	14%
To start my own business in NL	10%
Personal interest	10%
All other responses cited by less than 5% of respondents	11%

*Total may exceed 100% as multiple responses allowed.

- The most common reason why students were interested in a particular program was to get a job anywhere (52%).
- Forty eight percent (48%) of students cited to become more educated as their main reason for choosing a particular education program and 30% said their main reason was to get a job in NL.

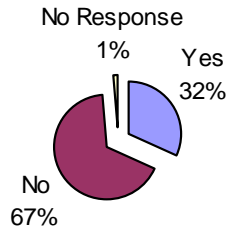
Chart 31: Preferred Type of Training Institution



- Most of the respondents planning on post-secondary training intended to go to university (46%) or community college (18%).
- Nine percent (9%) opted for trades/technical school and only 3% for the military. Twenty percent (20%) of high school students were still undecided about what type of institution they wanted to attend.

3.2.2 Experience with Career Counselling

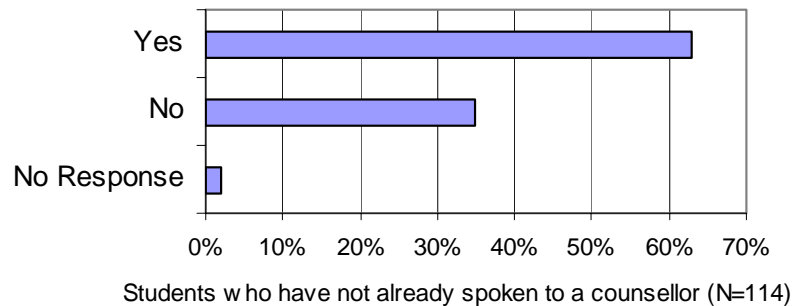
Chart 32: Spoken to Career Counselor



- Over two-thirds (67%) of high school students surveyed indicated they had not spoken to a teacher or guidance counsellor about their career plans. Thirty-two percent (32%) of students had spoken to a teacher or guidance counsellor, while only 1% of students did not respond.
- Those students who had spoken to a teacher or guidance counsellor (n=54) were also asked whether or not they found the information to be useful. The majority (85%) of students said yes, while a smaller number of students said it was not useful.

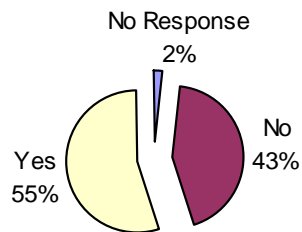
- The 8 students who had spoken to a teacher or guidance counsellor and did not find the information useful were asked what type of information they were looking for but were not able to obtain. The students indicated they wanted to find out about possible careers but were unable to do so. As well, students were not able to obtain information about whether or not it would be easy for students with an Arts major to find a job in Canada and information about police officers outside of NL.

Chart 33: Plan to Speak to a Teacher or Guidance Counsellor Prior to Graduation



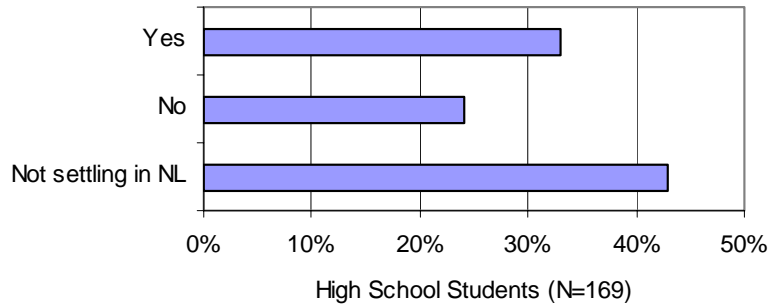
- The high school students who had not already spoken to a teacher or guidance counsellor were asked if they planned on doing so prior to graduation. Most (63%) said yes. However, this still leaves about a quarter of all high school students who have no intention to talk to a teacher or guidance counsellor about career plans.

Chart 34: Plan to Speak to External Career Counsellor



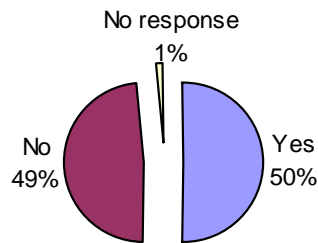
- All high school students were asked if they plan on speaking to a career counsellor outside the school about their future career plans. As shown in Chart 8, more than half said yes.
- The 73 students who were not planning to speak to an external career counsellor were asked why not. The most common reasons were:
 - I already know exactly what I want to do (n=26);
 - I have spoken with a teacher/guidance counsellor at my high school (n=23);
 - It is none of their business (n=20);
 - I am not ready to make career decisions (n=19).

Chart 35: Planned Course Selection with NL Job Opportunities in Mind



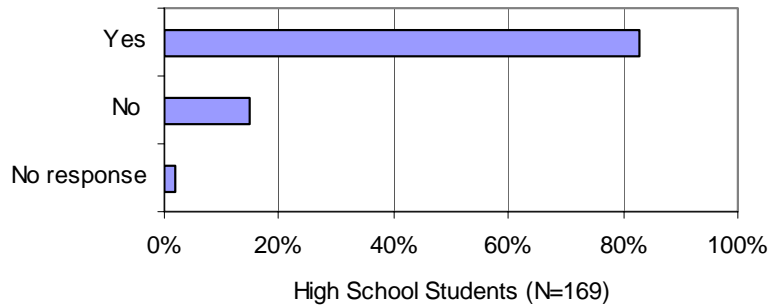
- Many high school students (43%) said they had not planned their course selection in accordance with possible job opportunities in Newfoundland and Labrador because they do not plan to settle in this province.
- One-third of students said they had or would consider job opportunities in course selection and the remaining 24% of students said they had not considered NL job opportunities in course selection nor did they intend to do so.

