

# Improving the School-to-Work Transitions of Youth in Canada: Literature Scan

By:

**Krista Benes**

**Donnalee Bell**

**Dave Redekopp, Life-Role Development Group**



119 Ross Avenue, Suite 202 Ottawa, Ontario K1Y 0N6 CANADA

Tel: 1-877-729-6164 • 613-729-6164 • Fax: 613-729-3515

Information@ccdf.ca • www.ccdf.ca

CCDF gratefully acknowledges the support and contributions of the Advisory Committee:

- Sarah Anson-Cartwright, Director, Skills and Immigration Policies, The Canadian Chamber of Commerce
- Madeleine Barker, Director, Development Programs, RBC Royal Bank of Canada
- Barbara Bowen, Manager, Special Programs, Manitoba Aerospace HR Council
- Judy Doidge, Director, Partnerships, Social Capital Partnerships
- José Domene, Canada Research Chair in School-to-Work Transitions at the University of New Brunswick
- Kelly Hoey, Executive Director, Halton Industry-Education Council
- Trish Hennessy, Founder and Director, Ontario Office, Canadian Centre for Policy Alternatives
- Riz Ibrahim, Executive Director, The Canadian Education and Research Institute for Counselling
- Ryan Land, Manager of Corporate Affairs, Vale Canada Ltd.
- Sophia Zhang, Strategy Lead, 10 Thousand Coffees
- Tom Zizys, Innovation Fellow, Metcalf Foundation

#### About the Canadian Career Development Foundation (CCDF)

CCDF is a non-profit organization that works to advance career services and the capacity of the profession to respond with empathy and skill to their clients and stakeholders in an ever-changing work environment. CCDF is a nationally and internationally recognized leader in the field of career development and works on a range of projects and specializes in areas of:

- Applied Research: Creating an evidence-base for the outcomes of career services, interventions and policies;
- Policy Consultation: Bringing policy makers and service providers together to develop policy that is attuned to the realities of service provision in the field;
- Training: Developing and delivering training courses for a range of practitioners aligned to the competencies set out in the Canadian Standards and Guidelines for Career
- Development Practitioners;
- Resource Development: Making career products that respond to client and practitioner needs;
- Service Capacity Building: Working with diverse partners to enrich and strengthen career services and to integrate career, community, economic and workforce development.

Citation: Bell, D., Benes, K. & Redekopp, D. (2016) Improving School-to-Work Transitions: A Scoping Review. Ottawa, ON: Canadian Career Development Foundation



The Canadian Career Development Foundation  
119 Ross Ave Suite 202, Ottawa, Ontario K1Y 0N6 Canada

Toll-Free: 1-877-729-6164

Tel: (613) 729-6164 Fax: (613) 729-3515

[www.ccdf.ca](http://www.ccdf.ca)

# TABLE OF CONTENTS

- Summary .....5
- A Broad Picture of School-to-Work Transitions in Canada..... 6
- Labour Market Conditions Impacting School-to-Work Transitions.....7
- School-to-Work Transitions Internationally..... 8
- Generation Y: Internal and External Factors Impacting Work and Their Careers ..... 9
- Strategies for Improving School-to-Work Transitions .....10
- Policies to Support School-to-Work Transitions .....12
- Conclusion: Research and Implementation Gaps.....19
- A National Coordinated School-to-Work Policy Framework.....19
- Implementation .....20
- Labour Market Information System.....20
- Career Education and Career Development Services.....20
- School-to-Work Systems .....21
- Annotated Bibliography .....22
- School-to-Work Transitions in Canada Broadly .....22
- School-to-Work Transitions Internationally.....36
- Strategies for Improving School-to-Work Transitions ..... 49
- Policies to Support School-to-Work Transitions .....78



## SUMMARY

With some exceptions, youth worldwide are struggling in their transition from school-to-work. The International Labour Organization (ILO) estimates that 75 million young people around the world are unemployed.<sup>1</sup> Historically, in Canada, the youth unemployment rate has been double that of the adult rate. However, the rate of underemployment (or underutilization) has grown in the last 20 years and currently 30% of those youth with jobs in Canada are underemployed.<sup>2</sup> The proportion of young employed Canadians (those under 30) working in precarious work or non-permanent jobs that are temporary, contract, part-time, low paid and low skilled have nearly doubled from 6.9% in 1997 to 11.6% in 2011.<sup>3</sup> We have the greatest proportion of degree holders within the OECD earning poverty-rate incomes. According to the OECD, 18% of Canadian university graduates are working in jobs where they earn at or below the poverty-line.<sup>4</sup> In a recent survey of Canadian Millennials, 43% of 30-33 year olds are still relying on their parents for financial support and 29% of those aged 25-29 still live with their parents.<sup>5</sup> The social and economic costs of underemployment and the rise of poorly paid precarious work are significantly impacting young Canadians and the Canadian economy. Unfortunately, there are very little data on what works (and what does not) in transitioning young people from school-to-work.

This literature scan is part of a Research Design project being undertaken by the Canadian Career Development Foundation (CCDF) aimed at enhancing efforts to improve school-to-work transitions, unemployment and underemployment for Canadian youth. The purpose of the literature scan is to explore Canadian and international employer-education research related to youth, and to map the literature and identify key concepts, best practices, gaps in the research, and the types and sources of evidence. Our approach to scanning the literature was two-fold:

- First, using keyword searches we looked across the internet, as well as at multiple databases accessible to CCDF through the University of Ottawa library. Keywords that we used to locate the literature included:
  - School-to-work transitions
  - Graduate outcomes in Canada
  - Workforce development strategies for youth
  - Outcomes of school leavers

---

<sup>1</sup> Marlar, J. (2012). "Global Unemployment at 8% in 2011" Gallup.

<sup>2</sup> Canadian Labour Congress. (2014). "Underemployment is Canada's Real Labour Market Challenge: A Profile of Canada's Labour Market". Canadian Labour Congress.

<sup>3</sup> Foster, Karen. (2012). Youth Un(der)employment in Canada: More Than a Temporary Problem? The Canadian Centre for Policy Alternatives.

<sup>4</sup> Organization for Economic Co-operation and Development (OECD). (2014). Education at a Glance.

<sup>5</sup> Yconic/Abacus Data. (2014). Survey of Canadian Millennials. Abacus Data.

- Youth unemployment
- Youth underemployment
- Youth labour market attachment
- Education to employment
- Demand-led strategies
- Youth and career development
- Youth employment interventions
- Secondly, we asked the project's Advisory Committee<sup>6</sup> for their recommendations for literature in this field.

We read and reviewed 83 Canadian and international sources, including literature reviews and international meta-analyses. Programming aimed at supporting school-to-work transitions was reviewed, but less thoroughly.

Of the sources scanned, six themes emerged. These themes are used below to summarize the literature and highlight the issues raised in the literature for each.

## A Broad Picture of School-to-Work Transitions in Canada

The literature scanned in this category paints a broad picture of youth school-to-work transitions in Canada and includes research on the state of youth unemployment and underemployment, projected labour shortages, skill gaps and skill mismatches, recommended policy frameworks, and national strategies for improving the transition from education to employment. The key issues raised and conclusions/recommendations made in the literature reviewed are:

- Career pathways for Canadian youth are fragmented. They suffer from gaps in collaboration among key stakeholder groups (primarily between educational institutions and the business community); access to service; lack of evaluation of services and programming to measure participant outcomes and best practice; and unclear entry standards from employers.
- Youth who are vulnerable (e.g., those who have left school without a high school

---

● <sup>6</sup> The Advisory Committee for this project is made up of 12 members with expertise in the area of school-to-work transitions. The Advisory Committee members are: Sarah Anson-Cartwright, Director, Skills and Immigration Policies, The Canadian Chamber of Commerce; Madeleine Barker, Director, Development Programs, RBC Royal Bank of Canada; Barbara Bowen, Manager, Special Programs, Manitoba Aerospace HR Council; Judy Doidge, Director, Partnerships, Social Capital Partnerships; José Domene, Canada Research Chair in School-to-Work Transitions at the University of New Brunswick; Kelly Hoey, Executive Director, Halton Industry-Education Council; Trish Hennessy, Founder and Director, Ontario Office, Canadian Centre for Policy Alternatives; Riz Ibrahim, Executive Director, The Canadian Education and Research Institute for Counselling; Ryan Land, Manager of Corporate Affairs, Vale Canada Ltd.; Sophia Zhang, Strategy Lead, 10 Thousand Coffees; Tom Zizys, Innovation Fellow, Metcalf Foundation. One member chose to remain anonymous.

- diploma, those without family or community supports, those with low level Essential Skills<sup>7</sup>) are at a greater risk for not making the school-to-work transition successfully than non-vulnerable youth.
- Career education and career development services for youth are not well formed, accessed or coordinated.
- Labour shortages may become profound in Canada. One source estimates about 2 million workers short by 2031.
- Canada does not have (and a number of sources suggest it needs) a National School-to-Work Strategy or a National Education and Training Strategy.
- Canada lacks a coordinated labour market information system in which information is shared among jurisdictions and educational institutions. There is a general lack of timely data on graduate outcomes and demand-side needs.
- A significant percentage of the Canadian workforce does not have the Essential Skills needed to apply technical skills at globally competitive levels.
- Preparing students for employment is not a priority in public schools.
- Training or engaging with education systems to ensure that youth are prepared for the labour market is not a priority for the business community.
- Schools and businesses have a vital role to play in school-to-work transitions and a bridging mechanism is needed.
- Education systems actively and passively resist business involvement.
- Many demand-side sources argue that it is imperative that Canada do a better job of matching the skills developed by people with the skills needed for these jobs; demand-side willingness to train and develop youth/new workers has diminished in the last two decades. One source found that spending for training (in constant dollars) has declined by about 40 per cent, from a peak of \$1,207 per employee in 1993 to \$705 in 2013.

## Labour Market Conditions Impacting School-to-Work Transitions

The literature points to a number of changes underway in the labour market that have the potential to grow in scale and will have significant impacts on the future of work for young people and their school-to-work transitions.

Changes with potential impacts include:

- Employers will value skills and competencies more than education credentials.

---

<sup>7</sup> “Essential Skills” refers a skills taxonomy widely used by the Government of Canada for a set of core workplace skills such as document use and numeracy.

- Online training becomes even more important, as employees need to constantly update their skills. Those unable to do this, or who lack the motivation to continue their learning, will be at-risk of being left behind.
- Automation will take over a number of low skill/low pay work across all sectors, reducing the need for workers in these areas.
- Pathways from education to work become shorter, as young people don't see the return on their investment of lengthy and costly university education programs.
- Precarious work rises.
- Regardless of age, workers will experience increased levels of stress and anxiety, never sure if the job they're training for, or working in, will become automated and/or obsolete.
- Most new jobs for entry into the labour market come from the gig economy (i.e. serial small, short-timeframe, work task contracts arranged through apps like Über, Task Rabbit, Click Worker, Freelancer, Agent Anything) and generally have lower wages, no benefits and little chance of advancement for those at the beginning of their careers. For those more senior in their careers, the gig economy can have important life style and economic advantages.
- Companies increasingly rely on online hiring tools, reducing the need for a human resources department.
- Online résumés are an increasingly important tool for job seekers wanting to demonstrate skills and competencies.
- Individuals will need to expect that they will hold dozens of jobs along their career path for which they will need sophisticated work search and career management skills in order to be successful.
- Mentorship and social networks are increasingly important for learning about career opportunities.
- The future of work will reward highly entrepreneurial individuals. These skills will also be valued by organizations.
- Companies will use online platforms to assemble project teams in countries worldwide who will provide sales, customer support, help with editorial work etc. in real time at levels never seen before.

## School-to-Work Transitions Internationally

The international literature indicates that countries around the world share many of the same challenges as Canada in supporting youth employment. Much of this literature examines the current state of youth unemployment and underemployment around the world, school-to-work trends, obstacles and/or barriers for youth and broad implications for future research looking to improve youth transitions from education-to-employment. Issues and conclusions/recommendations noted in these sources include:



- The transition from education to employment is less clear for youth than in the past. The complexities of the labour market have increased, making the transition take longer, difficult to navigate and costly. The transition is especially tenuous for vulnerable youth (e.g., low income, poorly educated, those lacking Essential Skills, school-leavers, those without community/family support).
- Academic learning must be combined with vocational/applied learning to prepare young people for today's world of work.
- Countries need intermediaries to be responsible for taking a high-level view of the entire education-to-employment system. These intermediaries may vary by sector or industry but would have their finger on the pulse of information such as future job prospects or training pathways.
- Most skills initiatives serve a few hundred or perhaps a few thousand youth. There needs to be more effort to make successful programs scalable.
- The automation of jobs has significant implications for both current work and the future of work. This trend is reducing the number of low skill and high skill jobs, directly impacting youth transitions from school-to-work.
- Programs that support school-to-work transitions must be tailored to the needs of both youth and employers.
- There may be an issue with the quality of graduates; however, the issue with this observation may also be driven by demand-side expectations of the education system to produce the perfectly skilled/experienced graduate.
- The evidence-base on youth employment interventions is weak.
- The education system and the business community are generally not connected, leading to varying perceptions of what skills are important.
- There is no consensus on skills gap or skills mismatch – as many articles that say there is as those that say there isn't a mismatch.
- Current business practices and the labour market are not conducive to support school-to-work transitions or the labour market attachment of youth.
- There is a significant amount of finger-pointing on who is primarily responsible for ensuring that youth are prepared for the labour market: Is it schools?; Governments?; Career service providers?; Employers?; Communities?; Parents?; Youth? The literature speaks to the needed involvement of all of the above.

## Generation Y: Internal and External Factors Impacting Work and Their Careers

Many sources considered the internal and external factors that affect young people's school-to-work transitions. Research examining the internal factors studied the impact of hope,

attitude, parenting style and work values on employment outcomes. The main points found in this literature follow:

- Young people have positive attitudes towards entrepreneurship, but have a number of perceived barriers preventing them from considering it as a viable career option.
- Career decision-making patterns in adolescence is impacted by the attachment levels (e.g. indulgent, neglectful) and parenting styles (e.g. authoritarian, authoritative) of their parents. For example, one source found that children of more authoritarian parents were more decisive.
- Attitudes and behaviours of employers and young people play a role in compounding (e.g. perceptions of the work ethics of young people) and addressing (e.g. feeling good about the type of work they are doing) joblessness and skills shortages.
- It is critical for career counsellors, educators and parents to promote hope in their students, clients and children, as youth perceptions of hope significantly predict academic performance and vocational identity.

## Strategies for Improving School-to-Work Transitions

In our research, we found a number of initiatives attempting to address and improve school-to-work transitions. The program/interventions that we scanned emerged from our keyword searches and from recommendations made by the Advisory Committee. Our research efforts were meant to give a sense of the programming available, not to provide an exhaustive listing, and what approaches were taken broadly to improve school-to-work transitions.

One resource of note is the Youth Employment Inventory (YEI), a World Bank funded initiative of over 400 youth employment programs in 90 countries. YEI is the first comprehensive database to provide comparative information on youth employment interventions worldwide and documents program design, implementation and achieved results. It is unclear if it is being updated or added to at this time.

Generally, the programs or interventions we reviewed could be grouped as follows:

### **a) *Vulnerable or At-Risk Youth Initiatives***

- To have impact, young people at risk should be identified early and need to be supported throughout their education and transition to work.
- Interventions for youth at-risk need to be comprehensive, including academic, social, financial and advocacy supports.

### **b) *Career Development Based Strategies***

- All educators should receive training in career education, including information on diverse work destinations and play a role in supporting young people in their career decision making.
- Career education should be engaging, integrated into all subject areas (i.e. linking possible occupations to subjects), offer wide exposure to all career pathways and include experiential learning opportunities.
- There is a role for educators and career counsellors to play in helping young people understand the uncertain nature of the labour market and to develop career management skills to navigate it.
- Individualized career planning is a developmental and collaborative process between students, educators and their support networks that is empirically supported as an effective career intervention.

**c) *Vocational Education and Training Strategies***

- Dual training systems (vocational education and training) such as those in Germany and Austria prove to be successful in keeping youth unemployment levels in check, even in difficult economic times.
- An education-to-employment program that includes coordinated support from different stakeholders (e.g., employers, education, government, employment agencies) can help to avoid support gaps.

**d) *Workforce Development Strategies***

- Building relationships and networking opportunities between job-seekers and companies at an early stage in program development facilitates future employment.
- Programs that focus on local labour market needs, partnerships between community stakeholders (including employers) have been successful in creating opportunity for youth labour market attachment, enhancing economic development in local communities and stemming the flow of outmigration of youth.
- Aligning program design with employer needs, such as improved recruitment, employee engagement, retention, results in increased engagement and participation of employers in the initiative.

**e) *Education-Employer Partnership Strategies***

- Successful education-employer partnerships share three things in common: they are ethical, effective in achieving their outcomes and both parties are clear on what they are trying to accomplish.

#### **f) Demand-Led Strategies**

- The goal of demand-led programs is to meet the hiring needs of employers.
- Employers are actively engaged (from intake to post-hire) in training programs to ensure that they align with their current and projected job requirements.
- Demand-led strategies respond to the diverse labour market needs of local communities.
- An evaluative framework is built into the design of a demand-led strategy so that programming can continually be improved.
- Business/sector-focused intermediaries play a critical role in a demand-led system.

#### **g) Entrepreneurship-based Strategies**

- Entrepreneurship-based strategies in Canada believe that entrepreneurship should be taught in all levels of education as a viable career option for young people.
- These programs try to build young people's confidence and access to capital, competence and connections to succeed as entrepreneurs.

A notable absence in the above list is a set of policies and initiatives aimed at changing the cultural perspective and systemic, or lack thereof, approach to transitions. The literature we reviewed assumes a cultural milieu in which:

- Youth are invested in their career development, that they see work as something that can be meaningful and a source of pride, that they see themselves as agents in their career development rather than at the mercy of the system;
- Parents support youth in making career decisions from a range of options that don't necessarily include university education;
- Teachers see connecting youth to future career options as a vital part of their role;
- Employers want to actively invest and partner with schools in skills training, that they actively seek to hire and nurture young talent rather than see it as an investment risk.

## **Policies to Support School-to-Work Transitions**

There are a number of policies, both pan-Canadian and provincially/territorially based, that touch on aspects of improving school-to-work transition outcomes for young people, but there is no school-to-work policy per se. Perhaps, the most exciting initiative in this regard is the Council of Atlantic Ministers of Education and Training (CAMET)'s Future in Focus released in June 2015. This policy framework is the first of its kind in Canada and the first to have more than one province collaborating on its implementation. It focuses on:

- The provision of professional development to career education staff;

- Integrating career education early;
- Focusing on consistent and sustainable implementation;
- Engaging key stakeholders; and,
- Evaluating for quality assurance and improvement.

It has been adopted by the four Atlantic Provinces; all of whom have integrated elements of the framework in their public school curricula and programming as referred to in our delineation of each jurisdiction’s policies that support school-to-work transitions below. Note that most provincial and territorial policies focus on programming in schools<sup>8</sup>.

