

# Manitoba Education 4Youth

*Preparing for After High School*

*Linking Education, Career and  
Financial Planning*

*Notes from  
Regional Dialogue Sessions*

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## **Preamble:**

The following provides a compilation of the conversations that occurred through the Regional Dialogue Sessions held in October 2003 within Brandon, The Pas, and Winnipeg (2), Manitoba. Please note many of the comments are contained in the summary have been transcribed verbatim.

The intent of the sessions was to facilitate discussion regarding:

- Increasing awareness about the importance of career planning beginning in middle years;
- Increasing awareness about the variety of education options available in schools;
- Increasing awareness about the range of education options available after high school;
- The fact that some forms of post-secondary education often are valued more highly than others;
- Improving coordination of information about post-secondary education options, financial planning for post-secondary education, and career planning; and,
- Increasing awareness about student financial assistance.

The sessions were generally well attended, and consisted of a broad mix of educators, counsellors, administrators, resource persons and, some industry representatives. Participants represented schools from middle years to high school, as well as the regional colleges. It can be noted that, while the sessions were held in 'regional' settings there were a variety of participants attending – within Winnipeg, representatives from regional schools and divisions in southern and south eastern schools attended, while in Brandon, participation included individuals from across the south western portion of Manitoba.

This report has been organized to present the summary of information in relation to each of the seven (7) primary questions that guided the small group discussions. Each of the four sessions has been documented separately to enable comparison across the regions and make-up of the groups.

In addition, an overall summary has been prepared to highlight the recurring themes and suggestions identified across the province.

## **Session 1: October 16<sup>th</sup>, 2003 at the Viscount Gort Hotel Winnipeg, Manitoba**

### **How is 'post secondary' most often defined or described within your school's context?**

There appear to be two types of definitions: one that encompasses life long learning, and the other that is more 'packaged' to include four years of university, or two years of college, or a single year of technological training, etc.. The consensus was that, for high school students post secondary is something to do after you earn 28 credits. Individual definitions for the term post secondary can often be dependent on personal values and historical perceptions.

Many participants noted that there can be a stigma attached to anything other than university (the hierarchical perception). A belief also exists that individuals will earn far less with college or trades than they will through university training. A countering factor is that, within apprenticeship, individuals begin to earn money during the training, and have less of a debt load than through the university route – this factor is not well known.

One issue that was raised, that impacts on the definition of post secondary is the fact that additional funding is required for technical facilities in schools, therefore, where there is limited funding, there is limited exposure to trades, and students attend academic institutions by default. There is a belief that choices are made for them in this manner.

There is a need expressed to get industry more involved in talking to students, teachers and parents so that a broader source of information, and definition of post secondary can result.

### **How can we get parents more involved in the process of helping students choose and plan post-secondary paths?**

Parental bias is seen to exist, and needs to be overcome with accurate information. Within some schools parents (particularly immigrant parents) are determined that their child(ren) will attend university because it is seen as the best thing to do. Better information needs to be provided to these parents to have them understand the benefits and limitations, rather than having them work only with uninformed perceptions.

It was suggested that more use be made of the media to change people's perceptions, and to let them know of the options available. This information should be consistent and very visible

It is believed that senior high level students' parents should be the primary targets for information and potential involvement. At the same time, information can begin to flow to middle years students' parents as well. Topics should include career planning, labour markets trends, financial assistance etc. Discussions on these topics need to become part of every day conversations.

Realistic information is necessary, such as the reality that by the time a child is finished university they are often carrying a significant debt load, while the same child in an apprenticeship is working with no debt. The image of trades / construction, etc., are not high and need to be re-profiled. Parents need to know that construction work can pay significantly and be a rewarding career.

Overall there is a need to provide accurate information that breaks the stigma and makes the definition more horizontal. This information should begin to flow while the students are in grades 4/5/6/. It was also noted that career exploration should include discussion around quality of life – about liking what they do – not just about university and money

It was also noted that many families start at birth with saving through RESP s and then they can't access these funds for options other than university and colleges. In these cases, having the funds limits choices and options.

**How can we help those groups facing certain problems/challenges with respect to getting information and using information on post-secondary paths?**

Challenges to getting and using information are seen to include language or literacy barriers, learning limitations and lack of access to timely information. Ideas to overcome this included the translation of information into several languages, direct contact via resource persons, to explain and discuss information, and specialized courses that include career planning for those students that have different learning styles.