Chart 36: Awareness of Career Education Course



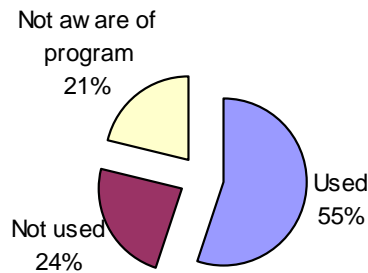
- Half of the high school students were aware of a career education course. Only 1% of students did not provide a response, while 49% said they were not aware of a career education course offered through their school.
- The 85 students who were aware of a career education course were asked whether or not the course was a requirement for graduation from high school. Twenty-five percent (25%) of these students said it was a requirement for graduation, 35% said it was not, and 40% did not know.

Chart 37: Believe Career Education Course Should be Offered



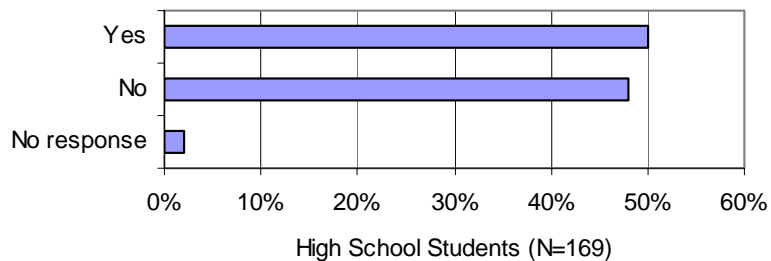
- 83% of all high school students believe a career education course should be offered through their school, and over half (58%) of these students said it should be a required course for graduation.

Chart 38: Used the CHOICES Program



- CHOICES is a computer-based career planning system for students. It bridges the gap between education and employment by providing students with information about occupations, universities, and colleges for their school and career planning.
- Over half (55%) of students have used the CHOICES program, and 78% indicated that the program was available in their school.

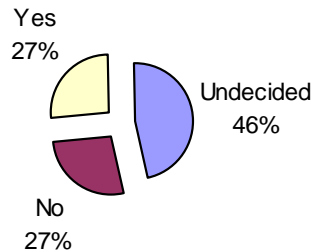
Chart 39: Have Taken on Other Career Planning Activities



- Half of all high school students reported they have voluntarily taken on career planning activities outside school hours to help them make a career choice. These activities include job shadowing, speaking with someone in that job, or doing their own research on a particular job.

3.2.3 Where Students Plan on Living After Completing High School and Other Training

Chart 40: High School Students Hoping to settle in NL

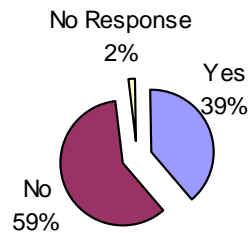


- Almost half (46%) of all high school students were undecided about whether or not they wanted to settle in NL after they graduated from high school or post-secondary.
 - Slightly more than one-quarter (27%) of high school students said they hope to settle in Newfoundland and Labrador after completing high school or after completing other post-secondary education. The same percentage of students said they were not hoping to settle in NL after they graduate.
-
- The 46 high school students who hope to remain in NL were also asked if they would consider settling in their home town. Over half (59%) of the students said they would not consider settling in their home town, 7% of these students did not provide a response, while 35% said yes. The most common reasons why students would consider settling in their home towns were family and friends live there and it's a nice place to live. The most common reasons why students would not consider settling in their home towns were no job opportunities there and too boring.
 - The 123 high school students who said they would not consider settling in the province after high school or after post-secondary or who were undecided were asked where they would like to settle. Seventy-six percent (76%) of the students did not provide a response. Fourteen percent (14%) said they would like to settle in the Maritime provinces, while another 7% said within another Canadian province. Only 3% of the students said they would like to settle outside of Canada.

- The main reasons provided by the 46 individuals who would consider leaving Newfoundland and Labrador were:
 - Want to experience life outside NL (n=25);
 - Not many job opportunities in NL (n=22);
 - The province has little to offer young people (n=22);
 - The province is too small and isolated (n=18);
 - Jobs in NL are too low-paying (n=16).