- **Canada:** The Youth Employment Strategy is the federal government’s main response to youth employment. It is largely a work experience program for opportunities within federal departments. The Federal Department of Aboriginal Affairs and Northern Development has a First Nation Youth Skills Training and Job Readiness Program targeted at Indigenous youth 18-34 who need job readiness skills to enter the workforce.

Through the federal-provincial/territorial Labour Market Development Agreements (LMDAs), a number of provinces/territories have a Youth Employment Fund (YEF) that is co-funded by federal and provincial governments. YEF’s are for long-term unemployed individuals 18-29 years of age for whom work experience may support work entry. The goal is that youth will gain work experience and develop skills through basic workplace training, mentoring and coaching.

- **Alberta:** Alberta’s Ministry of Education has implemented a mandatory senior high school Career and Life Management (CALM) course. Planning is also underway to ensure that concepts related to career education, financial literacy, community engagement and volunteerism will continue to be addressed in the Kindergarten to Grade 12 curriculum. Alberta is developing a Career Technology Foundations<sup>9</sup> (CTF) curriculum for students in grades 5 to 9 to explore their interests, passions and skills while making personal connections to career possibilities through meaningful learning experiences made possible through engaging challenges based on the occupational areas. Career and Technology Studies (CTS) follows CTF and is designed to develop skills that students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.

---

<sup>8</sup> The gap between policy and practice can be enormous. The reader is cautioned that the policies described below are just that: policies. Some are implemented well and some are barely recognizable at the level of the individual student.

<sup>9</sup> Education departments such as Alberta Education use “career education” in two ways and do so interchangeably. In CALM, “career education” is devoted to skills of managing one’s own career path. In CTF, “career education” is focused on the provision of technical skills. It is worth noting that teaching students technical skills has almost nothing to do with teaching them how to manage their own career development; yet these approaches are almost universally conflated in North American education systems.

- **British Columbia:** British Columbia’s Ministry of Education has career development as one of the goals of the public education system, shared by schools, family and community. The province offers a provincial apprenticeship program, as well as a variety of youth employment services to support skill development, work experience and training, such as the Get Youth Working program and the S.U.C.C.E.S.S. Youth Employment Program (YEP).
- **Manitoba:** Within the Department of Education in Manitoba, the career education course is optional in high school for both English and French programs. Manitoba Education has adopted the Blueprint for Life/Work Designs as the provincial framework of learning outcomes for career development from kindergarten to Grade 12.

Manitoba’s vehicle for providing employment programming for youth is MB4Youth which delivers 20 employment programs. MB4Youth works closely with youth, businesses, not-for-profit organizations, community groups, educational institutions, provincial departments, and other levels of government. One of MB4Youth’s goals is to work with prospective employers to facilitate the hiring of students and youth up to age 29 by providing internships, grants, job referrals, mentorship and bursary opportunities, and wage incentives.

- **New Brunswick:** In response to the CAMET strategy, the New Brunswick Government is reviewing their grades 3 through 10 curriculum to ensure that it is age-appropriate. They are in the process of developing six new career development related outcomes related to self-awareness, exploration of work and training, setting goals and action planning across all the grades.

They are developing career development portfolio requirements from grades 6 to 12 (through Career Cruising – an online career building tool: <http://public.careercruising.com/en/>). They are also improving student access to work experience through InspireNB (<http://inspirenb.ca/>) – a web-based portal that every student can use to access web-based career preparation and readiness tools and workforce data. Students can also connect with real companies and real-life professionals within a specific career field. The system, which is powered by Career Cruising, provides customized information where students can:

- Learn about New Brunswick companies that offer jobs and careers in their area of interest;
- Participate in career discussions with an online mentor/career coach from that company; and
- Further interact with that company by participating in Workplace Learning Activities, such as job-shadowing, internships, company tours, and summer

employment. Students for example are able to write to employers, arrange for visits to worksites, scan the province for internship or summer employment opportunities and find workplace volunteers willing to mentor them.

New Brunswick has also moved forward with an LMI initiative that aims to improve the packaging and sharing of LMI to different audiences (students, teachers, parents, job seekers) through the website: <http://www.nbjobs.ca>. Finally, the New Brunswick government is drafting a policy to systematically improve the transition from high school for students with disabilities.

- **Newfoundland and Labrador:** Newfoundland and Labrador are moving forward with many of the recommendations and goals from the CAMET strategy including:
  - Developing a Career Strategy that fits into its framework for 21st Century Learning, specifically dealing with the skills students need to be successful in the labour market.
  - Professional learning for teachers required to help them deliver the above curriculum will be developed and delivered. This initiative is moving to a pre-pilot stage this year and piloting in the next.
  - Developing professional learning in the area of career and life skills for teachers, both those teaching Career Development and those who are not. They are working with administrators to give them a clearer picture of these skills as well.
  - Reviewing graduation requirements moving forward, including more emphasis on integrating the existing Life/Work Portfolio into the curriculum.
  - Putting the finishing touches on their module for elementary level career development with plans to pilot in 2016.
  - Rolling out a new youth apprenticeship program, which includes dual-credits.

**Northwest Territories:** Within the Department for Education of the Northwest Territories (NWT), the Blueprint for Life/Work Designs has been adopted and articulates the career development outcomes for Kindergarten to Grade 12. The NWT has also implemented Alberta's Career and Technology Studies (CTS) see description above.

- **Nova Scotia:** Nova Scotia has just released its Action Plan for Education (2015-2020) which includes many actions to strengthen career education delivery in the province with the expansion of community-based learning opportunities, co-operative learning programs and entrepreneurship programs.

They will establish a Business-Education Council to create more career exploration opportunities, provide a forum where businesses can identify the skills students need to be successful in the workforce, a database of local entrepreneurs to serve as mentors to

students, support teacher awareness of economic growth sectors in the provinces, and expand the number of co-operative education opportunities for students.

In development is a Career Education framework for grades 4-12 which they plan to unveil this fall. They will implement a Discovering Opportunities program in Grade 9 to complement their Options and Opportunities Program for students in Grades 10 to 12. Both programs are uniquely experiential and both support students who are at-risk of disengaging with school.

As with PEI, all Nova Scotia high school students will develop Individual Career Plans for graduation and will have access to a transition planning guide.

- **Nunavut:** We did not find any clear policies related to school-to-work transitions in Nunavut. However, in partnership with the Canadian government Nunavut offers an Inuit Youth Summer Work Experience Program.
- **Ontario:** In 2013, the province of Ontario released *Creating Pathways to Success*, a whole-school education and career/life planning Kindergarten to Grade 12 program that's mandate is to help students achieve their personal goals and become competent, successful and contributing members of society. The program is delivered both through classroom instruction linked to the curriculum and through broader school programs and activities. All students have an "All About Me" portfolio in K – Grade 6, and an Individual Pathways Plan (IPP) in Grades 7 – 12, in which they document evidence of their development in the four areas of learning in the program. This process is facilitated through the use of web-based tools such as Career Cruising and/or MyBlueprint. In addition, all students take a compulsory Grade 10, half credit course in Career Studies.

School/work transitions are also supported through experiential learning policies and programs as outlined in *Ontario Schools, Kindergarten to Grade 12, 2011*. These include job shadowing and job twinning and cooperative education programs. Secondary school students may also enrol in specialized programs which include: The Specialist High Skills Major (SHSM), a two-year career-focused program that allows students to acquire technical knowledge and skills in specific economic sectors; the Ontario Youth Apprenticeship Program (OYAP) that allows secondary school students to register in an apprenticeship; and Dual Credit Programs that allow student to take college or apprenticeship courses that count towards both their secondary school diploma and a post-secondary certificate, diploma or degree. Experiential learning opportunities for students are supported through partnerships with community organizations and business including a network of business education councils. *Achieving Excellence, A*



*Renewed Vision for Education in Ontario, 2014*, focuses on building partnerships with community organizations and businesses to offer more experiential learning opportunities. These partnerships are seen as a key strategy to graduate students who are personally successful, economically productive and actively engaged citizens.

Ontario has also renewed the Ontario Youth Jobs Strategy which includes policies and programming to support young people with skills development, labour market connections, entrepreneurship and innovation. The strategy includes two programs, Youth Job Connections for youth facing multiple and complex barriers to employment and Youth Job Link targeting all unemployed youth.

Experience Ontario is a pilot program that will help recent high school graduates who have the potential to go on to postsecondary education and training, but are uncertain of their next steps. The focus of the program is career exploration. Participants will have access to a combination of paid work placements, career coaching, mentorship, and information about postsecondary education and training opportunities. This helps participants choose their postsecondary pathway (apprenticeship training, college, or university) with confidence and meet labour market needs.

- **Prince Edward Island:**

The province of PEI has published its own Career Education Strategy complimenting the Atlantic one referred to above and focusses on additional elements that are specific to PEI.

To support a whole school approach integrating career development themes across the curriculum, a compulsory career education course at grade 10 has been approved and there will be an expansion of community-based/experiential learning. PEI has undertaken to train every Grade 9 and 10 teacher in the province in career education delivery. In keeping with the goal to evaluate progress, PEI is evaluating the impact of this training throughout and has already found good results: There has been a significant positive shift in teacher understanding and relevance of career development concepts. This has resulted in higher commitment to implementing the career development concepts with all of their students.

They have also developed a provincial Student Graduation and Transition Planner that has been produced in four forms: hard copy, electronic copy, interactive online tool and mobile application. The Planner has been customized for both English and French school systems. The use of the Planner will be fully tracked and evaluated. Students, teachers, guidance counsellors and principals will be surveyed and their input will be used to revise the Planner after the first cohort to use the tool graduates in 2018.

In addition, the Student Graduation and Transition Planner project encourages and supports students, parents, educators, and the community to work together to help PEI students make informed choices and navigate successful transitions. My Plan has been designed to assist students in developing the knowledge and skills required to make informed career/life choices.

PEI administers the Jobs for Youth Program, which provides wage support to Island employers to create additional employment opportunities for Island students aged 16 to 29. Skills PEI also offers the Career Prep Program for post-secondary students in their final year of study with an opportunity to secure employment in their chosen field prior to graduation. A second provincial program is the Graduate Mentorship Program which encourages employers in PEI to hire and provide post-secondary graduates with valuable work experiences and mentorship opportunities in their field of study.

- **Quebec:** The most recent policy document supporting youth and employment in the province of Quebec is the *Stratégie d'action jeunesse 2009-2014*. Quebec's *Ministère du Travail, de l'Emploi et de la Solidarité sociale* also offers a variety of programs to support the integration of youth into the labour market, including job integration companies, volunteering, internships and job shadowing.
- **Saskatchewan:** The Saskatchewan Ministry of Education has a broad K-12 career education goal to enable all Saskatchewan students to develop Essential Skills and career management competencies to assist them in achieving their potential as they construct their personal life and work pathways. In addition, the Saskatchewan Youth Apprenticeship (SYA) program raises awareness of apprenticeship in Saskatchewan schools as a viable career option for young people.
- **Yukon:** The Yukon Department of Education Strategic Plan (2011 – 2016) includes the goal of creating an inclusive, adaptable, and productive workforce that contributes to and strengthens the economy. Some of the key strategies include improving Essential Skills and trades training programs, developing high quality apprenticeship opportunities that meet the needs of Yukon employers and enhancing smooth transitions between high school and post-secondary education and between education and the world of work.

The Yukon also offers the Yukon Youth Connections Program, which provides career counselling for youth who are not attached to the workforce or the school system. Youth employment services are also delivered by the Skookum Jim Friendship Centre to help youth develop the necessary skills to gain and maintain meaningful employment.

In the literature, we found a number of recommendations of policies that support effective school-to-work transitions. These included examples of policies that:

- Target high unemployment and underemployment and maintain and enhance the number of decent/quality work opportunities for youth.
- Enhance quality work exposure opportunities (apprenticeships, co-ops, internships, etc.).
- Strengthen and promote the value of Vocational Education and Training (VET) and dual systems as valid and effective pathways to the labour market for youth.
- Improve the currency, accessibility and usability of labour market information.
- Have a four-pronged approach focused on proactive, post-graduate, demand-side strategies, as well as policies that targeted specific youth populations that might be more vulnerable or at-risk of having poor labour market attachment.
- Promote entrepreneurship or self-employment as a viable option.
- Enhance employment insurance programs for unemployed youth.
- Provide wage subsidy or placement programs to encourage employer hiring of youth.
- See co-ordinated, early intervention career development strategies as a key part of enhancing employment outcomes for youth.
- Monitor and evaluate policies for positive youth employment outcomes and sharing information on effective programs.
- Are part of a larger policy framework to coordinate ALMPS and programs for youth.

## CONCLUSION: RESEARCH AND IMPLEMENTATION GAPS

It is clear from the research that there is a need to improve the school-to-work transitions and the quality of the labour market attachment of youth both nationally and, in many jurisdictions, internationally. Taken together, the research points us to a number of best practice indicators that governments, policy makers and program designers should adopt to better support youth employment outcomes in Canada.

### A National Coordinated School-to-Work Policy Framework

The research consistently points to the need to develop education and training strategies with policies that promote strong collaboration between all stakeholders to address gaps and barriers for young people. With labour shortages projected by some at nearly 2 million by 2031, there is an urgent need to ensure that graduates leave school with the right skills to meet the needs of employers. A guiding framework is an essential ingredient to making this happen.

**Research Gap:** We don't really know what a good school-to-work strategy looks like. A research project that looks at the school-to-work strategies in other countries and is informed by youth employment strategies across the provinces could inform this work.

## Implementation

If anything, this scan tells us that there is no shortage of research on the subject. It also demonstrates that Canada has a plethora of past and present programs and pilot projects targeted at improving school-to-work transitions. It does not, however, have a strong track record for sustained implementation of these programs. Supports for school-to-work transitions remain on the periphery; programs seem to come and go as they are tenuously funded without being linked to an overall framework and without being evaluated. Significant resources seem to be invested in development; much less would appear to be invested in ensuring quality implementation and sustained stakeholder engagement.

**Research Gap:** It is unclear what is really being delivered, what is working and what is not working. Also improving the employment outcomes of youth must be an explicit priority for all stakeholders and the “how to” make this happen requires a detailed implementation strategy coupled with funding to support it.

## Labour Market Information System

Canada lacks a labour market information system in which information is shared among jurisdictions and educational institutions. In order to support young people to make informed career decisions, they need access to meaningful labour market information, including labour market projections; demand side needs, and graduate outcomes. The federal government has the ability to take a leading role in making this happen.

**Research Gap:** We need to better understand what a comprehensive labour market system looks like. How does such a system ensure that information across jurisdictions and educational institutions is shared? How do we help youth use and interpret the vast amount of information that is already available? How do we challenge the belief that labour market information is the only tool required for “good” career decision making?

## Career Education and Career Development Services

We need to improve access to career education and career development supports for students. Career education is a proven intervention that supports better school-to-work outcomes; yet it remains sidelined in the curriculum in most provinces. Educators need professional development and supports to integrate career education and development in the classroom. Research shows that even a small amount of career development training for intern teachers has a positive impact, such as supporting students to broaden their career expectations and aspirations, be more engaged with the curriculum and learn career management skills – a key ingredient to self-manage the uncertain trajectory of their careers and to better inform their career decision-making.

**Research Gap:** We know that career development training exists, that career education is an important factor in supporting young people in their school-to-work transitions, and that career development is a policy target in many jurisdictions, but the gap here may lie in the implementation of these supports and services rather than the research. What is preventing educators across Canada from accessing the career development training they need to support students in making informed career decisions, and then using the skills within the system?

## School-to-Work Systems

The research shows that youth in countries with strong vocational education and training systems do better, even in difficult economic times. “Twenty-first century human capital development isn’t an either/or proposition; rather, it is both academic and an applied learning process requiring many, and new higher education institution and employer partnerships” (Stokes, p. xvi, 2015). Demand-led strategies and workforce development approaches to education and training include active engagement (from intake to post-hire) of employers and are showing promise in improving employment outcomes for young people. There are exemplary employer-education partnerships making the connection between learning and work in Canada, but these approaches are few. The research shows that a real disconnect exists between the education system and the business community leading to varying perceptions of what skills are important.

**Research Gap:** What needs to be done to create an integrated system in which employers and education are working together to ensure positive outcomes in young people’s school-to-work transitions? How do we change a culture of employers who do not see themselves as responsible for supporting youth in this transition? How do we change a culture of educators who see employers as a threat? How do we scale the models that are connecting employers and education to support positive school-to-work transitions?

## ANNOTATED BIBLIOGRAPHY

### School-to-Work Transitions in Canada Broadly

**Bartlett, Randell. (2014). *Young and Restless: A Look at the State of Youth Employment in Canada*. TD Economics.**

This report examines the underlying trends in youth unemployment in order to determine the factors driving it. It also looks at the types of jobs youth are getting, both in terms of quantity and quality. The report attributes the rise in youth unemployment (youth aged 15-24) as being largely driven by the inclusion of 15 and 16 year olds, who tend to move in and out of the workforce with greater frequency, males, who are less likely to pursue and complete PSE than females, students and those with lower literacy skills. The author argues that these trends taken together suggest that the problems that are said to exist in the Canadian youth labour market may not be as severe as some suggest.

**Bell, Donnalee and Krista Benes. (2012). *Transitioning Graduates to Work: Improving the Labour Market Success of Poorly Integrated New Entrants (PINEs) in Canada*. Canadian Career Development Foundation.**

In this report the authors looked at a growing population of youth at-risk in the labour market called Poorly Integrated New Entrants (PINEs). They adopted the definition from the Organisation for Economic Cooperation and Development (OECD) who defines PINEs as “young people [who] often have qualifications (diplomas or degrees); they frequently go back and forth between temporary jobs, unemployment and/or inactivity, even during periods of strong economic growth”. The authors argue that PINEs are particularly worrisome because they are graduates and theoretically should have less difficulty in making the school-to-work transition. Their report focuses on PINEs – what the literature says about them and their barriers to labour market attachment and what works in terms of policies and programs to mitigate their growth. In the report the authors:

- Reviewed national and international literature on PINEs and the barriers that Canadian PINEs are facing specifically;
- Created a preliminary inventory of national and international promising, effective and innovative programs and policies that target those who are or who are at-risk of becoming PINEs; and
- Provided an analysis of the inventory leading to the development of policy and program recommendations to stem the growth of PINEs in Canada.

The authors made a number of recommendations to support the reduction of Canadian PINEs, including:

- A well-co-ordinated, highly visible youth school-to-work transition strategy.
- More research on PINEs.

- Consideration of a four-pronged approach to PINE reduction that would support all youth: The report identifies four broad strategy types that support PINE labour market integration: post-graduate, early intervention, demand-side and diversity strategies. A policy framework that includes programs along these strategy types would support labour market integration of all youth.
- Increase access for all youth to career education and a range of work experiences;
- Increase access to apprenticeships and to Vocational Education and Training (VET) and dual systems.
- Employer Consultation and Engagement Strategy.
- Focus on local labour market need.
- Evaluation of programs and policies with a database for all to share and learn.

