

HIGH SCHOOL CAREER

OUTLOOK REPORT



2023

ACKNOWLEDGEMENTS

The Algoma Workforce Investment Corporation (AWIC) would like to thank our regional school boards for participating and encouraging students to complete the survey.

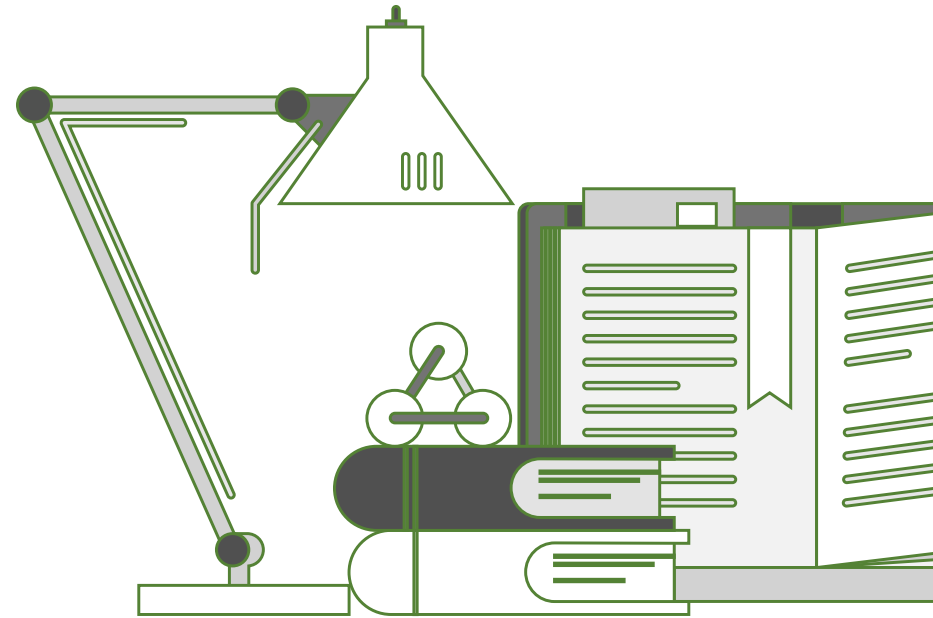
We would also like to thank the Ministry of Labour, Immigration Training and Skills Development (MLITSD) for their continued funding to publish this report.

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Algoma's Highschool Career Outlook report is available online at www.awic.ca

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INTRODUCTION

The survey aimed to aggregate information from local high school students to better understand where they are in career planning and preparation and their perceptions of the local job market. The survey is designed to collect information on a range of topics, including the following:

- Plans after graduation
- Career interests
- Career planning
- Job skills
- Job market knowledge

Importance of Student Input. Provide students with useful career information.

- Inform employment and training programs and services;
- Ensure that local education and training programs better align with the local job market requirements; and
- Contribute to efforts to ensure the availability of a highly skilled and trained workforce in our Northern communities.

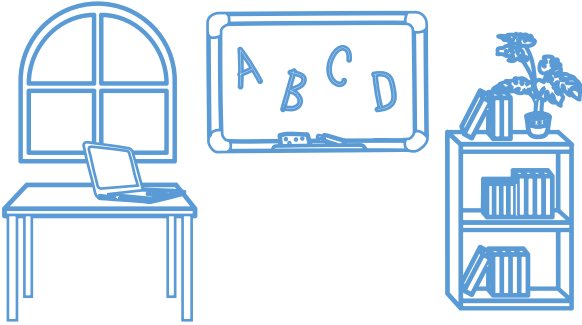
This information is vital to implementing local strategies to support local schools and businesses and help students thrive and succeed.

- The survey was conducted between October 2022 and December 2022
- It took an average of 17 minutes to complete
- 24 questions were asked



SURVEY RESULTS

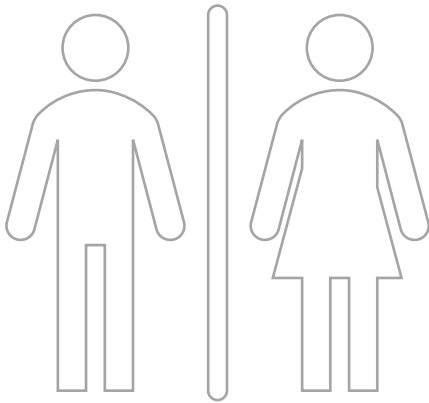
PARTICIPATION



Four secondary schools across the district participated in the survey, including English and French boards.

One hundred twenty students participated in the survey.

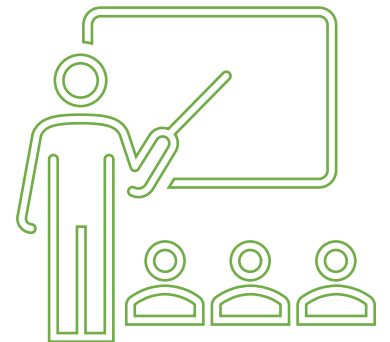
GENDER



52% of males | 44% of females
(participated in the survey)

GRADES

- 42% identified as a Grade 10 student
- 20% identified as a Grade 11 student
- 30% identified as a Grade 12 student



STUDENTS WERE ASKED...

DO YOU CURRENTLY HAVE A PART-TIME JOB?



- 37% indicated they currently have a part-time job
- 52% do not currently have a part-time job
- 11% indicated they had a part-time job during the summer

HAVE YOU STARTED THINKING ABOUT CAREERS YET?

- 41% indicated, "Yes, I know what I want to do."
- 42% indicated, "Yes, I have a few ideas of what I'd like to do."
- 9% indicated, "I have no idea what I want to do yet."
- 7% indicated, "Not yet, but I am starting to think about it."