3.2.4 Knowledge of Job Opportunities and Local Labour Markets

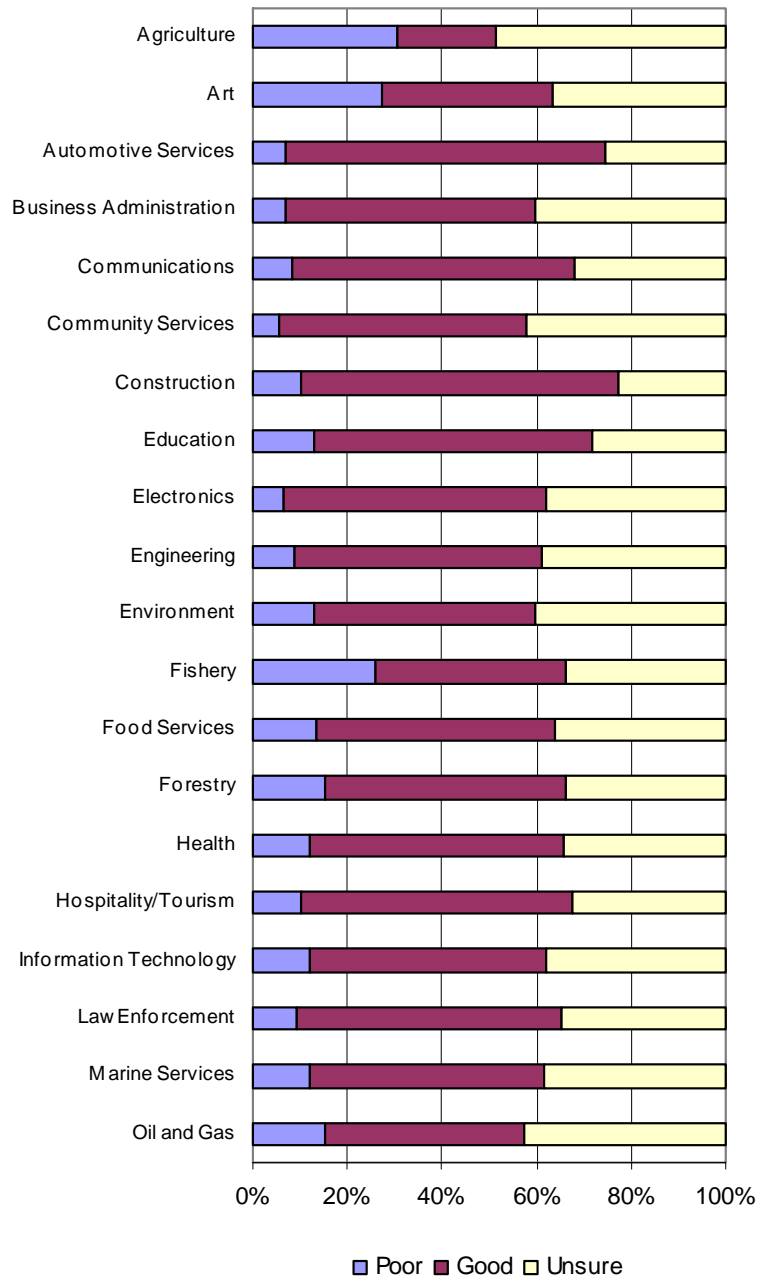
Chart 41: Aware of Job Opportunities in NL



- Over half (59%) of the high school students surveyed indicated they were not aware of job opportunities in Newfoundland and Labrador and a further 2% did not provide a response. Thirty-nine percent (39%) said they were aware of job opportunities.

- High school students were asked to rate industry sectors as having good or poor future job opportunities. As shown in Chart 16, most were very optimistic in their ratings, and only agriculture, art and fishery received more than 20% “poor” ratings.

Chart 42: Rating of Potential Job Opportunites by Sector



4 Comparison of District 1 and District 2 Findings

While the surveys of District 1 and District 2 high school students were designed to be complimentary, they cannot simply be aggregated to provide generic results for all of Labrador. This is because they were completed 18 months apart and there were differences in the wording and response options of some questions.

This section of the report is intended to provide a comparison of the general findings and trends from both surveys to determine what conclusions can be extended to all high school students in Labrador. To facilitate the comparison, the responses to key questions are included in Chart 43.

Chart 43: Comparison of District 1 and District 2 Survey Responses

Topic	District 1 (N=668)	District 2 (N=169)
Planning on further post-secondary education	84%	77%
Plan on attending university	57%	46%
Plan on attending community college	19%	18%
Plan on attending trade or technical school	9%	9%
Spoken to a teacher or guidance counsellor	33%	32%
Have not yet, but plan to speak to guidance counsellor prior to graduation	43%	42%
Awareness of career education course	25%	50%
Used CHOICES program	27%	55%
Have taken on other career planning activities	56%	50%
Plan to settle in NL	18%	27%
Do not plan to settle in NL	25%	27%
Undecided where they will settle	42%	46%
Aware of job opportunities in NL	39%	55%

While there are some differences in responses, they are not of great magnitude. Students in District 1 appear slightly more interested than those in District 2 in attending post-secondary, with more students planning on attending university. About the same percentage of students in both Districts plan on attending community college and trades and technical schools.

The same portion of students in both Districts, have spoken to guidance counsellors. Similarly, about the same percentage of students have not yet spoken to a guidance counsellor but plan to prior to graduating from high school. Students in District 2 appear to be more aware of career education courses and CHOICES career planning tools compared to District 1. About the same portion of students in each District had taken part in other career planning activities.

About the same percentage of students in District 1 and 2 do not plan to settle in NL or are undecided. More students

in District 2 indicated they plan on settling in NL (27% compared to 18% in District 1). However, this may be offset by the 18% of students in District 1 that did not provide any response to this question.