**The Canadian Chamber of Commerce. (2014). A Battle We Can't Afford to Lose: Getting Young Canadians from Education to Employment. The Canadian Chamber of Commerce.**

This report investigates the state of three key factors affecting youth's successful transition from education to employment in Canada.

**1. The Labour Market**

- Labour market information collection, presentation and dissemination are lacking in Canada.
- Absence of data on skills shortages at the local and sectoral levels impedes political action by government and business.
- Absence of data on the career outcomes of post-secondary students leaves prospective students in the dark.
- Poor presentation and dissemination of data can lead to uninformed career guidance and decision-making among educators and students.

**2. Career decision-making**

- Career decision making among secondary and post-secondary students is insufficiently informed by LMI.
- Career education lacks consistency nation-wide in terms of approach and finding.
- Training, qualifications, resources and the positioning of career guidance counsellors vary between academic institutions.
- Students are constrained in their career decision-making by cultural stigmas associated with skilled trades and vocational education.
- Private sector engagement with education providers would enlighten students and educators as they consider career options.

**3. Work-integrated learning (WIL)**

- WIL includes co-op and internship programs, among other workplace training programs.

- WIL benefits students by allowing them to gain experience before entering the workforce and contributing to their career education.
- WIL facilitates the recruitment process for employers and is associated with productivity gains.
- WIL is underused by university students, largely because universities have not institutionalized WIL the way colleges and polytechnics have.
- Not enough employers, especially smaller firms and organizations, take sufficient advantage of WIL.

The report states that, many, including the House of Commons Standing Committee, Don Drummond and Rick Miner, call on the federal government to take responsibility for improving LMI. Drummond specifically calls on the federal government to strengthen Statistics Canada's capacity to expand LMI collection by ensuring that ESDC makes the information available to all Canadians via a "single portal" for LMI coordinated by the Forum of Labour Market Ministers. Miner also argues that Canada needs a national strategy for education that would include broad measures such as mandatory career counselling for high school students, parents, teachers and administrators.

Recommendations from The Canadian Chamber of Commerce include:

1. Ensuring LMI is detailed at the local level and reflects trends in skill requirements for occupations across a variety of sectors to maximize the information's usefulness to individual students, workers and employers.
2. Promoting the use of LMI as a career decision making tool for students and workers.
3. Developing ways to promote basic and workplace skill development into all curricula.
4. Increasing funding to co-op and internship programs offered through PSE institutions.
5. Including summaries of skills mastery in student transcripts to allow for more effective signalling to employers.

**The Canadian Chamber of Commerce. (2015). *Fragmented Systems: Connecting Players in Canada's Skills Challenge*. The Canadian Chamber of Commerce.**

The focus of this report is on narrowing the gap between education and skills by exploring the relationship between employers' needs and Canada's post-secondary education systems. In this report The Canadian Chamber of Commerce cited a recent survey by McKinsey & Company which found that over half of graduates and around two-thirds of employers felt that graduates were unprepared for employment. In contrast, the vast majority of education providers (83%) felt their graduates were employment ready. The Canadian Chamber of Commerce draws on the research of McKinsey and Company to highlight the fragmented and complex journey from education to employment.



It states that some collaboration is already happening between individual employers and institutions. The report authors argue that employer's needs should be reflected in training and education and could directly contribute to graduates' success in the labour market.

The report makes the following recommendations to the federal government:

- Labour market relevance and outcomes of post-secondary education: Require the provinces and territories to report on enrolment, learning and/or skills outcomes and employment outcomes of post-secondary graduates.
- Labour market information (LMI): LMI in Canada should provide information on all of the credentials offered in PSE and apprenticeship training, information on the supply of graduates on a per program basis, graduate employment outcomes and future occupations in demand.
- Career Education: The federal government should provide funding to ensure that guidance counsellors have the labour market information they need to advise young people on PSE and vocational training options.
- Work-integrated learning: The federal government should offer funding to develop a compendium of best practices in work-integrated learning options.
- Co-op Placements: The federal government should offer incentives for employers to offer co-op placements to students.
- Competencies development: The federal government should fund sector-specific development of competencies and promote a pan-Canadian competency framework.

**Coates, Ken. (2015). Career Ready: Towards a national strategy for the mobilization of Canadian potential. Canadian Council of Chief Executives.**

Coates' paper looks at the poor employment outcomes of young graduates. In order to improve graduate school-to-work transitions he sees a need for:

- A national policy response to address the needs of Canada's workforce with the fields that young people are pursuing;
- Improving the availability of career information and advice;
- Re-prioritizing applied learning for many students;
- Promoting enrolment in high-demand, career ready programs;
- Establishing competency frameworks for a range of sectors and occupations; and
- Encouraging entrepreneurship.

Ultimately, he argues that "we need to be more effective in matching skills, training and education with workforce needs across the country".

**Conference Board of Canada. (2014). Learning and Development Outlook. Conference Board of Canada.**

The Conference Board of Canada looked at company spending on training, learning and development and reported its findings in their publication of the *Learning and Development Outlook*. They found that Canadian organizations spent an average of \$705 per employee compared to \$688 per employee in 2010. Despite this increase, overall learning and development spending is down nearly 40% from its historic high of \$1207 in 1993. The authors argue that this is a significant issue because organizations with strong learning cultures tend to realize better results, including higher levels of employee performance and customer satisfaction.

**Finnie, Ross. "How Your Degree Might Influence Your Earning Potential." *Ottawa Citizen*, Dec. 2 2014. Print.**

Finnie conducted a study with the University of Ottawa and Statistics Canada to link student data from 1998 to 2011 to their tax records in order to follow the earnings of bachelor level graduates on a year by year basis following graduation. He found that social sciences graduates tended to start with average earnings of around \$40,000 immediately after graduation, but these grew substantially, almost doubling to just under \$80,000 13 years later. Those with humanities degrees experienced steady earnings growth, although they finished a little lower, just under the \$70,000 mark. The study found that math, computer science, engineering and business graduates had generally higher earnings than others, but faced much more volatile outcomes over time.

**Franke, S. (2010). "Current Realities and Emerging Issues Facing Youth in Canada: An Analytical Framework for Public Policy Research, Development and Evaluation." Government of Canada: Policy Research Initiative. <http://www.horizons.gc.ca/2010-0017-eng.pdf>**

In this paper, the author proposes an analytical framework to help understand the realities, issues and challenges facing Canadian youth in various spheres of life and at different stages of the passage to adulthood. The paper was divided into two parts:

***Part 1: Youth in Canada Today***

This section takes a look at what it means to be a Canadian youth today. It finds that youth are experiencing:

- Longer periods of education which delays their settling into stable employment and results in longer stays in the parental home.
- The passage is no longer linear; they come and go between periods of dependence and independence, and change direction as they explore different avenues.
- The fragmented nature of these transitions introduces new risks, particularly for youth who cannot rely on family or community support.

- Without support many youth are likely to encounter major difficulties with workplace integration.

## ***Part 2: A Framework for Youth –Related Policy Development and Research in Canada***

The report finds two major trends in youth policy and research internationally.

1. The importance of decompartmentalizing how researchers and policy-makers think about youth, by favouring a holistic approach that factors in all aspects of young people's lives (personal, psychological, educational, family social etc.)
2. The importance of adopting a positive view of youth, by building on their strengths.

The author proposes a policy framework be developed that is based on a life-course approach. This approach illustrates the relationship between 1. The different pathways taken by youth in various areas of their life; 2. The changes or transitions that mark their stages of life; and 3. The larger social structures that these changes take place within.

Four major types of pathways are distinguished:

- a) Those leading to autonomy from family (when youth become responsible for themselves)
- b) Trajectories of learning (the pathway to youth transitioning to their role in the workplace)
- c) Trajectories to financial responsibility (the pathway to youth becoming independently financially responsible)
- d) Trajectories in the development of citizenship roles and identities (the pathway young people take to develop social and civic roles)

The report states that we have a poor understanding of the dynamics at play and obstacles that youth face during their passage to adulthood and how they manage (or fail) to overcome them.

The author argues that a useful approach to better understanding the role of policy in ensuring that young people receive the assistance they need to understand and follow productive learning pathways would be to document best practices of flexible education systems that support multiple trajectories, easy navigation between different pathways, and progressive pathways.

Franke found that a supportive family is a key element of success in the transitions for young people. She also found that too little is known about the interrelations that exist between the trajectories associated with successful transitions.

Franke's policy framework calls upon the development of public policies that facilitate access by young people to resources that enable them to:

- a) Reduce their vulnerability to new patterns of risks; and

- b) Develop abilities and positive strengths so they can benefit from favourable opportunities throughout their lives.

**Franklin, Linda A. How Can Canada Help the Unemployed? Focus on Colleges. Aug. 17, 2014. Huffington Post.**

This article suggests that colleges offer an important contribution to addressing youth unemployment. Franklin references the OECD Report "Education at a Glance, 2014" which found that more adult Canadians have a post-secondary education than in any other country in the developing world. She argues that this number can be attributed to the high enrolment in college programs. Full-time college enrolment has grown significantly, with Ontario's colleges currently serving more than 220,000 full-time students and 300,000 part-time students and clients. She shows that more university graduates are also pursuing college following their degree. Ontario, for example, has seen an increase of 40% in the last five years in the number of university graduates enrolled in a college program. She argues that college programs are better aligned with the labour market as, in Ontario, more than 84% of college graduates found work within six months of graduation.

**Heinz, Walter R. and Alison Taylor. (2005). Learning and Work Transition Policies in a Comparative Perspective: Canada and Germany. International Handbook of Educational Policy.**

This paper documents developments in transition policies in Canada and Germany and discusses their implications for young people. The authors state that there are defining constitutional, education and employment policies in both countries that have impact on their capacity to integrate students into the labour market. In Canada, the provincial and territorial governments have jurisdiction over education creating 13 different supporting systems with the federal government playing a primary role in youth unemployment programs. Whereas in Germany, there are policy frameworks developed by the European Union, the training and education-to-work legislation of the Federal Government, the education responsibilities of the state governments and the regional and local education administrators.

The report found that in both countries educational and training policies focus on strengthening human capital by upgrading the skills of the population. Canada and Germany have also seen skill shortages and a growing skills mismatch due to rising underemployment and non-standard work. Canada has responded to these trends by expanding post-secondary education, while Germany tends to upgrade its skill structure by modernizing its vocational education and training system with a focus on new occupations. In Canada few employers sponsor training, while Germany has institutionalized social partnerships for strengthening the system of vocational education and training and a belief that the working life course can be managed with in-company training. Most young people in Canada hold a preference for post-secondary education and express little interest in vocational education while the main route in Germany is VET.

**Lane, Janet and T. Scott Murray. (2015). Smarten Up: It's Time to Build Essential Skills. Canada West Foundation.**

The Canada West Foundation analyzed data from the Programme for International Assessment of Adult Competencies undertaken by OECD and Statistics Canada in 2011 and data from the Canadian Household Survey of the same year. These findings were combined with the Essential Skills profiles of more than 300 occupations derived by the federal Employment and Social Development Canada (ESDC). They found that:

- Every sector of the economy could improve productivity by helping its workers increase Essential Skills.
- 40% of the workforce does not have the Essential Skills – including language, literacy and numeracy – needed to apply their technical skills and knowledge at globally competitive levels.
- Nearly one-third of 16-25 years olds are short of some Essential Skills.
- Immigrants have shortages for their jobs at higher levels than the non-immigrant population.
- Half of the people who did not finish high school have Essential Skills shortages.
- 30% of university graduates have Essential Skills shortages for their jobs.

Firms that have workers with higher Essential Skills report higher employee retention rates, lower absenteeism, better health and safety records, increased customer satisfaction, reduced need for supervision, increased production quality and increased productivity.

The research suggests several possible ways to improve productivity:

- Place a greater emphasis on skills in our education systems;
- Increase workplace training;
- Provide Essential Skills training through post-secondary institutions and community-based organizations; and
- Full utilization of the skills held by every worker.

**McKinsey & Company. April 2015. Youth in transition: Bridging Canada's path from education to employment.**

In a previous study, McKinsey launched a global survey that examined the education-to-employment systems of 9 countries (Canada was not one of them). A key finding of this report was that in most cases there isn't a full education to employment "system" and most skills initiatives serve a few hundred or perhaps a few thousand young people. McKinsey argues that we must be thinking in the millions to meet the need. This Canadian report builds on the previous international study and for this one McKinsey surveyed 1500 youth, 300 employers and 100 education providers in Canada. It included an Advisory Board of leaders from across industries, educational institutions, the government and social sectors, and youth.

- Overall the research found that:
  - Canada's system is producing the right number and types of graduates compared to other countries.
  - There is a fundamental disagreement about the employment readiness of Canada's graduates. Educators believe they are graduating work ready graduates, yet more than half of Canada's employers believe new graduates are unprepared for the labour force.
  - Certain groups within the youth population face serious barriers, even when they have post-secondary qualifications. (E.g. Visible Minorities, those whose parents do not have PSE credentials and those in the liberal arts field).
  - Finding a job after graduation takes time, especially when you lack work experience. In Canada, 4 out of 10 youth take more than 3 months to land a first job, 1 out of 10 longer than a year.

The report identifies three factors that lead to employers' and education providers' varying perceptions of graduates' readiness to enter the workforce.

- Employers and educators are not aligned on what skills are important and should therefore be emphasized.
- There is a lack of communication across stakeholders – youth believe they learn best from practical on-the-job experiences, but only 16% state that this was a major focus in school. Twenty percent of Canadian employers do not interact or coordinate with education providers, and only 10% communicate frequently.
- Canadian educators do not view helping their students prepare for, and find, job placements as one of their top priorities. Canadian universities rate helping students and graduates find employment 8 out of 10. Canadian colleges and other post-secondary institutions rate it 5 out of 10.

Recommendations made in the paper include:

- Youth need to have access to, and use, relevant and practical information in making their decisions.
- Employers could reach out to students earlier, set clearer entry standards, and communicate clear priorities to youth and educators.
- Educators could play a central role in helping students transition to the labour force, improving their job-ready skills and better facilitating the connections between their students and employers.
- Governments should be the catalyst for increased coordination and responsiveness, including providing incentives to break down the silos.

**Miner, Rick. (2014). The Great Canadian Skills Mismatch: People Without Jobs, Jobs without People and MORE. Miner Management Consultants.**

This report takes another look at the author's previous reports that examined the projected labour shortages in Canada. Miner argues that these shortages still exist and are now forecasted to be a little less than 2 million by 2031. He suggests that to increase the size of the workforce it is best to look for employment growth opportunities among those who have been historically underrepresented in the workforce, including, immigrants, Aboriginals, persons with disabilities, women, youth and older workers. These skills increases need to correspond with areas where skills shortages exist. To get the right skill matches, a number of significant changes need to be made. These include:

- Improving the labour market information systems;
- Developing a national education and training strategy;
- Establish mandatory career counselling opportunities for all high school students, their parents, teachers and administrators (using good data);
- Investing in basic literacy and employability skills training; and
- Implementing a variety of changes to our post-secondary system to make it more accessible, flexible, responsive, relevant and affordable.

Employers also need to become more active participants by offering co-op and internship opportunities, providing financial support for post-secondary institutions offering programs of anticipated job growth, improving hiring practices by concentrating more on competencies than credentials, expanding on-the-job training programs, and being able more forthcoming about actual and anticipated job growth.

Governments also have critical roles to play including investing in post-secondary institutions that are providing the educational/training needed for the economy to expand and investing in significantly better LMI systems.

**Ontario Association of Youth Employment Centres (OAYEC). (2002). School-to-Work Transitions Development Project Report. OAYEC.**

The Ontario Association of Youth Employment Centres (OAYEC – now First Work) was a network of over 60 youth employment centres. Its member organizations work with youth who are seeking employment – work bound youth, at-risk youth and students to support them in their school-to-work transitions. This 2002 report discusses the results of a survey that was distributed to 64 OAYEC members to get their input on the delivery and accessibility of school-to-work (STW) services delivered by the youth employment centres, as well as information on any other STW programming available in the province. Some of the highlights from the survey responses include:

- Only 13% or 5 of the employment centres reported having a formal agreement between themselves and school boards, even though this is something that is outlined in the guiding policy document from the Ministry of Education (*Choices into Action*).
- The most common point of contact for employment centres with schools is through the Guidance Counsellor.
- Thirty-nine per cent of respondents indicated that there are other organizations and agencies in their community who offer STW transition services and 20% said they did not know.
- The range of STW programs and services offered includes: job preparation/labour market information workshops, resource centres, career counselling, Passport to Prosperity programs, co-op education, job fairs, grade 10 career studies and education.
- Forty-four per cent said that there was no STW committee in their community and 34% said they did not know.

Results from the survey point to characteristics of successful projects. These include those who have:

- Developed and maintained a long term relationship with local school/board.
- Flexible and offer STW transition programs and services offered in school as well as at the centre.
- Developed a relationship within the school, usually with Guidance Counsellors or teachers.
- Dedicated STW staff.
- Offered a website, some of which are interactive and speak specifically to STW transition services.

**Rajotte, James. Youth Employment in Canada: Challenges and Potential Solutions. Report of the Standing Committee on Finance. June 2014. 41st Parliament, Second Session. House of Commons.**

This report is a summary of the 2013 the House of Commons Standing Committee on Finance's report on youth employment. On October 29<sup>th</sup>, 2013 the Committee adopted the following motion:

- That the Standing Committee on Finance:
  - a. undertake a study of youth employment across Canada,
  - b. that the committee make recommendations to the Government of Canada to improve youth employment outcomes in Canada; and
  - c. that the Committee report its findings to the House of Commons.



From March 8 to April 8, 2014 the Committee held seven hearings in relation to this study, 38 groups or individuals made presentations to the Committee, and an additional 26 written briefs were received.

Based on all of the information gathered from witnesses several recommendations have been proposed including:

1. That the federal government work with the provinces and territories to improve education and labour market information for secondary and post-secondary students so that they can make informed career choices. As well, efforts should be directed to promoting apprenticeships.
2. That the federal government provide Statistics Canada with the resources and mandate to provide improved LMI so that young Canadians can make informed decisions about their educational and career paths.
3. That the federal government continue to support ways to improve the Canada Student Loans Program (CSLP).
4. That the federal government increase the amount of employment income that students can earn before their financial assistance is reduced under the current CSLP.
5. That the federal government, in collaboration with the provinces and territories, examine the extension, to universities, of the current practice by community colleges to report specific performance measures.
6. That the federal government work with the provinces and territories to improve and encourage more apprenticeship training and harmonization, and to improve labour mobility for youth.