The period when a student transitions from education to the labor market, commonly known as the school-to-work transition, holds significant importance in a young individual's life.

It marks a crucial time for young adults as they embark on the pursuit of their aspirations and financial independence.

OVER 83% HAVE INDICATED A
POTENTIAL CAREER DIRECTION

PRIMARY CAREER INTERESTS

1. Trades, transport and equipment operators and related occupations	27%
2. Health occupations	21%
3. Occupations in education, law and social, community and government services	20%
4. Natural and applied sciences and related occupations	13%
5. Occupations in art, culture, recreation, and sport	11%
6. Sales and service occupations	4%
7. Business, finance, and administration occupations	4%



A recent McKinsey report forecasted that by 2030, between 75 and 275 million workers will need to change careers. Already, technological disruption has disproportionately squeezed the types of opportunities available to youth by impacting entry-level jobs in the food services, tourism, accommodation, and retail sectors – jobs that young people traditionally rely on as entry points into the labour market.

SECONDARY CAREER CHOICE

1. Occupations in education, law and social, community and government services	29%
2. Health occupations	20%
3. Trades, transport and equipment operators and related occupations	17%
4. Business, finance, and administration occupations	9%
5. Occupations in art, culture, recreation, and sport	10%
6. Sales and service occupations	9%
7. Natural and applied sciences and related occupations	7%



Let your children know that you think it is important that they do well in school. High parental expectations have the greatest impact on student achievement.

When parents consistently express belief in their children's potential and tell their kids that they expect them to succeed academically, students do better.

WHAT INFLUENCED OR GUIDED YOUR CHOICE OF CAREER PATH?

- Interest in the area
- Expected pay
- Did some research online
- Expected job stability/opportunities
- Have family/friends already working in that area
- Suggested by a parent/friend/relative
- Teacher recommended it
- An advertisement or job fair
- School guidance counsellor recommended it



Today's children will be graduating into a world we cannot yet imagine, and education will be their key to success.

-People for Education

WHAT DO YOU PLAN ON DOING AFTER HIGH SCHOOL?

College	33%
University	31%
Apprenticeship/Trade	12%
Not sure	11%
Work	5%
Take a year off	3%

REASONS TO GO TO UNIVERSITY OR COLLEGE

Very Important

- To earn more money than if I didn't go
- Apply what I will learn to make a positive difference in society
- To get a more fulfilling job than I probably would if I didn't go
- More likely to get a job with a degree or diploma
- To prepare for a specific job or career

Somewhat Important

- To meet my family's expectations
- To meet new people
- The satisfaction of doing challenging academic work
- The chance to participate in varsity athletics
- To earn more money than if I didn't go



Students with a lower socioeconomic status start with less clarity in career aspirations or less often have firm career plans than their counterparts from families with higher socioeconomic status.

-CERIC

DO YOU WANT TO STAY IN ALGOMA AFTER HIGH SCHOOL?

Not sure	49%
No	27%
Yes	24%

HAS COVID CHANGED YOUR PLANS AFTER HIGH SCHOOL?

No, my plans are the same	63%
N/A, I'm still not sure	30%
Yes, my plans have changed	7%



Digital and STEM (science, technology, engineering, and mathematics) skills are "probably the biggest category" of skills lacking in the Canadian workforce.

-C.D. Howe Institute

ARE YOU TAKING CLASSES (OR PLANNING ON TAKING CLASSES) RELATED TO YOUR CAREER ASPIRATIONS?

Yes	85%
No	15%



Through the guidance and career education program, students learn to manage the various transitions they will be making during their lives, starting with their next major transition, from secondary school to postsecondary education or training, and work.

-The Ontario Curriculum Grades 11 and 12

ARE YOU AWARE OF CAREER COUNSELLING OFFERED BY YOUR SCHOOL?

Yes, I have used it or plan on using it	34%
Yes, but I have not used it or plan on it	41%
No, I am not aware of it	25%

ARE YOU AWARE OF CO-OP/PLACEMENT PROGRAMS OFFERED BY YOUR SCHOOL?

Yes, I have done one/am currently doing one/plan on doing one	59%
Yes, but I have not done one or plan on it	29%
No, I am not aware of this type of program	12%

WHICH STATEMENTS WOULD YOU DEEM MOST IMPORTANT TO A WORK ENVIRONMENT OR LEAST IMPORTANT?

Most important

- Good boss (accessible/fair)
- Good pay & conditions
- Diversity (all people are treated with respect)
- Opportunities to progress
- Training, learning & development
- Professional organization
- Encourages creativity (open to my ideas)
- Open/honest communication
- Job satisfaction
- Tasks that have a purpose (meaningful)

Least Important

- Busy/fast-paced environment
- Casual workplace (not too many rules)
- Ability to work remotely
- Latest technology
- Fast pace of change (new things happening)
- Being part of a team
- Flexible working hours
- Coaching & mentoring
- Ability to work in a range of teams
- Fits in with other things I want to do

ARE YOU FAMILIAR WITH HOW LABOUR MARKET INFORMATION (LMI) CAN HELP WITH YOUR CAREER PATHWAYS

Yes	15%
No	38%
Somewhat	21%
I'd like to know more about LMI and where I can apply the information for career development	24%



If students leave high school without a basic idea of who they want to become and are under- or misinformed about the relevant opportunities open to them, it becomes inevitable that they will not plan appropriately and find themselves making, what in retrospect turn out to be, poor choices. Even among those who enter into Post-Secondary Education, a substantial number leave before completing - and therefore fail to reap the full rewards of their investment (and governments' and others' investments) in their education.

-CERIC report

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