Overall, there is **adequate consistency in survey findings to conclude that the general findings and trends for District 1 and District 2 are similar**. This will allow us to use the detailed and robust findings from the District 1 survey to describe the situation for all high school students in Labrador.

5 Challenges and Possible recommendations

This report is based on separate surveys conducted with Labrador high school students in School District 1 and School District 2. The general findings for both surveys were similar. However, less detailed analysis was possible for the District 2 survey due to a smaller sample size. Because of the consistency of the results from both Districts, the detailed findings and recommendations from the District 1 survey can be extended to describe the situation for all high school students in Labrador.

While the percentages and details noted below refer specifically to the District 1 survey results, the findings should be considered valid for all high school students in Labrador.

5.1 Challenges

This survey was intended to gather details on the high school students' education plans, their access to career information/planning, their knowledge of the job opportunities that exist in Labrador, and the reasons for out-migration from Labrador and the province as a whole. The responses provided often raise many other questions about why students have certain perceptions or why they take or do not take certain actions, how to provide them with better career planning information and guidance, etc.

The following points and questions based on the survey findings are intended to help guide further discussions on these issues so that practical steps can be taken to improve the situation for students in the future.

Career Planning

- With only 2 months of high school remaining, almost a quarter of level III students had not decided on any particular career direction.
- Students with specific career interests still did not have clear plans on how to attain these goals, as many did not know the education or training requirements to get the job they wanted.
- Students planning on attending college or university lacked clear information. Forty percent of students planning on going to college or university said they did not know which high school courses they needed have to apply (16% of Level III students fell into this category). One third of students planning on post-secondary education did not know which college or university offered the program they wanted to take. For the 23% of level III students in this situation, it would appear to be a bit late.

- *How can we better support students to make career decisions? How can we ensure that level III students have the information and encouragement they need before it is too late to apply to post-secondary? What is happening to the students who are not planning in high school?*

Career Counselling

- Generally, students relied on their own research or on family and friends to get information on careers, education requirements for different jobs, college and university programs, etc. Students most frequently cited parents and friends/peers as who they would most likely talk to about career planning.
- Only one-third of all students said they had spoken to a teacher or guidance counselor about their plans after graduating high school. With only 2 months remaining in high school, 47% of Level III students had yet to do so.
 - Why are students not more active in seeking advice and assistance from teachers and guidance counselors for career planning? How can existing resources be better promoted and utilized?

Gender Issues:

- Career interests tended to follow traditional gender patterns, with women interested in health and education and men interested in skilled trades.
- Women were more likely to be informed about education requirements for different jobs, college and university programs, etc. They were also more likely to have talked to teachers, guidance counsellors or other career counsellors.
 - *What activities can be undertaken to ensure women are not limited to traditional fields of study? What additional efforts are needed to ensure men are actively participating in career planning?*

Labour Market Information

- Forty-four percent (44%) of high school students were not aware of job opportunities in Newfoundland and Labrador
- 62% were not aware of programs that give information to youth about business opportunities, job opportunities and the economy in NL.
- The main suggestion cited on how to encourage youth to continue living and working in NL was having more employment opportunities.
- Students produced many suggestions on how to share career and labour market information, but many of those same methods are currently in place but are not being used.

- *Why are existing resources not being used? How can existing resources be better targeted to this audience? Are there ways to share information with parents and other key influencers?*

5.2 Possible Recommendations

There are various ways in which career planning and the level of awareness for job opportunities for young people can be improved. While enhancing job opportunities and the overall economy is a necessary long term strategy, there are several actions that can be taken in the short term that might be beneficial. Some possible recommendations may include:

1. Facilitate stakeholder discussions on the challenges raised (section 5.1) and work with appropriate partners to develop action plans to address these challenges.
2. Develop a student friendly strategy for increasing awareness of labour market and career opportunities in Labrador.
3. Explore ways to get better labour market and career information into the homes so parents can provide better advice and input to their children.
4. Promote awareness and use of existing labour market and career information programs for youth.
5. Develop a profile of current employment in Labrador by major occupation categories.
6. Develop Fact Sheets on key occupations in Labrador and the province of Newfoundland and Labrador including information on education requirements and job opportunities for wide distribution and posting.
7. Investigate options for providing career and labour market information to students in lower grades.

Appendix A: Human Resource Strategy

Human Development Committee Membership

The Human Development Committee, which was formed to assist with collecting develop the region's Human Resource Strategy, includes representatives from: College of the North Atlantic, Health Labrador Corporation, School District 1, Memorial University - Labrador Institute, Human Resources Development Canada, Human Resources and Employment, Sheshatshiu Band Council, Labrador Metis Nation, Labrador Inuit Association, and the Strategic Social Plan.