**Sorensen, Chris. The Myths about Canada's Skills Gap. Sept. 30, 2014. MacLean's.**

This article looks at why students are struggling to make their school-to-work transitions in Canada. Sorensen argues that labour market information for young people looking to make informed career decisions is difficult to find and not readily available, even for experts who know where to look for it. Sorensen states that Canada does not do a great job of tracking the labour market; we know very little about who is hiring, what skills employers are looking for and how graduates of specific programs fare in the world of work. The article describes the struggle that young people are having with not being able to demonstrate the skills or having the training credentials that employers require -- even for entry level positions. Sorensen quotes several studies that show that employer training in Canada is down 40% from its peak in 1993.

**Tamburri, Rosanna. "New Study shows strong labour-market outcomes for university grads." University Affairs. January 21, 2015 29 Oct. 2015.**

This article refers to the upcoming research being done by Ross Finnie that will expand on his research on labour market outcomes for graduates. Finnie plans on using a much larger sample pool across 12 institutions. Research results are expected by end of 2015.

**Taylor, Allison. (2007). Pathways of Youth to the Labour Market: An Overview of High School Initiatives. Canadian Policy Research Networks.**

Taylor's research looked at the school-to-work pathways taken by Canadian youth in four provinces (British Columbia, Alberta, Ontario and Newfoundland/Labrador) to identify factors associated with successful transitions.

Taylor's paper found that the following trends were apparent in provincial policies related to providing career education and preparing young people for transitions to PSE and work:

- All four provinces have placed increased emphasis on career planning in high school as part of the secondary school program.
- Three of four provinces have mandated that secondary students participate in some form of community involvement for a set number of hours as part of their high school graduation requirements.
- Three of four provinces have established high school apprenticeship programs.
- All provinces emphasize the need for local partnerships between schools, post-secondary institutions and employers.
- All provinces have promoted a decentralized "market" approach to vocational education and training with varying degrees of intervention in coordinating institutional arrangements.
- All provincial governments are interested in increasing the career pathways for students and enhancing flexibility and mobility in terms of learning systems.
- All provinces are struggling with the need to constantly update technology curriculum and facilities and to hire qualified teachers.
- Few provinces collect information about program outcomes.

**Tilleczek, Dr. Kate and Valerie Campbell. (2011). Youth Pathways to Literacy, Education and Employment in Prince Edward Island. Prince Edward Island.**

The aim of this study was to examine social processes by which young people could be better supported in their pathways to literacy. The study included individual interviews with 22 Prince Edward Island (PEI) youth who are under-represented in the research to date (only half of them were in school or work). The study also interviewed 22 PEI service providers to gather their perspectives of youth literacy on PEI.

A literature review and interviews examined:

- The meanings of youth literacy;
- A scan of youth literacy programs in education, industry and community on PEI;
- The gaps and connections in PEI programs; and
- The barriers and facilitators of youth pathways to literacy on PEI.

The literature review found that career pathways for Canadian youth are fragmented and inadequate, particularly for those young people who have left school and/or struggle with literacy. Almost 50% of PEI's working population has less than high school education and those in the 16-25 age categories scored poorly in literacy assessments.

Many young people on PEI need further assistance to address literacy skills. The system suffers from gaps in collaboration, access, lack of evaluation, passive outreach, and clear entry points. Supports are often fragmented, short term, not well integrated, difficult to access and not collaboratively managed.

**World Bank. (2013). Global Youth Unemployment Data.**

<http://data.worldbank.org/indicator/SL.UEM.1524.ZS>

In this paper global youth unemployment data is included for each country. In 2013, it reported that 13.8% of Canada's youth aged 15-25 were unemployed.

**Yalnizyan, Armine. (2014). What the Federal Government Could Do If it Really Wanted to Reduce Youth Unemployment: Submission to the House of Commons Standing Committee on Finance Study of Youth Unemployment. The Canadian Centre for Policy Alternatives (CCPA).**

In a submission to the House of Commons Standing Committee CCPA presented seven policy alternatives to better support youth employment in Canada.

1. First: Don't make things worse – help people find the jobs that exist
  - Make sure companies seeking foreign work exchange students post those opportunities on the national jobs board (Canadian students need work experience too).
2. Boost labour market mobility – help people get to the jobs
  - Mobility could be enhanced by offering a cost offset of up to \$5,000 for those under age 30 who move more than 100 kilometers to look for work.
3. Wage subsidies for the young can spur private sector job creation in slow growth markets.
  - A 10\$/hour wage subsidy could be made available to employers who hire workers under age 30 in slow growth/high unemployment regions for the first two months of employment.
4. Expand paid internships and summer hires with a fifty cent dollar for provinces, municipalities.
  - The number of paid internships could be increased by matching funds with provinces and municipalities.
5. Cost-free interventions?
  - The federal government could reserve 1/5<sup>th</sup> of jobs created by federally funded infrastructure projects for Canadian youth.

6. Set the example
  - Amend the Canada Labour Code so it specifically prohibits unpaid internships.
7. Track unpaid internships
  - Provide additional funds to Statistics Canada to monitor unpaid internships on a monthly basis through additional questions on the Labour Force Survey.

## School-to-Work Transitions Internationally

**Amare, Tighisti. Africa's high youth unemployment: is population to blame? July 11, 2014. The Guardian.**

This article looks at the relationship between Africa's rising youth population and youth unemployment rates. It finds that this correlation is not always direct for two reasons; the youth bulge has not created an even unemployment rate throughout the continent and it is not the number of young people that has created unemployment, but structural issues specific to individual countries. Lack of investment in infrastructure and subsidy for sectors with potential for creating jobs has created deep structural issues. Also, 25% of African youth are illiterate and despite a rise in primary school enrolment from 60% in 2000 to 77% in 2011, the issue of low skills in the workforce continues to be a problem. Young people need education and skills training and their ambitions need to be matched with opportunities.

**Cunningham, Wendy, Maria Laura Sanchez-Puerta and Alice Wuermli. *Active Labor Market Programs: A Framework to Guide Youth Employment Interventions*. World Bank Employment Policy Primer, Nov. 2010. Web. Nov. 18, 2015.**

This paper provides policymakers and youth-serving organizations with a framework to better guide youth employment interventions. The paper considers only *Active Labor Market Programs* (ALMP) that are designed to enhance labour market re-integration within existing institutional and macro-economic constraints. Each intervention examined was measured by rigorous impact evaluations. The research suggests that the identification of appropriate short- and medium-term responses to support unemployed youth requires a four-step process:

1. Identify the target population and the constraints they face in finding employment.
  - There are five general constraints that limit young people's access to the labour market.
    - Job-relevant skills constraints (e.g. insufficient basic skills, technical skills, behavioural skills)
    - Lack of labour demand (e.g. employer discrimination, slow job-growth economy)
    - Job search constraints (e.g. job matching)
    - Firm start-up constraints (e.g. lack of access to social or financial capital)
    - Social constraints on the supply side (e.g. excluded groups based on gender, race, caste or religious lines)

2. Select the interventions that correspond to the constraints
  - Once the employment constraints have been identified, one can then identify interventions to help the target population overcome those barriers. This step should lead to the development of a short list of evidence-based programs that address the specific constraints of the target population.
3. Adjust the design according to the specific needs of the target population and the institutional and administrative capacity of the particular country or labour market
  - This stage includes two steps that will help to refine the short-list of evidence-based programs identified in Stage Two. There are two steps to refining this list:
    - i. Learn more about the necessary economic, social, institutional and administrative conditions for each program's success and assess whether those conditions exist in the target country or labour market.
    - ii. The list should be further refined to only include programs that are appropriate for the target group or for which the program design can be adjusted so that it meets the needs. If the program design cannot be adjusted to account for these realities, the program should be dropped from the short list.
4. Evaluate the evidence of the program impact for future learning and improvement.

**Gorbis, Maria, Alex Goldman and David Thigpen. (2014). The Future of Youth Employment: Four Scenarios Exploring the Future of Youth Employment. Institute for the Future.**

The authors state that unemployment for disadvantaged youth in the United States is a significant concern. Nearly 23% of teens aged 16-19 are unemployed and 1.4 million teens are neither enrolled in school nor working (NEETs). To address the issue of youth employment, the Institute for the Future (ITFF) in partnership with The Rockefeller Foundation held a workshop in August 2014 with professionals in hiring services, city government, education, corporate HR and labour market research. The goal was to envision a successful working future for these vulnerable youth, the population at greatest risk of being displaced by the changes underway. Four archetypal futures were envisioned: growth, collapse, constraint, and transformation. The report describes each of the archetypal futures, including key strategies that can be used by corporate employers and third parties concerned with promoting workforce preparedness and development for youth and policy recommendations. Signals that these changes are already happening are also cited.

**1. Growth: The Flexing Economy**

- Increasing competition and automation force workers to continuously upgrade skills or risk losing out on opportunities.

**Key Elements**

- Labour market favours high-skill employees in certain growth sectors.
- Job market is highly fluid with abundant new opportunities.

- Worker skills must be constantly upgraded.
- Education expands from institutions into online and community spaces.
- Alternative credentialing grows and is increasingly accepted.

#### **Key Strategies**

- Teach individuals how to market themselves and how to expand their social networks for career opportunities.
- Provide workers with tools and mapping services to help them plan career paths responsive to present-day realities.
- Work with current employees and hiring agencies to maximize the accuracy of job listings.

### **2. Collapse: The Growing Gap**

- Increasing automation reducing the number of both low and high skill jobs is grossly mishandled and results in a deep social and economic divide.

#### **Key Elements**

- Growing automation reduces knowledge work and minimum-wage jobs.
- More college students graduate but find their degrees unmarketable.
- Permanent underclass of detached individuals grows.
- Governance faces a crisis and is unable to address needs in a systemic way.
- Informal economy and alternative currencies grow.

#### **Key Strategies**

- On a city-wide scale use big data to highlight skills gaps in the market, leading to more informed workforce development process.
- Equip high school graduates with the skills to do a cost-benefit analysis of four years of college versus modern alternatives, as well as to research areas of future job growth.
- Fully inform employees about corporate plans and provide them with retraining as soon as the decision is made to automate.
- Engage in dialogue with all stakeholders about how to best guide the elephant of automation.
- Organize contract workers and provide them with support to earn higher wages, take care of their own benefits, and ensure their own advancement.

### **3. Constraint: oDesk (The online labour market) Inside**

- Highly networked and internally coordinated firms become efficient economic forces and major employers of coordinated workforces.

### **Key Elements**

- With few new economic growth opportunities, firms focus on cutting costs.
- Algorithms coordinate teams; efficient teams command a premium.
- Online labour networks supplement highly efficient employees.
- Flat organizational structures supported by coordination software replace traditional hierarchy.

### **Key Strategies**

- Emphasize teamwork skills in education.
- Teach job seekers to leverage their digital footprint and project records to demonstrate competency and skills to potential employers.
- Create more efficiency in the hiring system.
- Develop HR policies to accommodate workers with diverse backgrounds and credentials.
- Help employees develop, track and exhibit skills, including self-motivation skills to help them keep up work output with fewer managers.

## **4. Transformation: The Amplified Individual**

- Technologies only available to large organizations now empower employees to splinter off and create single-person companies and ventures.

### **Key Elements**

- Coordination costs drop significantly.
- Capital for businesses from crowdfunding, banks, and VCs flows freely.
- Highly entrepreneurial flexible firms and mindsets proliferate.
- Power balance shifts from large organizations to individuals.

### **Key Strategies**

- Connect disadvantaged youth with more accessible role models and mentors to help them build skills and investigate entrepreneurship.
- Teach students how to find, hire and manage workers through online labour markets as a foundational skill for later work, whether for themselves or for corporate employers.
- Rethink how and why we are training youth, since the traditional entry-level jobs we currently train youth for are moving overseas.
- Include entrepreneurship training in every workforce development program.

**Mourshed, Mona, Diana Farrell and Dominic Barton. (2012). Education to Employment: Designing a System that Works. McKinsey&Company**

This report is based on the research of more than 100 education-to-employment initiatives in 25 countries, and a survey of more than 8000 youth, education providers and employers in nine countries: Brazil, Germany, India, Mexico, Morocco, Turkey, Saudi Arabia, the United Kingdom and the United States. The report's findings include six highlights:

- 1. Employers, education providers and youth live in parallel universes.**
  - One-third of employers say they never communicate with education providers; of those that do, fewer than half say it proved effective.
  - Fewer than half of youth say that when they chose what to study they had a good understanding of which disciplines lead to professions with job openings and good wage levels.
- 2. The education-to-employment journey is fraught with obstacles.**
  - Cost of PSE
  - Choosing the right program/field of study
  - About 60% of youth say that on-the-job training and hands-on learning are the most effective instructional techniques, but fewer than half of that percentage are enrolled in curricula that prioritize these instructional techniques
  - A quarter of youth do not make a smooth transition from school-to-work
- 3. The education-to-employment system fails for most employers and young people.**
  - Employers that are successful in getting the talent they require reach out regularly to education providers and youth, offering them time, skills and money.
  - Youth who did have a positive experience in the job market actively manage their decisions about their education and career.
  - Each of the employer and youth segments identified has different outcomes and motivations; each requires a different set of interventions.
- 4. Innovative and effective programs around the world have important elements in common.**
  - Education providers and employers actively step into one another's worlds.
  - In the best programs, employers and education providers work with their students early and intensely.
- 5. Creating a successful education-to-employment system requires new incentives and structures.**
  - Stakeholders need better data to make informed choices and manage performance (need data about career options, training pathways).
  - The most transformative solutions are those that involve multiple providers and employers working within a particular industry or function.



- Countries need system integrators (one or several) responsible for taking a high-level view of the entire heterogeneous and fragmented education-to-employment system.

#### 6. Education-to-employment solutions need to scale up.

- Three challenges to achieving scale:
  - i. Constraints on the resources of education providers;
  - ii. Insufficient opportunities to provide youth with hands-on learning; and
  - iii. The hesitancy of employers to invest in training unless it involves specialized skills.
- One proven approach is to combine customization and scale by offering a standard core curriculum complemented by employer-specific top-ups.
- Most skills initiatives today serve a few hundred or perhaps a few thousand people; we must be thinking in terms of millions.

#### **Mourshed, Mona, Jigar Patel, and Katrin Suder. "Education to Employment: Getting Europe's Youth into Work." McKinsey&Company, 2014. Web. 10 Nov. 2015.**

McKinsey & Company surveyed 5,300 youth, 2600 employers and 700 postsecondary education providers across eight countries (France, Germany, Greece, Italy, Portugal, Spain, Sweden and the United Kingdom) in Europe where nearly 73% of youth are unemployed. In speaking with these individuals they broadly focussed on the below four questions:

1. Is the scale of the youth-unemployment problem in Europe a result of lack of jobs, lack of skills or lack of coordination?
2. What are the obstacles that youth face on their journey from education to employment?
3. Which groups of youth and employers in Europe are struggling the most?
4. What can be done to address the problem?

Their research led to the following answers:

- While there are more people looking for work, employers in Europe cannot find the skills they need.
- Youth face three significant hurdles:
  - Cost of education
  - Lack of information to guide their career decisions
  - Young people find the transition to work difficult
- The employment to education (E2E) structure is failing for young people and small businesses.
- There are proven ways to improve the E2E journey:
  - Reduce the cost of courses
  - Improve financing for students

- Focus young people, employers and education providers on improving employment readiness (young people thinking strategically about their futures, better quality information about career paths)
- Education providers should focus more on what happens to students after they leave school
- Increasing the availability of work placements
- Build the supporting structures that allow the best interventions to scale up.

The report concludes that the European Union can play a critical role in three areas: information, mobility, and sharing relevant practices on matching labour-market demand and supply.

**Organization for Economic Co-operation and Development. (2013). The OECD Action Plan for Youth. OECD.**

Key elements of the OECD action plan for youth include:

Tackle the current youth unemployment crisis:

- Tackle weak aggregate demand and boost job creation
- Provide adequate income support to unemployed youth until labour market conditions improve but subject to strict mutual obligations
- Maintain and where possible expand cost-effective active labour market measures
- Tackle demand-side barriers to the employment of low-skilled youth
- Encourage employers to continue or expand quality apprenticeship and internship programs.

Strengthen the long-term employment prospects of youth:

- Strengthen the education system and prepare all young people for the world of work
- Strengthen the role and effectiveness of Vocational Education and Training;
- Assist the transition to the world of work; and
- Reshape labour market policy and institutions to facilitate access to employment and tackle social exclusion.

**Organization for Economic Co-Operation and Development (OECD) and International Labour Organization (ILO). (2014). Promoting Better Labour Market Outcomes for Youth. OECD and ILO.**

The report states that G20 Labour and Employment Ministers and Leaders have made strong commitments to improve labour market outcomes of youth, and assisting youth in their school-to-work transitions has been a key focus of these efforts. The OECD and ILO identified a number of key messages for youth employment policies including:

- More needs to be done to improve youth labour market outcomes: This should include both short-term measures to tackle youth unemployment and underemployment as well as long-term measures to produce better employment outcomes for youth by equipping them with relevant skills and removing barriers to their employment in quality jobs.
- Quality apprenticeships and quality internships can serve as important pathways for helping youth make a smoother transition from school-to-work. This will need to include engagement from employers. These programmes should involve an equitable sharing of costs among employers, the public authorities and apprentices.
- Monitoring the success of recent G20 youth employment policy initiatives is important. In this way the policies can be adapted or refined to ensure they are having the maximum impact on improving labour market outcomes for youth.

**Payscale Human Capital. What is Underemployment? 2014. Web.**

<http://www.payscale.com/data-packages/underemployment/what-is-underemployment>

Payscale surveyed individuals in the U.S and found that 43% of the total respondents (not provided) across all age groups (not outlined) and occupations identified themselves as underemployed. Forty-eight percent of the respondents who identified themselves as underemployed were women and 39% were men. Being underpaid was the primary reason respondents considered themselves to be underemployed. Payscale found that approximately 55% of users in the study who said they were underpaid were actually paid in line with the market for their current position. This discrepancy may be a result of the lack of access to salary information, particularly for people early in their career.

**Puerto, Olga Susana. (2007). Labour Market Impact on Youth: A Meta-Analysis of the Youth Employment Inventory. World Bank.**

The Youth Employment Inventory is a World Bank initiative that offers a wealth of information on employment interventions to support young workers around the world. It is based on available documentation of current and past programs and includes evidence from 289 interventions from 84 countries in all regions of the world. The inventory includes completed and ongoing interventions aiming to facilitate the transition of young people into the labour market, with a particular focus on disadvantaged youth. The study used a meta-analytical framework to examine simultaneously all interventions collected by the inventory with evaluation evidence on labour market outcomes. Empirical results from a sample of 172 evaluated studies – including net impact evaluations with gross outcomes – found that program success is not determined by the type of intervention but rather the program’s targeting strategies toward disadvantaged youth, the country level of development and the flexibility of the labour market regulations.