Activities to Date

- A **Discussion Paper** summarizing **Recruitment and Retention** issues and possible solutions, Fall 2001.
- A **joint meeting** with funding organizations, aboriginal associations and post secondary institutions in the Fall of 2002, to streamline application and acceptance processes for aboriginal students.
- A **Literature Review** of 'Human Resource' papers, plans and research compiled regional, provincial and national - May 2003
- Opening the Door to the North - A **Human Resource Forum** was hosted in May 2003 to identify issues in attracting and keeping staff - 38 recommendations were outlined.
- **Exit and Retention Surveys** were administered in the winter of 2003, report published in the fall 2003.
- **Publication of a cultural guide** introducing the region's aboriginal populations, to assist new professionals with cultural adjustment, October 2003
- Publication of a **Labrador Press Kit / Folder - Labrador Come Work and Play**, for Labrador employers to use when recruiting.
- **Municipal Tool Kit** developed to assist town councils in forming Welcoming Committees, Fall 2003.
- A **promotional DVD "Labrador Come Work and Play"** depicting family and work life in Labrador - is in the final stages of production, Winter 2004.
- Partner with the Newfoundland and Labrador Statistics Agency, who are **administering wage and employer surveys** throughout the province. This initiative will produce information specifically relating to the demand side of the labour market. These data are needed to design and implement effective regionally based labour market and other related policies with a view to enhancing employer viability and generating employment opportunities. The end result will be the ability to **develop Labrador specific job marketing tools** to better facilitate the recruitment and retention of professionals to the region.

Appendix B: School Board Districts and Schools

District 1 High School Location by Community

High School	Community
Amos Comenius Memorial	Hopedale
B.L. Morrison School	Postville
Goose High School	Happy Valley/Goose Bay
Henry Gordon Academy	Cartwright
Jens Haven Memorial	Nain
John Christian Erhardt Memorial	Makkovik
Lake Melville School	North West River
Menihek High School	Labrador City
Mushuau Innu Natuashish School	Natuashish
Northern Lights Academy	Rigolet
Peenamin McKenzie School	Sheshatshiu
St. Peter's School	Black Tickle

Note: The schools in Churchill Falls and Natuashish are not included in this report.

District 2 High School Location by Community

High School	Community
Basque Memorial	Red Bay
DC Young	Port Hope Simposn
Mountain Field Academy	Forteau
Our Lady of Labrador	West St Modeste
St Lewis Academy	St. Lewis
St Mary's All grade	Mary's Harbour
William Gillett Academy	Charlottetown

Appendix C: Detailed Survey Tables

Table number corresponds to the chart number in the body of this report. **A small number of respondents in district 1 did not indicate their High School Level (n=5) or gender (n=13).** These individuals are not reported on in the cross-tabulation results, but have been included in the total number and percent in each table.

Some caution should be taken in interpreting results based on a small number of responses.

Some columns may actually total 99% or 101% due to rounding.

TABLE 1a
Respondent Distribution by School

	Survey Responses	Percent N=214
High School		
Amos Comenius Memorial	18	3%
B.L. Morrison School	8	1%
Goose High School	249	37%
Henry Gordon Academy	19	3%
Jens Haven Memorial	43	6%
John Christian Erhardt Memorial	14	2%
Lake Melville School	6	1%
Menihek High School	280	42%
Northern Lights Academy	16	2%
Peenamain McKenzie School	7	1%
St. Peter's School	7	1%
Total	668	100%

TABLE 1b
Respondent Distribution by High School Level and Gender

	Survey Responses	Percent N=214
High School Level		
Level I	229	34%
Level II	235	35%
Level III	199	30%
Not Stated	5	1%
Total	668	100%
Gender		
Men	327	49%
Women	328	49%
Not Stated	13	2%
Total	668	100%

TABLE 2
High School Students TYPE OF CAREER/WORK INTERESTED IN by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Health/Community Services	18%	18%	17%	9%	26%	117	18%
Skilled Trades	11%	9%	12%	18%	3%	71	11%
Law Enforcement/Military	8%	9%	10%	9%	10%	59	9%
Education	7%	6%	11%	4%	12%	53	8%
Science/engineering	6%	7%	7%	7%	6%	44	7%
Art	7%	4%	4%	7%	3%	32	5%
Information Technology	3%	4%	3%	6%	1%	21	3%
Business Administration	1%	4%	3%	1%	4%	17	3%
Primary/Natural Resources	1%	1%	4%	2%	2%	13	2%
Transportation	2%	2%	2%	2%	1%	12	2%
Communication	1%	2%	3%	1%	2%	11	2%
Other	4%	6%	4%	3%	6%	31	5%
Undecided	33%	27%	23%	31%	24%	187	28%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 3
High School Students Who Have Identified A Career/Work Interest IMPORTANCE OF POST-SECONDARY RATING by HIGH SCHOOL LEVEL AND GENDER

	Level I (n=153)	Level II (n=171)	Level III (n=154)	Men (n=226)	Women (n=249)	Total Number	Percent (N=481)
Very Important	59%	71%	66%	54%	76%	314	65%
Important	25%	21%	22%	27%	18%	109	23%
Somewhat Important	5%	5%	5%	6%	3%	22	5%
No Opinion	7%	2%	4%	6%	2%	21	4%
Not Important At All	5%	2%	3%	6%	1%	15	3%
TOTAL	100%	100%	100%	100%	100%	481	100%

TABLE 4

High School Students Who Have Identified a Work/Career Interest KNOW WHAT TYPE OF EDUCATION IS NEEDED FOR A JOB IN FIELD OF INTEREST by HIGH SCHOOL LEVEL and GENDER

	Level I (n=154)	Level II (n=171)	Level III (n=154)	Men (n=227)	Women (n=249)	Total Number	Percent (N=481)
Yes	41%	43%	73%	54%	51%	252	52%
No	57%	56%	25%	45%	47%	221	46%
No Response	2%	1%	2%	1%	2%	8	2%
TOTAL	100%	100%	100%	100%	100%	481	100%

TABLE 5

HOW STUDENTS WHO KNOW ABOUT EDUCATION REQUIREMENTS GOT THIS INFORMATION

	Number of Responses	Percent (N=252)*
Own research	103	41%
Family or friends	101	40%
Guidance counsellor	56	22%
Through someone employed in the field	51	20%
Career counsellor	23	9%
All other responses cited by less than 5% of respondents	30	13%

*Total may exceed 100% as multiple responses allowed.

TABLE 6

High School Students PLANNING POST-SECONDARY EDUCATION by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	84%	87%	82%	77%	93%	564	84%
No	4%	4%	4%	6%	2%	26	4%
Undecided	12%	9%	14%	16%	6%	78	12%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 7a
High School Students KNOWLEDGE OF WHICH HIGH SCHOOL COURSES ARE NEEDED TO APPLY TO COLLEGE OR UNIVERSITY by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	64%	35%	398	60%
No	32%	58%	239	36%
No Response	4%	8%	31	5%
TOTAL	100%	100%	668	100%

TABLE 7b
High School Students Attending Post-Secondary KNOWLEDGE OF WHICH HIGH SCHOOL COURSES ARE NEEDED TO APPLY TO COLLEGE OR UNIVERSITY by HIGH SCHOOL LEVEL and GENDER

	Level I (n=193)	Level II (n=205)	Level III (n=164)	Men (n=253)	Women (n=304)	Total Number	Percent (N=564)
Yes	50%	62%	84%	63%	66%	362	64%
No	44%	35%	14%	32%	31%	179	32%
Undecided	7%	3%	2%	5%	4%	23	4%
TOTAL	100%	100%	100%	100%	100%	564	100%

TABLE 8
High School Students Planning On Post-Secondary WAYS STUDENTS FOUND OUT ABOUT REQUIREMENTS

	Number of Responses	Percent (N=398)
Own research	136	34%
Family or Friends	121	30%
Guidance counsellor	113	28%
Teacher	113	28%
Principal	26	7%
All other responses cited by less than 5% of respondents	23	6%

*Total may exceed 100% as multiple responses allowed.

TABLE 9**High School Students Attending Post-Secondary PREFERRED TYPE OF TRAINING INSTITUTION by HIGH SCHOOL LEVEL and GENDER**

	Level I (n=193)	Level II (n=205)	Level III (n=164)	Men (n=253)	Women (n=304)	Total Number	Percent (N=564)
University	59%	67%	44%	52%	62%	323	57%
Community College	17%	10%	31%	17%	20%	106	19%
Trade/Technical School	8%	8%	11%	13%	5%	50	9%
Military	8%	7%	9%	10%	7%	45	8%
Outside of Province	2%	2%	1%	2%	2%	9	2%
Undecided	7%	5%	4%	6%	5%	31	6%
TOTAL	100%	100%	100%	100%	100%	564	100%

TABLE 10**High School Students Attending Post-Secondary KNOW ANY COLLEGES/UNIVERSITIES THAT OFFER THE PROGRAM YOU ARE HOPING TO TAKE by HIGH SCHOOL LEVEL and GENDER**

	Level I (n=193)	Level II (n=205)	Level III (n=164)	Men (n=253)	Women (n=304)	Total Number	Percent (N=564)
Yes	54%	68%	77%	66%	66%	371	66%
No	42%	32%	23%	34%	32%	185	33%
No Response	4%	-	-	1%	2%	8	1%
TOTAL	100%	100%	100%	100%	100%	564	100%

TABLE 11**High School Students Planning To Attend Post-Secondary And Know Of Colleges Or Universities That Offer The Program Of Interest FOUND OUT ABOUT THAT INFORMATION**

	Number of Responses	Percent (N=371)
Own research	149	40%
Family or Friends	137	37%
Guidance counsellor	60	16%
Teacher	44	12%
Career counsellor	31	8%
Career Fair	18	5%
All other responses cited by less than 5% of respondents	23	6%

*Total may exceed 100% as multiple responses allowed.

TABLE 12a
High School Students ATTENDED A CAREER FAIR by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	42%	57%	61%	50%	56%	352	53%
No	57%	42%	39%	50%	42%	307	46%
No Response	2%	1%	1%	1%	2%	9	1%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 12b
High School Students ATTENDED A CAREER FAIR by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	55%	33%	352	53%
No	45%	54%	307	46%
No Response	1%	4%	9	1%
TOTAL	100%	100%	668	100%

TABLE 13
High School Students That Attended A Career Fair USEFULNESS OF CAREER FAIR

	Total Number	Percent (N=352)
Yes	274	78%
No	75	21%
No Response	3	1%
TOTAL	352	100%

TABLE 14a
High School Students SPOKEN TO A TEACHER OR GUIDANCE COUNSELLOR by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	22%	29%	53%	26%	42%	223	33%
No	75%	68%	45%	70%	56%	422	63%
No Response	4%	4%	3%	4%	2%	23	3%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 14b
High School Students SPOKEN TO A TEACHER OR GUIDANCE COUNSELLOR by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	36%	19%	223	33%
No	61%	73%	422	63%
No Response	3%	8%	23	3%
TOTAL	100%	100%	668	100%