A summary of the main findings include:

- Interventions are often targeted at low-income or poorly-educated young people, particularly in non-developed countries.
- The overall evaluation evidence on youth employment interventions is weak.
- The assessed impact of an intervention is affected by the quality of the underlying evaluation evidence.
- 33.2 % of interventions with net impact evaluation are successful (i.e. have positive impact and are cost-effective).
- Labour market impact tends to be more favourable in developing and transitioning countries than in industrialized countries.
- Training is the dominant form of intervention used to integrate young people into the labour market.

**Quintini, Glenda and Sébastien Martin. (2014). Same but Different: School-to-work Transitions in Emerging and Advanced Economies. OECD.**

Both emerging and advanced economies share common goals around improving school-to-work transitions and ensuring better career opportunities for youth after labour market entrance. However, the challenge faced in achieving these objectives and the policies required vary between emerging and advanced economies. This paper looks at the labour market outcomes of 16 countries: eight emerging and eight advanced (Canada included).

Some of their findings are included below:

- In terms of educational attainment, advanced economies are focussing on school retention until high school completion while emerging economies need to act on lower secondary schooling through better learning inputs and more equality of access.
- Challenges of creating opportunities for work-based learning are greater for emerging countries where few youth attend vocational schools and even fewer have access to apprenticeship training.
- While advanced economies are thinking of more sophisticated ways of providing individualized re-employment support to youth entitled to unemployment benefits, emerging economies often need to start from scratch.
- When looking at these countries, it was not always possible to assign issues to one of two homogenous groups (advanced vs. emerging). This is the case with issues of employment protection regulation, labour costs and minimum wages where no clear distinction between emerging and advanced economies emerged.
- Better career guidance supported by good-quality labour market information and projections are key in all countries.

**Schwerdtfeger, Martin. (2013). Assessing the Long Term Cost of Youth Unemployment. TD Economics.**

This report measures the potential macro-economic impact of the decline in youth employment levels. The report uses estimates of long term wage penalties suffered by those who experience a spell of youth unemployment to gauge the potential aggregate earning losses in a group of European countries, the U.S. and Canada. Canada's estimated wage loss is equivalent to 0.6%, whereas the scarring effect over the next 18 years is equivalent to 0.7% of GDP. The earnings loss due to the rise in youth unemployment is equivalent to \$10.7 billion and the loss due to scarring is equivalent to \$12.4 billion. Ireland is the country where youth job losses will impose the heaviest burden.

**Stokes, Peter J. (2015). Higher Education and Employability: New Models for Integrating Study and Work. Massachusetts: Harvard Education Press.**

To help us understand the importance of learning and work, Stokes uses the concept of employability as a conceptual bridge between higher education and vocational/applied learning. He cites three case studies – Georgia Institute of Technology, New York University (NYU) and Northeastern University – as exemplars of the employability ecosystem that integrates study and work through employer university partnerships. Georgia Tech's Design Expo uses actual industry challenges to create applied learning experiences for students in collaboration with industry partners. NYU leverages three global campuses and alumni to create internship and service opportunities with multinational corporations and foreign governments, Northeastern University offers the ALIGN program (Accelerated Link to Industry through Northeastern's Global Network) to provide a bridge to careers for new graduates or career changers through a hybrid of online courses and experiential learning opportunities. Stokes draws on these examples, and others to illustrate his concept of employability that enhances academic learning with experiential learning, mentoring, recruiting, job matching and credentialing in a broad human capital development ecosystem which acknowledges that knowledge development and deployment in a learning economy are not linear, but dynamic and recursive.

## **Generation Y: Internal and External Factors Impacting Work and their Careers**

**Amundson, Norman. (2013). Hope-Centered Career Development for University/College Students: Final Project Report. CERIC.**

This project aimed to understand the role and contributors of career hope in college settings in Canada and the United States. The project adopted Snyder's (2002) definition of hope which states that it is "the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways". Niles and Amundson (in Niles, Amundson & Neault 2011) developed the Hope-Centered Model of Career Development (HCMCD) using hope as a central construct in the model. Further development of the model resulted in the creation of the Hope-Centered Career Inventory (HCCI). The HCCI was used with a group of

college students in both the U.S. and Canada to get a baseline perspective with respect to how hope plays a part in their career development activity and how hope contributes to career outcomes, such as school engagement, grades and career aspirations.

The quantitative data pointed to the following conclusions:

1. The results of this study confirmed the hypotheses of a significant pathway from hope to school engagement, and significant pathways from school engagement to both vocational identity and GPA.
2. The significant total effects of hope on both vocational identity and GPA suggests that high levels of hope are linked to clear vocational identity and high GPA.
3. The results also support a full mediating role of school engagement between hope and GPA.

Below is a sample of the conclusions that the qualitative data pointed to:

1. The strongest pattern that emerged from the findings was the positive and negative impact of relationships on experiences of hope.
2. The influence of personal factors including internal states (ex. attitude, passion, self-efficacy) and external events (ex. activities that helped participants to refocus and redirect their energy in more positive directions) on individual's experiences of hope emerged as an important general theme.

**Cenkseven-Onder, Fulya, Oguzhan Kirdok and Erkan Isik. (2008). High school students' career decision-making pattern across parenting styles and parental attachment levels. *Electronic Journal of Research in Educational Psychology* V 8 N 1 p. 263-280.**

The purpose of this research was to investigate career decision-making among high school students in relation to their parenting styles and parental attachment levels. Three-hundred and eighty two Turkish high school students completed the Career Decision Making Inventory, The Parenting Style Inventory and The Inventory of Parent Attachment to measure career decision, parenting style and parental attachment levels. The study found that children of more authoritative and authoritarian parents were more decisive than the children of neglectful and indulgent parents. In addition, students who experienced a medium degree of attachment to their parents were more decisive than the ones experiencing low or high degree of attachment. This study revealed that parenting styles and parent attachment levels on career decision making patterns have to be taken into consideration regarding career development and career choice of adolescents.

**Geenen, Sarah. Laurie E. (2001). Powers and Alfonso Lopez-Vasquez. Multicultural Aspects of Parent Involvement in Transition Planning. The Council for Exceptional Children. Vol. 67 N 2 p. 265 – 282.**

This study examined the roles that parents across different ethnic groups assume in the transition planning of their children and tried to determine how this profile matches the level of importance parents and educators place upon various transition activities. The study surveyed 308 African-American, Hispanic-American, Native American and European American parents to assess their level of participation in various transition planning activities and how important each activity was to them. In addition, 52 school professionals completed a parallel survey of their perceptions toward parent participation. Results indicated that parents and professionals were in general agreement regarding which activities are important for transition, although there were differences between parent groups in terms of the level of importance assigned to various transition activities. The response of parents and professionals did differ in their responses related to level of involvement. Although parents described themselves as active and involved in the transition process, professionals described their involvement in transition activities as low. The results of this study suggest that culturally and linguistically diverse (CLD) parents understand and believe their involvement in school-based planning is important. Professionals must not be quick to view a lack of parental involvement in school-based planning as a sign of parental apathy or lack of interest. Professionals can promote parent participation and could learn more about what CLD parents are doing at home and in the community to support transition preparation for their children.

**Joon Yoon, Hyung. Et. al. (2015). The Effects of Hope on Student Engagement, Academic Performance, and Vocational Identify. The Canadian Journal of Career Development. Vol. 14 N 1.**

This study examined the baseline measure of the Hope Centered Career Inventory (HCCI) in Canada and the United States and the relationship among hope, student engagement, academic performance and vocational identity, having hope as a primary predictor. The sample consisted of 1,685 students at two universities in Canada and two universities in the United States. The study provides empirical evidence that hope significantly predicts academic performance and vocational identity using student engagement as a mediator. Career counsellors and educators should consider a number of things in their work with students:

- When hope is lacking, students may not actively engage in academic activities, such as completing homework, communicating with faculty, and engaging in discussions relevant to course topics.
- Students who lack hope may be less likely to achieve high GPAs and to have solid vocational identities. Thus, it is critical for career counsellors and educators to promote hope in their students.

**Kuron, L. et al. (2015). "Millennials' Work Values: Differences across the School to Work Transition," Millennials' Work Values. Emerald, pp. 991-1009.**

The purpose of this paper is to investigate whether work values vary across different life and career stages in a sample of Millennials. The sample included 906 Canadian Millennials (born between 1980 – 1994). Pre-career and working Millennials varied in terms of the importance they placed on five work values - e.g. interesting work, achievement, good co-workers, doing work that helped people and salary – although the differences were small in magnitude. This suggests that Millennials' work values are relatively stable as they grow older and gain work experience.

**(2008). National Youth Entrepreneur Social Attitude and Innovation Study. Hire Prospects. CERIC, DECODE.**

The National Youth Entrepreneur Social Attitude and Innovation Study examined young job seekers, employment service providers and young entrepreneur's attitudes towards entrepreneurship in Ontario and British Columbia.

Key Findings:

- Many young jobs-seekers have positive attitudes towards entrepreneurship, but relatively few indicated a preference to start their own business. One of the perceived significant barriers cited was finances.
- Relatively few young people learn about entrepreneurship at an early age (i.e. at high school)
- There appears to be a high level of demand for entrepreneurship programs that are currently offered by local employment centres.

Educators, career counsellors, program managers and policy makers who wish to promote entrepreneurship as a career option for young people could take action in the following areas:

- Promote: Improve the promotion and visibility of programs and resources to assist young people interested in pursuing entrepreneurship via media.
- Engage: Work with a variety of stakeholders to promote entrepreneurship.
- Educate: Develop and provide high school course content about entrepreneurship.
- Develop Financial Solutions: Work with youth to develop solutions to the financial barriers involved in starting a business.
- Provide-Start-Up Funding
- Develop Resources
- Provide Mentorship
- Improve Training and Development: Enhance formal training and professional development opportunities for youth employment counsellors.
- Plan and Develop Effective Programs: Develop and share best practices in youth entrepreneurship programs and ensure adequate funding is available to deliver the programs.



## Strategies for Improving School-to-Work Transitions

**“Youth Employment Inventory”**. German Ministry of Economic Cooperation and Development (BMZ), the Inter-American Development Bank (IADB), the International Labour Organization (ILO), World Bank and Youth Employment Network (YEN) Web. <http://www.youth-employment-inventory.org/>

The Youth Employment Inventory (YEI) is the first comprehensive database to provide comparative information on youth employment interventions worldwide. Comprising more than 400 youth employment programs from around 90 countries, YEI documents program design, implementation, and achieved results. The programs included range from interventions for improving the labour market information base (counselling, job search skills) to programs that aim at increasing the demand for youth labour (wage subsidies and public works) and those focusing on improving chances for young entrepreneurs (providing financial, technical, and training assistance). The YEI aims to improve effective collaboration at country, regional and global levels in order to promote employment opportunities for young people with the goal of advancing knowledge of effective approaches to youth employment promotion.

### Vulnerable or At-Risk Youth Initiatives

**Acker, Carolyn and Norman Brown. (2013). Research in Motion: Creating Hope, Opportunity and Results for Disadvantaged Youth. *The Canadian Journal of Career Development*. V. 12 N. 1.**

This paper reviews the development of the Pathways to Education Program, documents its remarkable success in significantly reducing the drop-out rate and increasing post-secondary participation through the provision of comprehensive, community-based supports. The paper also discusses lessons learned about the program itself and possible implications for other social innovations.

The Pathways to Education is a community-based, youth at-risk initiative developed in one of the poorest communities in downtown Toronto, Canada which helps youth in low-income, urban communities complete and succeed in high school by providing various forms of academic, social, financial and advocacy supports. The program is voluntary and open to all students within the defined geographic community, and since inception in 2001, over 90% of Grade 9 Regent Park youth have registered. Two of the lessons learned from the community in the development of the Program include:

1. To effect major changes all young people need to be included; and
2. To have impact, young people need to be supported for all of their years in high school, rather than for just one or two years.

## Evaluation Results

- By 2005 the Pathways program had reduced the dropout rate from 56% to 11% and increased post-secondary participation for the first cohort from 20% to 80%
- An economic analysis of the Program's SROI revealed that it is high and positive. The specific calculations include that every dollar invested in the Program generates a \$25 return to society in terms of decreased social costs and an increased tax base, \$400,000 is the cumulative life-time value for each graduate, \$50,000 is the positive net present value for each student, and there is an internal rate of return of 9.4%.

## Career Development Based Initiatives

### **Canadian Career Development Foundation. (2013). An Atlantic Career Education Strategy for Provincial Action: Final Report. Council of Atlantic Ministers for Education and Training.**

The Council of Atlantic Ministers for Education and Training (CAMET) embarked on a project to strengthen career education in the Atlantic Provinces. CAMET hired the Canadian Career Development Foundation (CCDF) to review the current state of practice in career education both nationally and internationally and to provide recommendations based on their findings. The CCDF conducted a literature review and interviewed key stakeholders (e.g. parents, educators, young people) to inform their research. Their recommendations include:

- Develop and Publish an Atlantic Career Education Strategy – this document would guide implementation and set benchmarks for practice.
- Provide Training and Professional Learning for Educators and Administrators
- Integrate Career Education Early – introducing career education into the classroom in Grade 5.
- Follow through to Implementation – Plans should be tailored to reflect local needs across the provinces.
- Engage with Key Stakeholders – To enhance young people's learning experiences it is important to offer experiential learning opportunities. Employers and parents will have an important role to play in supporting young people's learning.
- Evaluate for Accountability, Quality Assurance and Continuous Improvement – This is an important step in order to guide and refine the implementation of the strategy.

### **Campbell, Cathy and Peggy Dutton. (2015). Career Crafting the Decade After High School. Canadian Education and Research Institute.**

This report provides an update to the 2008 publication of *The Decade After High School: A Professionals Guide*. They interviewed and conducted focus groups with young people and career professionals to verify the findings of the original study and to gather insight into how service providers can help young people manage the uncertainty of the labour market. Using

this data, this report argues that there is a need to help young people manage uncertainty in their careers by looking for the underlying patterns and themes that are expressed through their interests, values and preferences.

It references a number of career counselling approaches that embrace unpredictability and change that career counsellors can turn to in supporting young people including:

- H.B. Gelatt's positive uncertainty – suggesting that people should head off in the direction of their career goals while staying open to the possibility that they will change their minds on the basis of new information.
- John Krumboltz's Theory of Happenstance – Maintains that career development is a learning process and emphasizes next steps instead of a final destination alleviates the anxiety that many young people are having around career decision making.
- Robert Pryor and Jim Bright whose Chaos Theory of Careers suggests that people's careers constitute a complex system in which many factors impact on one another in intricate ways, which can in turn lead to unpredictable outcomes.

The paper offers Career Crafting Techniques that recognizes the need for youth to take action in the face of uncertainty rather than spending too much time or energy trying to figure things out. The themes of "doing" and "reflecting" are woven throughout the Career Crafting techniques.

Core tenets of Career Crafting include:

1. Know that it will be a journey.
2. Actively look for what sparks your interest.
3. Develop a "shopping list" to guide your journey.
4. Experiment with intent.
5. Create your own "lucky breaks".
6. Take another step.
7. Plan with a pencil.
8. Do what you love somewhere in your life.

**Dietsche, Dr. Peter. Career Planning in Ontario Grade 10 Students: Counsellor Perspectives. The Canadian Journal of Career Development. Vol. 12 N 1, 2013.**

This study looked at the perspectives of Ontario school guidance staff on the career planning context of Grade 10 students. Overall, students entering the workforce were seen to have the most difficulty with career planning and university-bound students the least. The study found that most students recognize the importance of career planning and that self-exploration and broad exploratory information regarding careers would be most useful to them. Counsellors also indicated that career planning information would be best provided via interactive websites, a comprehensive one-stop website or workplace experience.

Highlights from the research revealed the following:

- Guidance counsellors are spread quite thin across the student population; a ratio of one full-time counsellor for every 625 to 750 students.
- Much of guidance counsellor's time is spent helping students to fill out post-secondary applications.
- Counsellors devote close to half their time with students dealing with academic issues and one quarter dedicated to career support.
- In provinces offering mandatory, standalone career education courses, counsellors were less likely to spend time on individual career planning with students.
- School counsellors believe work-bound students to have the most difficulty identifying a future career path, university bound students have the least and apprenticeship or college-bound students fall somewhere in between.
- Broad exploratory information about different types of careers would be useful for students to make more informed career decisions.

Implications of the Research

- Potential modification of the career studies course to more intensely focus on diverse destinations.
- Greater exposure to experiential forms of career information.
- Career planning and education information workshops for parents.
- Professional development workshops for counsellors that include a comprehensive review of community college programs, apprenticeship opportunities and career planning tools.

**Domene, José F., Jeffrey Landine and John Stewart. (2015). Emerging Adult Career Transitions. APA Handbook of Career Interventions: Vol. 2. American Psychological Association.**

The focus of this paper is on career counselling with emerging adults, the period from age 18 years to the late 20s – a period of maturation becoming accepted as a distinct developmental phase in the social science literature. The paper also includes an overview of intervention strategies that may be useful to address issues faced by individuals in this transition period.

Two types of personality in emerging adulthood:

1. Default – lower levels of coping ability and less committed to goals, values and beliefs.
2. Developmental – higher levels of self-esteem and coping ability and an average amount of a sense of purpose of life. More committed to their goals, values and beliefs than those in the default group.

A study by Andres and Adamuti-Trache (2008) found that for the most part it took about 14 years (until their late 20's) for most individuals to complete their education and become established in an occupation.

Emerging adults encounter numerous, often overlapping, issues and problems related to their career development, for example, career related exploration and engagement, formation of identity, and changes in close social relationships that influence career development.

Achieving financial independence and entering the world of work are among the indicators that define when an individual has transitioned from emerging adulthood into full adulthood.

Career interventions for emerging adults should address 3 broad areas:

- Planning and decision making
- Educational and occupational exploration
- Transitions in identity and intimate relationships

A social constructionist approach to career development is recommended for counselling emerging adults. These theories emphasize self-management of career as well as agency (a set of beliefs regarding responsibility for one's life, control over one's decisions, and confidence in one's ability to overcome obstacles (Schwartz et al. 2005)) and intentional engagement in the world that leads to effective decision making.

**Gow, Kathryn, and Alicia Birch. Do Employers and Secondary School Stakeholders View the "Core Skills" as Important? Canadian Journal of Career Development. V 5 N 1. 2006.**

This research project explored with a sample of senior students (242), employers (70) and school guidance officers (50) which attributes would be important for graduating senior students to generate an income in the 21<sup>st</sup> century. Within Queensland, Core Skills<sup>10</sup> are assessed through the Queensland Core Skills Test (QCS) which consists of 49 common curricula elements that emanate from all subjects and are identified as the 'core' of the senior curriculum. The perceived importance of these Core Skills was compared with other skills: Generic Competencies, Virtual Competencies and Entrepreneurial Attributes. While the Core Skills were found to be rated significantly less important than these other three attribute areas, they were still rated moderately important by all participants. The rating given to these skills by the employers and school guidance counsellors suggests that the demonstration of these Core Skills are necessary for graduating senior students to generate income in the 21<sup>st</sup> century.