TABLE 15a
High School Students Who Have Spoken To A Teacher Or Guidance Counsellor, FOUND INFORMATION USEFUL by HIGH SCHOOL LEVEL and GENDER

	Level I (n=50)	Level II (n=67)	Level III (n=105)	Men (n=85)	Women (n=137)	Total Number	Percent (N=223)
Yes	74%	64%	76%	72%	73%	161	72%
No	20%	34%	22%	24%	26%	56	25%
No Response	6%	2%	2%	5%	2%	6	3%
TOTAL	100%	100%	100%	100%	100%	223	100%

TABLE 15b
High School Students Who Have Spoken To A Teacher Or Guidance Counsellor, FOUND INFORMATION USEFUL by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=203)	No Plans for P-S or Undecided (n=20)	Total Number	Percent (N=223)
Yes	72%	75%	161	72%
No	26%	15%	56	25%
No Response	2%	10%	6	3%
TOTAL	100%	100%	223	100%

TABLE 16a
High School Students Who Have Not Yet Spoken To A Teacher Or Guidance PLAN TO SPEAK TO A TEACHER OR GUIDANCE COUNSELLOR PRIOR TO GRADUATION by HIGH SCHOOL LEVEL and GENDER

	Level I (n=171)	Level II (n=159)	Level III (n=89)	Men (n=228)	Women (n=183)	Total Number	Percent (N=422)
Yes	71%	74%	35%	54%	79%	272	65%
No	25%	21%	61%	40%	19%	131	31%
No Response	4%	5%	5%	6%	3%	19	5%
TOTAL	100%	100%	100%	100%	100%	422	100%

TABLE 16b
High School Students Who Have Not Yet Spoken To A Teacher Or Guidance PLAN TO SPEAK TO A TEACHER OR GUIDANCE COUNSELLOR PRIOR TO GRADUATION by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=346)	No Plans for P-S or Undecided (n=21)	Total Number	Percent (N=422)
Yes	71%	24%	272	65%
No	25%	71%	131	31%
No Response	4%	5%	19	5%
TOTAL	100%	100%	422	100%

TABLE 17

High School Students WHO HIGH SCHOOL STUDENTS ARE MOST LIKELY TO TALK TO FOR HELP ON CAREER PLANNING

	Very Unlikely	A Little Likely	Somewhat Likely	More Than Likely	Absolutely	No Response	Total (N=668)
Parents	5%	7%	6%	32%	47%	3%	100%
Friends/Peers	8%	12%	17%	35%	24%	4%	100%
Guidance Counsellor	16%	10%	16%	31%	21%	6%	100%
Teacher	12%	10%	27%	35%	12%	4%	100%
Brothers and Sisters	29%	15%	15%	19%	17%	6%	100%
Employment Counsellors	22%	23%	24%	19%	7%	6%	100%
Aboriginal Counsellors	44%	19%	12%	11%	8%	7%	100%

TABLE 18a

High School Students PLAN ON DISCUSSING CAREER PLANS WITH EXTERNAL CAREER COUNSELLOR by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	55%	49%	40%	46%	52%	323	48%
No	43%	49%	56%	51%	46%	327	49%
No Response	2%	2%	4%	3%	2%	18	3%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 18b

High School Students PLAN ON DISCUSSING CAREER PLANS WITH EXTERNAL CAREER COUNSELLOR by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	50%	41%	323	48%
No	48%	54%	327	49%
No Response	2%	5%	18	3%
TOTAL	100%	100%	668	100%

TABLE 19a
High School Students AWARENESS OF CAREER EDUCATION COURSE by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	25%	30%	19%	22%	28%	165	25%
No	73%	69%	79%	75%	71%	488	73%
No Response	3%	1%	2%	3%	1%	15	2%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 19b
High School Students AWARENESS OF CAREER EDUCATION COURSE by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	27%	13%	165	25%
No	71%	83%	488	73%
No Response	2%	5%	15	2%
TOTAL	100%	100%	668	100%

TABLE 20a
High School Students USED CHOICES PROGRAM by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes (Have Used CHOICES)	23%	26%	31%	24%	30%	178	27%
No (Have Not Used CHOICES)	34%	33%	33%	36%	30%	220	33%
Not Aware of CHOICES Program	39%	40%	33%	38%	36%	249	37%
No Response	4%	1%	4%	3%	3%	21	3%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 20b
High School Students USED CHOICES PROGRAM by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes (Have Used CHOICES)	28%	21%	178	27%
No (Have Not Used CHOICES)	32%	39%	220	33%
Not Aware of CHOICES Program	38%	33%	249	37%
No Response	3%	7%	21	3%
TOTAL	100%	100%	668	100%

TABLE 21a
High School Students VOLUNTARILY TAKEN PART IN OTHER CAREER PLANNING ACTIVITIES by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	44%	60%	66%	54%	60%	375	56%
No	55%	38%	31%	44%	40%	280	42%
No Response	1%	1%	4%	3%	1%	13	2%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 21b
High School Students VOLUNTARILY TAKEN PART IN OTHER CAREER PLANNING ACTIVITIES by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	58%	48%	375	56%
No	41%	49%	280	42%
No Response	2%	3%	13	2%
TOTAL	100%	100%	668	100%