**Options and Opportunities (O2), Government of Nova Scotia Web.**

<https://www.ednet.ns.ca/o2/>

The O2 program offers students hands-on learning experiences with a career focus. Entry to the Options and Opportunities program is available only at the grade 10 level. The program is designed to prepare students for successful transitions from high school to work, a career path, or a post-secondary program. This program is an opportunity for high school students who

---

<sup>10</sup> The Queensland Core Skills (QCS) are a set of 49 testable generic skills identified in the Queensland senior curriculum. Each Grade 12 student is tested on these Core Skills prior to graduation. A full list of the skills are available through this link: [https://www.qcaa.qld.edu.au/downloads/senior/qcs\\_ccc\\_descriptors.pdf](https://www.qcaa.qld.edu.au/downloads/senior/qcs_ccc_descriptors.pdf)

may not be meeting their academic potential because they are not fully engaged with their school program. Program involves more than 2,000 students in 50 high schools. Schools are expected to develop a yearly grade 10 cohort of 20 students.

O2 Consists of 8 components

- Community Learning Partnerships
- Integrated Career Education and Planning
- Skills for the Workplace
- Flexible Design and Delivery for Gr. 9-12, Career Academies
- Instructional Teaming
- Expanded Course Options
- Head Start in a Career
- Connecting with Families

A typical O2 candidate is the student who requires all or most of the following:

- Re-engagement with their learning and with their school
- Direction and support in developing a career/life pathway
- Learning experiences that make the connections between school community and the workplace
- Confidence in their skills abilities and their learning preferences
- Competence in the skills that would be needed in the workplace
- Achievement of their academic potential

O2 offers an informal orientation to families. The presentation team includes o2 teachers, counsellors, Nova Scotia Career Centre (NSCC) staff, parents/guardians and students.

The O2 program in Nova Scotia is a prime example of a curriculum-led approach. It is a promising practice, but limited by the number of students that have access to the program. It is currently available in every school in Nova Scotia, but only 20 students per school are admitted yearly (in grade 10) to the program. To be a full curriculum-led approach O2 would need to be expanded to reach the full student body.

**Perry, Justin C. and Eric W. Wallace. (2015). Children and Adolescents in APA Handbook of Career Interventions: Vol 1. Foundations. American Psychological Association.**

This chapter looks at the scientific foundations for career interventions, or research that offers practical implications that extend beyond normal practice and have the potential to lead to better outcomes compared with what is currently known. First, literature in career development is juxtaposed with other disciplines and areas of policy, with an emphasis on interdisciplinary convergence. The chapter also looks at how contemporary research in vocational psychology has, or has not, contributed to the understanding of child and adolescent career development in

terms of advancing the knowledge base of interventions. This chapter revealed that there is very little research on career interventions designed, implemented, evaluated or replicated by vocational psychologists in K-12 schools. The studies that were available had a number of limitations including, generalization, research design, methods or effect sizes and none appear to be replicated. There is a need to research what works with respect to most effectively linking youth from one level of education to the next, emphasizing that these transitional developmental periods set the stage for a number of issues including: academic achievement, behavioural problems, peer acceptance and school drop-out.

**Stern, David., Dayton, Charles & Marilyn Raby. Career Academies: A Proven Strategy to Prepare High School Students for College and Careers. Career Academy Support Network. February 25, 2010.**

This paper describes the growth and evolution of career academies, reviews the evaluation evidence, explains how career academies reflect widely accepted principles of high school reform, and considers prospects for the future.

Career academies in the United States started in 1969 and as of 2010 there were about 7,000. A career academy is a type of school-within-a-school or small learning community (SLC) that provides a college-preparatory curriculum with a career-related theme.

- Career academies generally share three basic features:
  - Small learning communities – a cluster of students who have some of the same teachers for at least two years, and share several of the same classes.
  - College-preparatory curriculum with a career theme – academic courses that meet high school graduation and college entrance requirements and are linked with technical courses that focus on the academy’s field of work. Career exploration and employability skill development may take place in the career-technical courses and in one or more academic courses. Work-based learning opportunities for students tie classroom activities to internships with local employer partners. College and career counselling informs students about options and planning for employment and further education.
  - Partnerships with Employers and Postsecondary Education – An advisory group for the academy includes representatives from the local employer community and from local colleges or universities, as well as academy faculty and administrators from the school and district. Advisory group members give advice on curriculum, appear as guest speakers in classes, host field trips, supervise student internships, provide financial or in-kind support, and some serve as mentors for individual students.

The report includes examples of rigorous studies (outlined below) that found that individual career academies within larger high schools help improve students' academic performance, prepare them for postsecondary, and boost earnings after high school.

### Findings on Academic Performance and High School Completion: Students in Career Academies Compared to Other Students

Author(s) and Date(s)	Main Findings
<b>Kemple and Snipes 2000; Kemple 2001</b>	Academy students overall earned a larger number of course credits and were more likely to have positive developmental experiences. Among students at highest risk of school failure, academy students attended school more regularly, earned more course credits, were more likely to participate in extracurricular activities and volunteer projects, and were less likely to be arrested. As of spring of senior year, dropout rate for the high-risk subgroup was reduced from 32% in the control group to 21% among the career academy students. However, one year after scheduled graduation, there were no significant differences in high school graduation rates.
<b>Maxwell and Rubin 1997, 2000</b>	District records show academy students received higher grades. Follow-up survey found higher grades increased the likelihood of graduation; result was 92% graduation rate for academy students, 82% for non-academy.
<b>Elliot, Hanser, and Gilroy 2002</b>	Students in JROTC career academies, and in other career academies generally received higher grades, and better attendance, completed more credits, and were less likely to drop out, compared to statistically similar students not in academies.

### Findings on Enrolment in Postsecondary Education: Students in Career Academies Compared to Other Students

Author(s) Date(s)	Main Findings
<b>Maxwell and Rubin 1997, 2000</b>	Analysis of follow-up survey found higher grades for academy students increased their probability of going to college, and 2 of 9 academies gave an extra added boost to college-going, resulting in 52% of former academy students going to 4-year colleges, compared to 36% of non-academy.
<b>Maxwell 2001</b>	Among graduates who attended a local university, former academy students were less likely to need remedial coursework, and more likely to complete bachelor's degrees.



## Findings on Employment After High School: Students in Career Academies Compared to Other Students

Author(s) Date(s)	Main Findings
Kemple 2004, 2008	For eight years after scheduled graduation from high school, academies produced sustained earnings gains that averaged 11% more per year for Academy group members than for individuals in the non-Academy group. Academies also produced an increase in the percentages of young people living independently with children and a spouse or a partner.

### Welde, Annelise M. J. et. al. (2015). Integrating Career Education in Junior High School: Strengths, Challenges and Recommendations. *The Canadian Journal of Career Development*. Vol 14 N 2.

Eleven intern teachers in Alberta, Canada completed two career education courses to prepare them to integrate career education projects into their mainstream junior high school courses. Eleven projects consisting of approximately 31 types of career education interventions were completed between 2009 and 2014. Three hundred and twenty-five students were involved in these projects, and 309 of these students completed student evaluation surveys.

Based on the positive feedback from junior high school students and the content of intern teachers' project reports, the career education training appears to have successfully facilitated the integration of career education into intern teachers' courses. The majority of projects reported that students had learned career planning skills, lessons had been engaging, academic skills had been taught in tandem with career education outcomes and school had become more relevant for students. The results are promising; if intern teachers could integrate career education to this level of success with limited training and teaching experience, then it is expected that in-service training for teachers with greater teaching experience and course familiarity would produce meaningful results.

The authors offer the following suggestions for educators and practitioners to use in the delivery of integrated career education:

- Provide students with wide exposure to career research and information
- Integrate career education into other subjects (e.g. careers in science)
- Use exciting and engaging interventions that are tailored to each class
- Provide opportunities for students to work with one another
- Use technology, where possible to assist in career education
- Capitalize on students' self-interest through exploration
- Connect self-awareness with career options.

**Wood, Chris & Heather Dahl. "Individualized Career Plans: Helping Youths Create Successful School-to-Work Transitions, APA Handbook of Career Interventions: Vol 2 Applications, 2015**

This chapter looks at the history, research and professional best practice in addressing school-to-work (STW) transitions. STW transitions refers to the time period when students are required to exercise competencies and skills in decision making and career planning and enter into employment or post-secondary training. Scholarly literature has pointed to the specific need for career interventions to assist youth in STW transitions, and research has consistently demonstrated the efficacy of career interventions in improving the STW transition. The research highlights five elements for effective career counselling interventions:

1. Personalized test and inventory interpretation and feedback specific to each client;
2. Helping clients build support networks;
3. Presenting clients with role models;
4. Providing occupational information and teaching access to current and relevant career information; and
5. Written exercises requiring clients to process thoughts, feelings, career-related experiences, and other aspects of self in addition to articulating career goals.

The authors have added a to-do list of five important strategies with career interventions to support individuals in STW transitions drawn from the literature:

- a) Something is better than nothing – do not limit the quantity of career development interventions.
- b) Go beyond isolated one-time interventions.
- c) Focus on the important aspects of process as well as product in the career intervention.
- d) Have professionals with career development expertise teach individuals how to access and use accurate and comprehensive career information.
- e) Conduct career interventions with regard to the individual's current career development needs.

The individualized career plan (ICP) is empirically supported by effective practices in the field and is an exemplary career intervention. What distinguishes this career intervention from simply a career goal or objective is the developmental and collaborative process that is integral to its creation. The goal of an ICP is to provide realistic structure to future planning that can set reasonable short-term goals to attain the long-term postsecondary plan.

**Vocational Education and Training (Applied Education Approaches) Bedurftig, Malte, Solveigh Hieronimus and Julia Klier. (2015). How Business and Government can Bring Young People into Work. McKinsey & Company.**

The authors highlight a new program in Berlin supporting young people in their transition to work which is showing success and holds a practical approach for other cities, regions and

countries. The Youth At Work! program operates in close cooperation with Berlin's state government, with local employers and schools. The program has two objectives: to assist young people making the transition from education to employment and to align the support provided by different stakeholders in order to avoid support gaps. The action plans developed in the program fall into four main types:

- **Learning about work as part of regular schooling** – this includes internships to expose students to different job profiles and employers. These practical phases are embedded in extensive preparation and follow-up activities in the classroom, organized as a subject called “work studies”. Teachers receive training on occupational profiles, labour market trends and how to coach students on applying for jobs. Career guidance events feature former students who are now apprentices or young entrepreneurs and from the same social or ethnic backgrounds as the students they talk to.
- **Smoothing the transition into vocational training** – Young people at risk are identified early and receive support, such as counselling and extra application coaching. To help students at risk the Federal Employment Agency has established a new vocational pedigree in cooperation with employers: the entry qualification. This entry qualification takes 6-12 months and covers subjects that are also part of certified vocational training programs. Employers receive counselling on how to train and coach entry-level qualification participants and they can obtain funding to cover a stipend and social security contributions.
- **Continuing to support young people during vocational training** – The program includes an early detection system that relies on three complimentary sources of information about potential problems: teachers at vocational schools, vocational coaches at companies that employ apprentices and the apprentices themselves. All information is managed by the Federal Employment Agency, which initiates counselling, mediation and support activities when any source signals a problem.
- **Paving the way to formal employment** – Employment agencies get involved several months before an apprentice finishes a vocational program and provides both informational group events and individual assistance. Young people can register to become official job seekers at a future date.

Evaluative data from the program are included below:

- From 2012 to 2013, the number of school dropouts in Berlin fell by 10%.
- From 2012 to 2013 the number of young applicants who did not find a place in vocational training program by the end of September declined by 6%, and the share of applicants who did not find a place over the course of the year fell by 25%.
- From 2012 to 2013 the number of young people filing for unemployment benefits after completing their vocational training dropped by 7%.

- Since the launch of the program fewer young people have terminated vocational-training contracts without receiving a credential: the rate dropped from 33% in 2012 to 31% in 2013.

**Heyes, Jason. (2014). Vocational Education and Training and the Great Recession: Supporting Young People in a Time of Crisis. Brussels: European Trade Union Institute (ETUI).**

This paper provides an overview of several European countries and their Vocational and Educational Training (VET) policies before and after the onset of the 2008 recession.

The table below summarizes the key dimensions of change since the start of the crisis.

Development	Since When?	Where?
<b>Efforts to increase the number of apprentices/ apprenticeship places</b>	Taking place before the crisis, but increased substantially following its start	UK, Germany, Denmark, Sweden, France, Italy, Portugal, Lithuania
<b>Support for redundant apprentices</b>	Particularly for the start of the crisis	UK, Ireland
<b>IT-based apprentices matching services</b>	Already in place in some countries, but introduced in others in response to the crisis	Widespread (UK – since start of crisis)
<b>Additional measures to help those who lower initial education attainments</b>	Taking place before the crisis, but increased following its start	Germany, Denmark, Spain
<b>Support for internships/ temporary work placement/ training schemes</b>	Already in place in some countries, but introduced in others in response to the crisis	Denmark, Ireland, Sweden, UK, France, Greece, Italy, Portugal, Czech Republic, Lithuania
<b>New regulations relating to internships/trainees</b>	Particularly since the start of the crisis	France, Germany, Poland, Italy, Portugal
<b>Development of/interest in introducing dual IVET system</b>	Since the start of the crisis	Italy, Spain, Portugal, Greece, Latvia and Slovakia
<b>Generational pacts</b>	Since the start of the crisis	France, Italy
<b>New vocational schools/centres</b>	Since the start of the crisis	Spain, Poland
<b>Reductions in cost of employing young workers (e.g. min wages, social security costs)</b>	Since the start of the crisis	Widespread – but particularly in hardest hit countries (Lithuania, Spain, Greece, Portugal)
<b>New measures by social partners</b>	Since the start of the crisis	Denmark, France, Germany, Sweden, Italy

Both Germany and Austria avoided a substantial increase in youth unemployment following the economic crisis which can largely be attributed to the robustness of their dual training systems. In both of these countries employers are actively involved in initial training and have well-established apprenticeship programmes that receive relatively strong support from government, employer organisations and trade unions.

Many countries in the EU that saw an increase in their youth unemployment levels are now seeking to develop dual training systems of their own. These reforms are supported by Germany through its “Strategy for International VET Cooperation” launched in July 2013 and by a new German Office for International Cooperation and Vocational Education and Training (GOVET), established in February 2014 to provide information and advice to international clients, including EU member states.

## Workforce Development Strategies and Programs

**CivicAction. Escalator: Jobs for Youth Facing Barriers Progress Report. 2015. Web. Nov. 12. Greater Toronto CivicAction Alliance.**

*Escalator: Jobs for Youth Facing Barriers to Employment* emerged from a unique partnership among government, community, and the private sector to identify ways the private sector could contribute to tackling unemployment among youth facing barriers. In 2014 CivicAction published their first Escalator report with ten recommendations to enhance opportunities for young people facing barriers to employment. From these ten recommendations, four were prioritized:

1. Establish a regional youth mentorship coordinating body;
2. Establish an initial employer-designed training program;
3. Engage small and medium sized enterprises (SMEs) to share entry-level recruitment opportunities with multi-barriered youth; and
4. Increase transparency of the labour market by leveraging technology solutions.

Three pilots were implemented to address these actions.

### **Pilot 1: Regional Mentorship Initiative: Connecting Youth with Role Models – netWORKS**

CivicAction, in partnership with the United Way Toronto & York Region and Ten Thousand Coffees set out to create a model for connecting youth to role models across the region. netWORKS were established to enable youth seeking new networks and mentorship to meet professionals who could share their knowledge and experience using a technology platform.

#### **Early Results**

- More than five employers and five community agencies will engage mentors and youth in netWORKS this fall. It is anticipated that 250 youth will participate in the first year of the program.

- 10 youth participated in the soft launch in June 2015 with one private sector employer.

#### **Keys to Success**

- Align program design with employer goals, such as corporate social responsibility and employee engagement objectives.
- Identify both a senior champion and a local coordinator for each employer to ensure that top-down and bottom-up support drive the program forward.
- Manage expectations for all parties about what the program will achieve.

### **Pilot 2: Employer-Designed Training and Internships: Closing the Skills Gap**

While companies may undertake recruitment and training programs, few target or sufficiently support barriered youth. NPower Canada offers a program consisting of intensive skills training, professional skills training and job placement support. They have developed strong private sector relationships and a scalable program design.

#### **Early Results**

- 100% of Class 1 graduates are now employed or pursuing further education.
- With the second cohort, the program doubled in size, reaching 62 young people.

#### **Keys to Success**

- Engage private sector partners early and often
- Map in detail the employment landscape in the field of focus
- Develop strong partnerships with community agencies that can refer high volumes of young people.

### **Pilot 3: Transparency of the Job Market: Connecting the Dots Between Supply and Demand & Engaging SMEs: Bringing Job Opportunities into the Open**

In partnership with LinkedIn Canada, CivicAction identified an opportunity to “train-the-trainer” – training youth workers on how to use tools like LinkedIn to enhance access to the labour market for the young people they serve. CivicAction identified an opportunity to encourage SMEs to post their job opportunities online and to connect with youth-serving agencies to source talent.

#### **Early Results**

- 209 staff representing 77 community agencies attended LinkedIn workshops.
- They estimate they can teach the content they learned to over 2,500 youth by December 2015.
- 197 youth have created or updated their LinkedIn profiles.

- 86% of employers say participating in this pilot has increased their capacity to connect with youth.

### **Keys to Success**

- Find partners that reach a wide spectrum of employers and are accessible to young people facing barriers to employment.
- Design around systemic leverage points – identify those individuals and organizations that can exponentially grow small investments in capacity building.
- Overlay technology solutions for employers on top of strong relationships with community agencies.

CivicAction has consulted with 16 private sector organizations to discuss transferring the leadership of the pilots.

### **Conway, Maureen. (2011). Where Labor Supply Meets Labor Demand: Connecting Workforce Development to Economic Development in Local Labor Markets. The Aspen Institute.**

In this paper the author looks at how workforce and economic development activities and investments can be better supported at the local level to ensure that public resources are used most effectively. Conway states that workforce developments are economic developments, where efforts are geared toward creating an environment for business growth, stability and profitability. The author argues that good workforce development efforts seek to equip job-seekers and current workers with the skills local employers need and to help them get jobs requiring those skills. A sector employment strategy is becoming a best practice in workforce development approaches. A sector strategy:

- Targets a specific industry or cluster of occupations;
- Intervenes through a credible organization or set of organizations;
- Supports workers in improving their employment-related skills;
- Meets the needs of employers; and
- Creates lasting change in the labour market system to the benefit of workers and employers.

Some obstacles to linking workforce development with economic development include:

- They rely on different funding streams.
- Workers, particularly those facing barriers to employment, are a primary constituency of workforce development agencies, but not economic development agencies, which interact more with business owners or managers.
- Timeframes for evaluations are different – benefits of economic development may not be seen for years.

Conway cites three examples (Kentuckiana Works Construction Pipeline Project in Louisville, Ky., WIRE-Net in Cleveland, Ohio and New Century Careers in Pittsburgh, Pa.) to illustrate the different ways to integrate workforce development and economic development on the ground in a local economy.

The author outlines four capacities that are needed to align economic development and workforce development:

1. Industry expertise and credibility: workforce development programs that focus on a particular industry sector earn credibility from the businesses with which they work by demonstrating technical knowledge about and deep interest in those businesses.
2. Deep knowledge about the local labour pool: Workforce service providers who have knowledge of local residents, are well positioned to inform planning on what investments can produce good local employment outcomes.
3. Ability to conduct local labour market research that is informed by both data and industry intelligence.
4. Relationship building and maintenance: workforce leaders engage with representatives of businesses, trade associations, chambers of commerce, unions, city and regional planning agencies, colleges, high schools, community-based organizations and economic development agencies.

**Harder, Catherine, Geoff Jackson and Janet Lane. (2014). Talent is Not Enough: Closing the Skills Gap. Canada West Foundation.**

This project was a partnership between the Edmonton Economic Development Corporation and the Canada West Foundation. The project looked at the processes by which post-secondary institutions in the Edmonton area worked with industry to ensure that graduates had the skills required for the workforce. The research identified six successful pathways to the workforce with implications for post-secondary institutions, industry and government. An overview is included below.

Stakeholder Strategies for each Pathway			
	Industry	Education Systems	Government
<b>1. Effective response to labour market information and analysis</b>	<ul style="list-style-type: none"> <li>• Improve predictions of future worker demand and changing occupations and bring to attention of gov't and PSE leaders.</li> <li>• Contribute funding and expertise to programs for new and in-demand jobs.</li> <li>• Attract more students to</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance opportunities for secondary and post-secondary students to learn about career paths and opportunities.</li> <li>• Expand programs for in-demand jobs.</li> <li>• Provide accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Base long-range planning on solid labour market information and analysis.</li> </ul>



## Stakeholder Strategies for each Pathway

	Industry	Education Systems	Government
	in-demand jobs through enhanced marketing materials and participation in career fairs.	labour market information including, information about new and in-demand jobs to students.	
<b>2. Commitment to Essential Skills (ES) development</b>	<p>Consider practice of hiring for attitude and training for skill by:</p> <ul style="list-style-type: none"> <li>• Internal language and Essential Skills training for existing employees. Or</li> <li>• funding for existing employees to enhance their language and ES in external programs, and</li> <li>• training as part of hiring new workers.</li> </ul>	<p>K-12 and Post-Secondary systems.</p> <ul style="list-style-type: none"> <li>• Incorporate ES competencies into all learning.</li> <li>• Assess ES of all graduates.</li> </ul> <p>K-12 system</p> <ul style="list-style-type: none"> <li>• renew emphasis on literacy and numeracy in all curricula.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure adequate funding of programs that focus on the Essential Skills component of career preparation.</li> <li>• Require ES competencies be incorporated into relevant government funded education and training systems.</li> </ul>
<b>3. Enhancement and expansion of trades- and careers-based education programs</b>	<ul style="list-style-type: none"> <li>• Commit to regularly hiring and training apprentices.</li> <li>• Offer incentives for staff that are willing to work with apprentices and other learners.</li> <li>• Provide mentorship training for journeymen and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more opportunities for students to learn about apprenticeship and the programs that are available.</li> <li>• Pursue additional dual credit program opportunities in collaboration with industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider expansion of the apprenticeship system to include more occupations.</li> <li>• Convene industry and post-secondary leaders to develop a shared strategy for ensuring apprentices have work placements.</li> </ul>
<b>4. Increased exposure to industry and access to workplace experiences</b>	<ul style="list-style-type: none"> <li>• Value student positions and placements as a recruitment and retention strategy.</li> <li>• Hire students into casual and part-time positions.</li> <li>• Commit to hosting students in practicum, co-op or internship opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Create more opportunities for students to meet and network with industry.</li> <li>• Consider adding work or volunteer experience as a mandatory component of High School Diploma.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure funding structure adequately funds programs that include supervised work placements (work placement administration adds significant costs).</li> <li>• Where there are work placement shortages within specific sectors, convene industry and</li> </ul>

Stakeholder Strategies for each Pathway			
	Industry	Education Systems	Government
			post-secondary partners to develop a strategy and partner commitments to ensure adequate placements.
<b>5. Responsive post-secondary education</b>	<ul style="list-style-type: none"> <li>• Provide feedback about skills gaps and requirements by participating in program advisory committees and/or building relationships with instructors and leaders.</li> <li>• Participate as guest instructors in all levels of education.</li> <li>• Contribute to scholarships and bursaries for low income credit and non-credit students.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with program and workforce advisory committees to strengthen programs.</li> <li>• Enhance evaluation practices to gather feedback from industry and graduates.</li> <li>• Continue to revise curriculum and/or add new programs in response to industry needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure approval processes for changes and new programs are efficient and do not result in unnecessary delays.</li> <li>• Consider a new or transitional funding envelope for innovative program design and delivery that meets industry needs for newly identified skill-sets.</li> </ul>
<b>6. Investment in employee learning and development opportunities</b>	<ul style="list-style-type: none"> <li>• Invest in people, place an emphasis on training; make it a requirement for job advancement.</li> <li>• Provide funding and time for current employees to pursue education and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with businesses and industry associations to design and deliver contract training programs that meet their needs.</li> <li>• Encourage students to be lifelong learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide incentives for employers that invest in training for their employees.</li> <li>• Continue to fund, administer, and support community-based and other programs that fill skills gaps.</li> </ul>

**North Karelia University of Applied Sciences. (2012). The Innovation Assistant. Web. <http://ia.pkamk.fi>**

The purpose of the Innovation Assistant project, was to promote the permanent employment of graduates with a higher education degree in regional companies and organizations, and to improve the competitiveness and innovation abilities of local small and medium-sized enterprises. The target group included companies in the province of North Karelia as well as graduates with a higher education degree looking for employment. During the project, job applicants were offered an intensive training and a working period in companies. Throughout the project, highly educated job seekers, registered as individual clients in the local

Employment and Economic Development Office and recruited through an open call were provided with an opportunity to complete a 2-month labour market training followed by 6-months on-the job training (a practical training period or an internship in a company).

The customized training period was free of charge and organized by the North Karelian University of Applied Sciences. The training included both mandatory and optional courses aimed at upgrading the expertise and fine-tuning interpersonal skills of the higher education graduates participating in the project. The training period encouraged students to actively manage their careers and build networking opportunities.

The Innovation Assistant training content was tailored according to the competency need defined by the entrepreneurs belonging to the project network. They received a salary subsidized grant offered by the Employment and Economic Development Office. Every potential employer was approached personally and his expectations towards any new employee, as well as his set of qualifications and arsenal of skills were mapped out in advance. Frequent discussions with the employers helped to shape the content of the labour market training and clearly identified essential resources for fulfilling company-based development tasks. Such an approach generates a genuine added value for the companies participating in the project activities. Benefits generated through the project implementation were twofold: lowered employment threshold – vital from the jobseekers' point of view and affordable qualified human resources for regional companies.

The Innovation Assistant program illustrated the importance of involving companies in the process of developing employer subsidized programs. Building relationships and networking opportunities between job-seekers and companies at an early stage in program development facilitated future employment. Seventy-five percent of program participants moved from unemployment to employment following their participation in the program. Innovation Assistant's success meant that a local community was able to keep its most skilled young residents which will likely have further economic impact on the local labour market. It is an excellent example for Canadian rural and remote communities desperate to keep their young talent.

## **Education-Employer Partnership Strategies and Programs**

### **Community Options Society. Employer-Youth Engagement Project. Final Report. 2013.**

The EYE project looked at a range of indicators that tell us about the barriers and resiliencies to youth employment in the Cowichan Valley. The research included a literature review, interviews with employment industry professionals and surveys involving approximately 106 youth and 73 employers. Through the survey the project intended to identify what is working and what is not and what kind of recommendations they had for youth, employers and the community.

Employers were able to identify the benefits of employing youth including their energy, enthusiasm, willingness to learn and positive attitudes. Youth reliability and lack of motivation to get job tasks done were most concerning for employers.

Some of the workplace characteristics that youth identified include an enjoyable work environment and learning new skills, feeling valued, having a good boss and being passionate about the work. The challenges youth identified in their search for work included transportation, lack of certification and training and competition for jobs.

Based on the research the report made a number of recommendations.

### **Recommendations for Youth**

Most employers felt that life skills training (e.g. self-awareness, confidence, job search etiquette, managing workplace conflict), career guidance and job matching programs were the most important strategies to increase youth employment.

### **Recommendations for Employers**

- Hiring Practices (be aware of generational differences, strengths of youth)
- Work Environment (incorporate mentorship programs, flexible work schedule, reinforce good behaviour, provide opportunities to learn)
- Motivators (incorporate intrinsic and extrinsic motivators, give positive and constructive feedback often)

### **Recommendations for Communities/Schools**

- Transportation (reliable transportation – better public transit)
- Access to programming for youth (increase the number of volunteering hours for graduation, work with youth to ensure volunteer choices are relevant to youth's career goals)
- Current career preparation programs at school are not meeting the needs of youth and youth would benefit from structured school curriculum that has a focus on employment related life skills, career development and information on current labour market trends.

### **The Conference Board of Canada. "Partnerships Between PSE and Business: Ensuring Future Prosperity" Dr. Michael Bloom, Douglass Watt, Cameron MacLaine.**

The project objectives were to:

- Identify core elements of effective post-secondary education-business partnerships
- Develop tools to help design, implement, operate and maintain effective partnerships
- Measure the value of PSE – business partnerships
- Showcase effective partnership practices and approaches

The authors created a toolkit for successful partnerships including, **Ethical Guidelines, Operating Principles, Value Assessment Process and a Report.**

- Value of Partnerships to students and PSE institutions
  - Enhanced student learning and employment pathways

- Skills development, applied learning, experiential learning opportunities
- Responsiveness to community and industry needs
- Research support
- Access to resources
- Knowledge
- Improved student recruitment
- Institutional brand and reputation building
- Value of Partnerships to Businesses
  - Increased capacity for innovation
  - Access to machinery & equipment, technology
  - Access to expertise
  - Access to new recruits/new hires
  - Improved business performance
  - Employee skills development and job satisfaction
  - Corporate social responsibility, improved reputation
  - Provide feedback/input on educational programming
- **There are 3 major challenge sets with partnerships**
  1. **Ethics** – need to ensure they are ethical
  2. **Effectiveness** – ensure that partnerships are effective in achieving their objectives
  3. **Clarity** – what are we trying to accomplish and how do we know we’ve accomplished it?

Successful partnerships have a piece of all of these.

### **Government of Ontario. Specialist High Skills Major (SHSM): Policy and Implementation Guide. 2014.**

SHSM<sup>11</sup> is a ministry approved program that allows students to focus their learning on specific economic sectors while meeting the requirements of the Ontario Secondary School Diploma (OSSD). It assists students in their transition from secondary school to apprenticeship training, college, university or the workplace and enables students to gain sector-specific skills and knowledge in engaging, career-related learning environments, and to prepare in a focussed way for graduation and post-secondary education, training or employment.

The program consists of 5 required components (8-10 Grade 11 or Grade 12 bundled credits, certification and training, experiential learning and career exploration activities reach ahead experiences and Essential Skills and work habits). Nineteen sectors are included, e.g., Agriculture, Business, Energy, Manufacturing, Mining and Sports.

---

<sup>11</sup> We found no evaluative data on the SHSM to date.

Each SHSM program has established two Advisory Committees that provide important expertise and knowledge about employer and community expectations, and board and ministry priorities, as well as assistance in areas such as program content, resources, implementation strategies, and community outreach initiatives:

- The Board Advisory Committee: provides advice on the program to help ensure that students will earn an SHSM that stakeholders value.
- The School Advisory Committee supports and facilitates the implementation of the SHSM program and work closely with the school SHSM team.

Each School's SHSM Team is typically composed of school and board staff and is required during the implementation of the SHSM to oversee all aspects of program delivery, such as enrolment, timetabling, student tracking and monitoring student success. The program includes a strategic plan to ensure planning objectives are achieved, including program implementation, and evaluation. Partnerships between boards, postsecondary institutions, the community, and business and industry sectors are crucial to the sustainability of the SHSM.

There are three SHSM Delivery Models from which schools can choose:

- SHSM offered at one school only to students in that school
- SHSM offered at one school to students from many schools
- SHSM delivered in part at learning sites other than a secondary school

### **Demand-led Strategies**

**Lane, Janet and Naomi Christensen. (2015). Competence is the Best Credential. Canada West Foundation.**

The authors argue that basing training on required competencies (skills, knowledge and attributes) ensures that workers will have the skills they need, when they are needed. Competency frameworks itemize the specific skills, knowledge and attributes that jobs require and the ways an individual can prove to have them. The authors reference the U.S. department of Labor (2015) to support their argument that competency frameworks are helpful because they "articulate the business and industry requirements that are essential components for the development of curriculum, skill assessment instruments and certifications". The paper highlights the success of competency training in the United States, where their federal government is involved in the creation of sector-specific competency models (with industry input) and across Europe, where 20 of the 28 European Union countries have national frameworks in place. While there are pockets of competency training underway, the authors state that Canada lags behind.

The authors highlight the following benefits of competencies:

- **Recruitment and Career Advancement** – Individuals are in a much better position to prove to employers that they can do the job if they have the required competencies and better able to advance in their careers if they know which skills need further development.
- **Workforce Development** – Employers are better able to manage their workplace and succession planning in a more objective way if they can link an employee’s skills and competencies with organizational performance.
- **Other Benefits** - Industry-approved competency frameworks support employers in their recruiting process. Employers can choose from a pool of candidates who have independent, verified evidence that they have the skills to perform tasks required by a specific job.

The authors also identified key common elements in competency credentialing frameworks. They state that a competency framework has mechanisms to:

- Identify needed competencies
- Reliably assess the competencies people demonstrate
- Train to the identified competencies, and
- Award credentials accordingly

The report suggests that employers need to be engaged in competency development, include post-secondary institutions as training partners and include the involvement of government to ensure competency credentials awarded reflect competency in a given sector.

**Macmillan, Paul & Bill Young. Working Together: Implementing a Demand-Led Employment and Training System. Social Capital Partners and Deloitte. 2014.**

The authors argue that:

- Canada’s approach to training and development needs reform. Employer’s talent needs (i.e. actual skills demand) are not formally embedded in the process of determining how or where money is spent, leaving a fundamental disconnect between demand for skills and the investments being made by governments.
- Government-funded programs need to be driven by actual employer demand. By matching unemployed talent with current and forecasted demand investments in training and development services, a much greater rate of return will be yielded.
- Each level of government must be willing to critically examine their current employment and training services and be open to fundamental change.
- A shift in focus from placing skill sets not necessarily in demand to training people with new skill sets that are in demand is the fundamental change needed to achieve a sustainable and productive labour market in Canada.

- The Federal Employment Insurance Act governs the majority of funding in this area. However, the provinces also make substantial investments and have responsibility for designing their own models for front-line service delivery. In many provinces, social assistance, labour market and employment programs are not integrated or coordinated. As a result, it is confusing and difficult for individuals and employers to connect.
- Employers are typically not engaged in the design of programs, funding decisions, or the selection and assessment of service delivery partners.
- A demand-led system includes active engagement (from intake to post-hire) of employers in employment and training programs to ensure alignment with current and projected job requirements. **This idea is not new, but has not been embraced in Canada as the basis for systemic change.**
- The goal is to create a seamless experience requiring minimal effort for navigation and coordination. A holistic approach involving workforce development, economic development, education, health and care services considerations in the design and deployment of training and employment support services. This will require a significant culture shift across the current funding and service delivery agencies.
- Their hypothesis – as the involvement and influence of employers increases, so do both the government’s return on investment and employment outcomes.
- Key principles to guide the design of a demand-led employment system include:
  - Measuring, managing and funding the system on the basis of successful employment placement, performance and retention outcomes.
  - Ensuring recruitment and hiring channels are visible/flexible
  - Responding to the needs and diversity of local conditions.
  - Employing predictive modelling to improve forecasting of skills shortage to direct training investments.
  - Embedding a strong evaluation framework focussed on continuous improvement into the design of the system.
- Six recommendations for federal and provincial governments in Canada
  1. Shape the system – employers should be equal partners
  2. Measure, manage and fund the system on the achievement of successful employer outcomes.
  3. Train for the jobs of the future – a demand-led solution
  4. Focus on segmentation and clustering of positions
  5. Integrate business focussed intermediaries
  6. Encourage flexibility, innovation and risk-taking



## Examples of Demand-led Initiatives

Program	Key Attributes	Results
Michigan Works! (U.S.)	<ul style="list-style-type: none"> <li>• 25 agencies</li> <li>• Local and demand driven</li> <li>• Talent development board for each agency</li> <li>• State governance</li> <li>• View businesses and job seekers as customers</li> </ul>	<ul style="list-style-type: none"> <li>• Over 90% of the participants in the younger youth (age not listed) program increased employability skills.</li> <li>• 86% of customers seeking a high school diploma were successful.</li> </ul>
Queensland Skills Plan (Australia)	<ul style="list-style-type: none"> <li>• Goal for training to be aligned with needs of employers</li> <li>• Approach led by industry, government, unions and employers</li> </ul>	<ul style="list-style-type: none"> <li>• Increased sector and industry leadership and ownership in relation to skilling strategies.</li> <li>• Reduction in skill shortages levels from 2007 to 2010.</li> </ul>
Social Capital Partners: Demand Led Demonstration Project (Manitoba)	<ul style="list-style-type: none"> <li>• Design and test a scalable employment and training model, "Future State", that more effectively meets the needs of employers and job seekers with employment barriers.</li> <li>• Demand-led value chain analysis where employers, government and service providers commit to test levers, such as new processes, tools and partners for optimal impact at pre- and post-employment</li> <li>• Prove to employers that Future State Model is a viable, competitive and scalable recruitment channel.</li> <li>• Prove ROI for the government achieved by demand-led approach</li> </ul>	<ul style="list-style-type: none"> <li>• Project is in its initial stages. Employers have committed to testing what works through iterative process and multiple hiring rounds.</li> <li>• Environmental scan of local and international best practices with respect to employment and training services</li> <li>• Sector analysis to identify jobs of the future, skill gap and hiring needs</li> <li>• Each hiring round will be evaluated based on employment outcomes such as retention and satisfaction compared to control group hired through non-government funded channels</li> </ul>

**Zizys, Tom. (2014). Study of Demand-led Strategies: Engaging Employers to Improve Employment Outcomes for BC youth. BC Centre for Employment Excellence.**

The author states that hiring practices in British Columbia (BC) are very similar to those in the rest of Canada and can be described as a supply-side approach to the labour market: “putting the emphasis on perspective employees, on their acquisition of skills, on how they present themselves, and in matching them to job opportunities” (p. 3). He argues that the demand-side, “what employers seek, what jobs are available, how skills are developed and utilized in the workplace and what opportunities exist for career advancement”, is also important for the labour market outcomes of individuals (p. 3). In this paper, the author provides a review of labour market data on youth in BC and specifically looks at whether BC youth are accessing better jobs as a result of their increase in education attainment levels. He also describes demand-led approaches and looks at encouraging employer practices using demand-led approaches.