TABLE 22a
High School Students HOPING TO SETTLE IN NL by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	18%	18%	19%	15%	21%	120	18%
No	22%	27%	27%	29%	21%	168	25%
Undecided	46%	40%	40%	38%	45%	279	42%
No Response	14%	15%	15%	18%	12%	101	15%
Total	100%	100%	100%	100%	100%	668	100%

TABLE 22b
High School Students HOPING TO SETTLE IN NL by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	19%	13%	120	18%
No	23%	35%	168	25%
Undecided	43%	36%	279	42%
No Response	15%	16%	101	15%
TOTAL	100%	100%	668	100%

TABLE 22c
High School Students CONSIDERING SETTTLING OUTSIDE NL

	Total Number	Percent (N=168)
Within Another Canadian Province	57	34%
Within Maritime Province	32	19%
Outside Canada	18	11%
Undecided	47	28%
Other	14	8%
TOTAL	168	100%

TABLE 22d
REASONS WHY STUDENTS WOULD CONSIDER LEAVING NL

	Number of Mentions*	Percent (N=168)
Want to experience life outside NL	96	57%
Not many job opportunities in NL	80	48%
Province is too small and isolated	77	46%
Province has too little to offer for young people	50	30%
Jobs in NL are too low-paying	44	26%
Because my friends are leaving	27	16%
Because my family is moving	18	11%
Lack of interest	8	5%
All other responses cited by less than 5% of students	16	10%

*Multiple Responses Allowed

TABLE 23a
High School Students AWARENESS OF FUTURE JOB OPPORTUNITIES IN NL by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	58%	50%	57%	57%	53%	366	55%
No	41%	49%	42%	42%	46%	293	44%
No Response	1%	1%	1%	1%	1%	9	1%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 23b
High School Students AWARENESS OF FUTURE JOB OPPORTUNITIES IN NL by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	55%	52%	366	55%
No	44%	43%	293	44%
No Response	1%	5%	9	1%
TOTAL	100%	100%	668	100%

TABLE 24
High School Students Aware Of Future Job Opportunities INDICATE SECTORS WITH FUTURE JOB OPPORTUNITIES IN NL

	Number of Mentions*	Percent (N=366)
Mining	44	12%
Automotive Services	36	10%
Construction	32	9%
Education	31	9%
Transportation	29	8%
Engineering	28	8%
Health	25	7%
Sports & Recreation	25	7%
Community Services	23	6%
Art	23	6%
Military	22	6%
Electronics	21	6%
Law Enforcement	16	4%
Business Administration	15	4%
Forestry	14	4%
Information Technology	14	4%
Communications	13	4%
Fishery	13	4%
Environment	12	3%
Food Services	11	3%
Hospitality or Tourism	11	3%
Office Support Services	9	3%
Retail	8	2%
Oil & Gas	7	2%
Marine Services	6	2%
Non-Profit Organizations	5	1%
Agriculture	3	1%
Fire Fighter	2	1%
Animal care	1	.3%
Entrepreneur	1	.3%
Early Childhood Education	1	.3%
All of the above	247	68%
No Response	5	1%

*Multiple Responses Allowed

TABLE 25
RATING THE POTENTIAL OF NEWFOUNDLND AND LABRADOR

	Poor	Good	Excellent	Unsure	Total Number
Future of NL	23%	38%	34%	5%	668
NL Employment Opportunities For Youth	35%	34%	22%	9%	668
NL Employment/Job Opportunities	33%	40%	21%	6%	668
NL as a Place to Live	17%	24%	53%	5%	668
NL Economy	26%	46%	18%	9%	668

TABLE 26a
High School Students AWARE OF INFORMATION FOR YOUTH ABOUT BUSINESS/JOB OPPORTUNITIES IN NL by HIGH SCHOOL LEVEL and GENDER

	Level I (n=229)	Level II (n=235)	Level III (n=199)	Men (n=327)	Women (n=328)	Total Number	Percent (N=668)
Yes	18%	24%	22%	19%	24%	141	21%
No	59%	60%	66%	65%	57%	411	62%
No Response	22%	16%	12%	16%	19%	116	17%
TOTAL	100%	100%	100%	100%	100%	668	100%

TABLE 26b
High School Students AWARE OF INFORMATION FOR YOUTH ABOUT BUSINESS/JOB OPPORTUNITIES IN NL by INTEREST IN POST-SECONDARY EDUCATION

	Plans for P-S Educ. (n=564)	No Plans for P-S or Undecided (n=104)	Total Number	Percent (N=668)
Yes	22%	17%	141	21%
No	62%	60%	411	62%
No Response	16%	33%	116	17%
TOTAL	100%	100%	668	100%

TABLE 28
High School Students PLANNING POST-SECONDARY EDUCATION by HIGH SCHOOL LEVEL and GENDER

	Level I (n=65)	Level II (n=59)	Level III (n=45)	Men (n=91)	Women (n=78)	Total Number	Percent (N=169)
Yes	82%	73%	76%	64%	92%	130	77%
No	8%	7%	11%	13%	3%	14	8%
Undecided	11%	20%	13%	23%	5%	25	15%
TOTAL	100%	100%	100%	100%	100%	169	100%