Zizys found the following labour market trends for youth:

- the unemployment rate for youth in BC has typically been twice that of adults since the late 1990s, a ratio consistent with Canada’s youth unemployment rate as a whole.
- The unemployment rates vary by youth segment: between 2010 and 2013, the unemployment rate was between 19 - 20 per cent for youth aged 15 - 19 years of age, 10 - 11 per cent for those aged 20 - 24 and 7 - 9 per cent for those aged 25 – 29.
- Almost all categories of youth, regardless of educational attainment, saw some drop in their labour market participation rate between 1990 and 2013.

The demand-side of the labour market:

- Zizys takes a closer look at research on the current employment strategy and finds that employers are advertising entry level positions that require two, three and even five years of work experience, while employers are reporting serious skills shortages.
- He states that the labour market practices have changed; less expectation that employees will remain with one company permanently, entry-level jobs are no longer a first step on the career ladder and employers expect employees to be 100 per cent job ready.
- The current system places a far greater onus on individuals to acquire the necessary skills, largely through education, but lacks a process for accumulating the work experience that employees are expected to have, even for entry-level jobs.

Zizys looks at demand-side strategies to improve labour market outcomes for youth. Zizys draws from a framework that was developed in the United Kingdom that places an emphasis on the development of skills, which it views as having three interrelated elements: 1. Skill creation (acquiring generic and vocational skills); 2. Skill insertion (making the transition from

learning to earning); and 3. Skill mobilization (how skills are actually used in the workplace). Zizys states that a demand-focussed strategy aims to open up the silos that exist between the development of skills (skill creation and skill insertion) and how those skills are actually used in the workplace (skill mobilization).

Although the educational system is expected to deliver a foundational level of learning, including literacy and numeracy skills, employers can contribute by helping to contextualize these skills, to identify in what way these skills are relevant to the world of work and to provide guidance to youth as they make choices about their schooling with a view to their future careers. Employers could contribute by: speaking in schools about career opportunities, communicating to labour market boards or directly with school/colleges about what skills employers are looking for, mentoring young people, and offering co-op placements.

Institutions should reach out to organizations of employers (e.g. Chambers of Commerce) or create industry advisory councils that can serve as intermediaries for engaging employers in these tasks. Examples of these can be found in the career academy schools in the US or the Specialist High Skills Majors program in Ontario high schools.

To enable demand-focussed strategies Zizys argues that the following networks are needed to enhance collaboration and communication:

- **Workforce Intermediaries:** To support young people to make the right choices about what to do and how to do it requires both quality information and links to resources to make it happen. Workforce intermediaries (often called workforce development boards or workforce planning boards) operate at a local or regional level, bringing together businesses, labour, government, educators and trainers, employment service providers and others, to develop strategies to address the most pressing labour market issues.
- **The education-employment interface:** An intermediary to facilitate the relationship between schools and employers. Zizys references research (Mourshed et. al.) that illustrates that sector-wide collaborations between multiple education providers and employers contributes to wider recognition of mutually developed curriculum and more cost-effective delivery of training.
- **The community college-employer interface:** In a demand-side perspective employers need to be seen as clients of the college. Zizys cites the benefits outlined in a recent UK study to illustrate this point, including: identification of talent, recruitment and selection and development of a local workforce that comes with values that fit their business needs.
- **The benefits of collaboration:** Research shows that employers who collaborate, find it easier to recruit and are generally happy with the skills of their workforce.

Zizys looked at *Canada's Top Employers for Young People* to identify what some organizations are currently doing to attract and retain young people. He found that many of the organizations on the list use a number of common strategies. Some of these include: relationships with schools (college, university, high school), paid internships with pathways to employment and career guidance.

Zizys offers two plausible reasons why organizations may engage in the above practices: 1. These policies make the employer more attractive to young people (human resources angle); and 2. Corporate social responsibility.

The report also offers a number of policy recommendations (eight) to establish and support demand-led strategies including: 1. creation of a policy document or establishment of a specific office tasked with promoting demand-led initiatives; 2. Share promising practices of demand-side approaches; and 3. Workforce intermediaries should be encouraged to take an industry sector strategy approach.

### **Entrepreneurship-based Strategies and Programs**

**Canadian Council of Chief Executives. The virtuous cycle: why large firms should nurture young entrepreneurs. May 26, 2015.**

This paper makes the case that in order to build a strong Canadian economy we need to support young people to choose entrepreneurial pursuits. The report looks at the Futurepreneur Canada program as an example of entrepreneurial support for young people. The Futurepreneur's mandate is to increase the number of businesses started by young entrepreneurs and to support their success. They are Canada's only national non-profit organization providing financing, mentoring and other opportunities to 18 – 39 year old entrepreneurs. Since 1996 Futurepreneur Canada has helped more than 7,800 people establish close to 6,500 new enterprises. These businesses have created 31,000 new jobs, approximately five jobs-per company. They have generated almost \$200 million in increased tax revenues.

From 2013 to 2014 Futurepreneur worked with 1000 of Canada's young entrepreneurs, businesses and non-profit leaders policy makers, educators and government leaders to identify the major challenges inhibiting youth entrepreneurship and to discover the best ways to overcome those challenges. The summary of the findings is in *Unlocking the Power of Youth Entrepreneurship: An Action Plan for Canada 2014*.

Three pillars of support young entrepreneurs require to start and expand successful businesses:

- Building confidence (mentorship, hands-on experience)
- Enhancing education and experience (teaching entrepreneurship at all levels of education)
- Supporting launch and growth (financial, resources)

## **Futurepreneur Canada. Unlocking the Power of Youth Entrepreneurship: An Action Plan for Canada 2014.**

The authors highlight the following main points about entrepreneurship in this paper:

- Entrepreneurs head the small and medium sized businesses that make up 98% of all businesses in Canada.
- They create almost half of all jobs.
- Governments, industry and business associations, non-profit organizations, the financial sector, media, entrepreneurs themselves, families and communities have a role to play in fostering youth entrepreneurship.
- Futurepreneur Canada explored ways to increase the number and success of businesses by young entrepreneurs over 18 months through interviews, roundtable discussions and a national survey.
- Entrepreneurs identified four ingredients (The 4 “C’s”) necessary for success-ready entrepreneurs: Confidence, Competence, Capital and Connections.
- 3 pillars to ensure entrepreneurs achieve the 4 “C’s”
  - Pillar 1: Building Confidence and Competence***
  - Pillar 2: Enhancing Earlier Education and Experience, and***
  - Pillar 3: Supporting Launch and Growth.***

The paper also makes stakeholder-specific recommendations to support young entrepreneurs under each of the 3 pillars.

### **Ryerson University. Ryerson Entrepreneurship Institute.**

The Ryerson Entrepreneurship Institute (REI) is a university-wide program to motivate student and alumni to actively discover new for-profit and non-profit innovations and act on them to start up new businesses, non-profit organizations or community programs.

This program is run through Enactus StartMeUp which equips entrepreneurs with educational content, resources, funding and opportunities for collaboration and connections for innovation and business creation.

Entrepreneurship in Action – Enactus Ryerson provides co-curricular opportunities for students to gain hands-on experience and generate personal and professional success.

### **Spin Master Ltd. and Futurepreneur Canada “Spin Master Innovation Fund” Web.**

<http://www.futurepreneur.ca/en/get-started/financing-and-mentoring/spin-master-innovation-fund/>

The Spin Master Innovation Fund is a competition for up to 10 young (18 – 39) innovators to win up to \$50,000 in financing, mentoring, and expert-led workshops for innovative business ideas. It is in its 5<sup>th</sup> consecutive year and provides personalized expert support to entrepreneurs whose business ideas demonstrate innovation in their field.

Criteria to be considered for the fund must include the following:

- An entrepreneurial, innovative spirit and willing to push the boundaries of what is possible.
- A vision for the company that is highly innovative.
- Demonstrate the domestic and international opportunities of the innovation in terms of job creation, and where applicable, export or international expansion potential.
- A viable business plan that clearly demonstrates how the venture is going to be profitable and how it is innovative in its sector.

## Policies to Support School-to-Work Transitions

**Alberta Learning. (2002). Career and Life Management. Alberta, Canada.**

Alberta's Ministry of Education has implemented a mandatory senior high school Career and Life Management (CALM) course. The aim of this course is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta. Planning is underway to ensure that concepts related to career education, financial literacy, community engagement and volunteerism will continue to be addressed in the Kindergarten to Grade 12 curriculum. More information will be shared when the policy is available.

**Betcherman, G., Godfrey, M., Puerto, S., Rother, F. & Stavreska A. (2007). A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory. SP Discussion Paper No. 0715. The World Bank.**

This paper is a meta-analysis that includes 289 studies of interventions from 84 countries in all regions of the world from the Youth Employment Inventory (YEI). It looks at the common type of intervention used, the youth primarily targeted (low income and/or low skilled), the evidence-base of what works to support better labour market attachment, and what policies seem to have greatest impact.

**Council of Atlantic Ministers of Education and Training (CAMET). (2015). Future in Focus: Atlantic Career Development Framework. Web. <http://www.camet-camef.ca/english/home/>**

As part of its response to the Council of Atlantic Ministers of Education and Training's (CAMET) Career Education Strategy, every student in Prince Edward Island's public schools will access quality career development programs, services and supports delivered by educators with the career development competencies needed to support their roles. Career development programming will include the experiential learning, supports, information and instruction students need to develop life-building skills and resilience, to be intentional learners, to proactively manage career choices and transitions and to be architects of their preferred futures.

**Department of Education and Early Childhood Development. Career Planning.  
Government of Nova Scotia.**

Nova Scotia has a number of program offerings that focus on career education including:

- Co-operative Education - high school co-operative education helps students plan their education and get hands-on experience in potential careers while they are still in school.
- Careers Nova Scotia – a website with information on wages, training paths, job prospects, and employers, as well as interactive tools and self-assessment quizzes.
- O<sub>2</sub> - Options and Opportunities – (more information on this program is included under the programs section of this report) Options and Opportunities (O<sub>2</sub>) offers students a more hands-on learning experience. It's designed to help youth make successful transitions from high school to work, a career path or a post-secondary program.
- Parents as Career Coaches - Parents as Career Coaches is a three-session program offered at no cost to parents and guardians of high school students across Nova Scotia. This program equips parents to better support their children in making informed and successful education and career choices.
- Workit - Youth Apprenticeship – This program gives young people a chance to become a youth apprentice while still in high school or under the age of 20.

**Department of Education, Early Learning and Culture. (2015). Student Graduation and Transition Planner. Government of Prince Edward Island.**

The Student Graduation and Transition Planner project encourages and supports students, parents, educators, and the community to work together to help PEI students make informed choices and navigate successful transitions. My Plan has been designed to assist students in developing the knowledge and skills required to make informed career/life choices.

PEI administers the Jobs for Youth Program which provides wage support to Island employers to create additional employment opportunities for Island students aged 16 to 29. Skills PEI also offers the Career Prep Program for post-secondary students in their final year of study with an opportunity to secure employment in their chosen field prior to graduation. A second provincial program is the Graduate Mentorship Program which encourages employers in PEI to hire and provide post-secondary graduates with valuable work experiences and mentorship opportunities in their field of study.

**Government of Ontario. (2013). Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools. Government of Ontario.**

Ontario's main policy instrument is Creating Pathways to Success (2013) which is a career/life planning initiative to help students in Kindergarten to Grade 12 to set and achieve their personal career goals. The goals of the policy are to:

- Ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- Provide opportunities for this learning both in and outside the classroom; and
- Engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

To achieve these goals, every elementary and secondary school, under the direction of the principal and with the assistance of key staff and students, will develop, document, implement, and evaluate an education and career/life planning program based on the policies outlined in this document.

**Government of Ontario. (2015). Ontario Budget Chapter 1: Implementing the Plan. Ontario Ministry of Finance.**

Ontario is addressing high levels of youth unemployment by renewing the Ontario Youth Jobs Strategy and investing in youth employment programming. The Strategy will continue to enhance a “comprehensive suite of programs and services that are tailored to the individual needs of youth, including at-risk youth, Aboriginal youth, newcomers and youth with disabilities”. Ontario has developed four key programs as part of their overall strategy: Youth Employment Fund, Youth Skills Connections, Youth Innovation Fund, and the Youth Entrepreneurship Fund. These programs will serve up to 150,000 clients and focus on skills development, labour market connections, entrepreneurship and innovation.

**Government of Manitoba. Career Development. Web.**

**<http://www.edu.gov.mb.ca/k12/cur/cardev/curdocs.html>**

Manitoba Education has adopted the Blueprint for Life/Work Designs as the provincial framework of learning outcomes for Career Development, Kindergarten to Grade 12. The life/work skills identified in the Blueprint are the result of many years of developing, piloting, revising and implementing this new life/work skills framework and include 11 core competencies, sorted into three areas: personal management, learning and work exploration and life/work building.

Manitoba’s vehicle for providing employment programming for youth is MB4Youth which delivers 20 employment programs. MB4Youth works closely with youth, businesses, not-for-profit organizations, community groups, educational institutions, provincial departments, and other levels of government. One of MB4Youth’s goals is to work with prospective employers to facilitate the hiring of students and youth up to age 29 by providing internships, grants, job referrals, mentorship and bursary opportunities, and wage incentives.



**Government of Quebec. *Stratégie d'action jeunesse 2009-2014*. Quebec Web.**

**<http://www.emploi.quebec.gouv.qc.ca/index.php?id=54&L=1>**

The most recent policy document supporting youth and employment in the province of Quebec is the *Stratégie d'action jeunesse 2009-2014*. Quebec's *Ministère du Travail, de l'Emploi et de la Solidarité sociale* also offers a variety of programs to support the integration of youth into the labour market, including, job integration companies, volunteering, internships and job shadowing. *Jeunes en action*, *Stages d'exploration*, *Québec pluriel* is the program for cultural communities and visible minorities and *Ma place au soleil* is the program for young parents.

**Human Services Region Employment, Training and Career Services. N.d. Youth Programs.**

**Alberta Human Services. Web. <http://humanservices.alberta.ca/documents/Calgary-etcs-youth-programs-excerpt.pdf>**

Also in development is the Career Technology Foundations (CTF) curriculum. CTF is designed to allow students in grades 5 to 9 to explore their interests, passions and skills while making personal connections to career possibilities through meaningful learning experiences made possible through engaging challenges based on the occupational areas. CTS is designed to develop skills that students in grades 10 to 12 can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.

Alberta offers youth employment programming through the department of Human Services. There is an array of programs that target youth between the ages of 15 and 30 where youth are empowered to be successful in their future by learning essential life and employability skills.

**Ministry of Education. n.d. Career Development. British Columbia. Web.**

**<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/career-development>**

Career development is one of the main goals adopted by the Ministry of Education in British Columbia in their public education system and is shared by schools, family and community.

Efforts in British Columbia to support youth employment include a provincial apprenticeship program, as well as a variety of youth employment services to support skill development, work experience and training, such as the Get Youth Working program and the S.U.C.C.E.S.S. Youth Employment Program (YEP).

**Northwest Territories Education, Culture and Employment. (2013). Career Development.**

**Web. <https://www.ece.gov.nt.ca/early-childhood-and-school-services/school-services/curriculum-k-12/career-development>**

The Northwest Territories (NWT) Blueprint for Life/Work Designs articulates the career development outcomes for kindergarten to grade 12.

The Career and Technology Studies is a program designed to provide students with a variety of career related course choices. The CTS program offers opportunities for students to:

- develop skills that can be applied in their daily lives, now and in the future;
- refine career-planning skills;
- develop technology-related skills;
- enhance employability skills;
- apply and reinforce learnings developed in other subject areas; and
- prepare for transition into adult roles in the family, community, workplace and/or further education.

**Organisation for Economic Co-operation and Development (OECD) and the International Labour Organization (ILO), “Promoting Better Labour Market Outcomes for Youth,” Report on Youth Employment and Apprenticeship prepared for the G20 Labour and Employment Ministerial Meeting, Melbourne, Australia, 10-11 September, 2014.**

This report looks at the policies to support youth employment amongst G20 nations and their commitment to scaling-up a number of policy measures on three areas:

1. To develop short-term and long-term measures to produce better employment outcomes for youth by equipping them with the required skills and removing barriers to accessing quality/decent jobs.
2. Providing the resources, tools and commitment to support quality apprenticeships and internships that do not exploit young people but provide, instead, a good learning experience and a gateway to quality jobs.
3. Monitoring and evaluating youth employment policy initiatives so that information can be shared on effective programming and support countries in refining policies for maximum impact.

**Saskatchewan Ministry of Education. Career Education Aims and Goals. Ministry of Education. Web. [https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=goals&lang=en&subj=career\\_education&level=6](https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=goals&lang=en&subj=career_education&level=6)**

The Saskatchewan Ministry of Education has a broad K-12 career education goal to enable all Saskatchewan students to develop Essential Skills and career management competencies to assist them in achieving their potential as they construct their personal life and work pathways. The three goals of K-12 Career Education are to:

- Develop career management competencies through an exploration of personal change and growth;
- Explore the connections between learning and work pathways and their connections to community;
- Engage in inquiry to construct a personal life and work plan.

The Saskatchewan Youth Apprenticeship (SYA) program raises awareness of apprenticeship in Saskatchewan schools by helping young people discover what rewards come with being a

youth apprentice and working in the skilled trades. SYA enhances student career development by exploring opportunities skilled trades offer to young people.

**Yukon Department of Education. (2011). Department of Education Strategic Plan (2011-2016): Our Commitment to New Horizons. Web.**

**[http://www.education.gov.yk.ca/pdf/Strategic\\_plan.pdf](http://www.education.gov.yk.ca/pdf/Strategic_plan.pdf)**

The Yukon government has developed a Strategic Plan with the goal of creating an inclusive, adaptable, and productive workforce that contributes to and strengthens the economy. Some of the key strategies within the plan include:

- Improving Essential Skills and trades training programs;
- Developing high quality apprenticeship opportunities that meet the needs of Yukon employers; and
- Enhancing smooth transitions between high school and post-secondary education and between education and the world of work. (Student Training and Employment Program (STEP), Student Career Placement (SCP), Youth in Transition Survey,).

The Yukon also offers the Yukon Youth Connections Program which provides career counselling for youth who are not attached to the workforce or the school system. There are also youth employment services delivered by the Skookum Jim Friendship Centre to help youth develop the necessary skills to gain and maintain meaningful employment.