It was noted that it is important to identify such groups in each region, and to have representatives of these groups involved in helping to develop resolutions.

Discussion also occurred over the role of the school in being able to accomplish this, where there is little time or resources to provide information to those without challenges.

**Do you agree with the research that claims there is a bias in how well information reaches students - and that students who are university-bound receive the information they need, while those bound for college or apprenticeships receive less information and less help from school in learning to use available information?**

There is general agreement that there is a strong bias, and that university is more structured and organized to disseminate this information. It is also agreed that there needs to be substantially more information on non-university choices to provide a balance for decision-making.

Means of accomplishing this could include:

- Getting speakers from colleges out to the schools;
- Having more scholarships available for colleges, trades training, etc.;
- Promoting and facilitating greater use of co-op programming;
- Connecting industry to the schools;

### **What can schools do to help students and their families access good information on student financial assistance?**

A significant number of participants questioned whether it is the school's responsibility to provide information on student financial assistance. It was noted that this is a family issue and one that requires specific expertise related to financial planning. Some schools were reluctant to move past providing information that is currently available.

As a result, there is a need identified to have Departmental resource persons available to work with parents, to create a centralized, streamlined website (including scholarships and bursaries and industry supports) that can direct parents and students.

Comments were made that the current sites are a maze, and that there is a need to make the information most accessible and understandable. It was suggested that a student be hired to do this, making it robust and with up to date information. Links should be created to existing materials such as the construction industry's "Trade Up" CD, Career Cruising, etc.

Many of the schools also noted individual practices and techniques that they were using to assist families could be documented within the development of a 'best practices' manual, that could be shared across the province.

### **How can the Department support schools to help students and their families access good information on student financial assistance?**

Alternatives that were presented to have the Department support the accessibility and understanding of student financial assistance included"

- An easy to use website, with appropriate links and a master list of resources available. (a deep server arrangement was suggested);

- Having student financial assistance staff come out to the schools on parent nights and hold discussions and identify who qualifies and who doesn't;
- Connecting industry to the schools, identifying scholarships that industry may have and including them within available information;
- Creating programs that enable industry / employers to directly invest in young people, with supporting grants from government (eg. the Federal Internship Program);
- Identifying and partnering with additional resources such as Aboriginal training initiatives; and,
- Encouraging the unions to become involved in providing information and supporting a broadening base of knowledge.

**What can Manitoba Education do to improve the coordination of information on educational, career, and financial planning for post-secondary education?**

There was considerable agreement on the need to have career information / planning as part of a mandatory course curriculum on careers, across the province. It was generally felt that this type of information could begin to flow to students / parents when the students are in grade 7, with more intensive work and information generated in senior grade levels. (Grade 7 would begin with general information and ideas, that lead to specific tools, course selection and directed information by Senior 1). The objective should be to leave as many doors open for as long as possible.

There is a need for Manitoba Education to publicize the fact that there are over 20,000 different occupations available. The Department can coordinate the wealth of information, making it more user friendly and understandable, so that it can be used in the decision-making process.

There is a need for more resources in the schools to make career counselling more visible and realistic. School divisions need to acknowledge this need and support it. Resources may be derived from having more individuals (teachers, parents and Department personnel ) all involved in spreading information.

Overall, there is no need to reinvent, but rather to coordinate, to take a stronger leadership role and promote career planning across the province.

Session 2: October 17<sup>th</sup>, 2003 at the Victoria Inn

## **Brandon, Manitoba**

### **How is 'post secondary' most often defined or described within your school's context?**

Generally, 'post secondary' tends to be defined in terms of university and then college. While this appears to have been an historical definition, there are indications that it is changing to include more consideration for the trades, apprenticeships and private vocational training.

There remains a belief that the 'smarter kids' go to university or college, particularly by some parents. The perceptions of the students, and their reactions to different types of jobs is changing this belief. This difference in perception is also reflected in the understanding that it is the parents that most often want their children to go to university or college, while the students are taking more time to make decisions, or are following their friends into career paths. (It was estimated by one group that only 1 in 4 students goes straight from high school to university or college.)

There was general agreement that, as more information and exposure is provided (to alternative career paths and post secondary choices), the definition of post secondary will broaden. Within several of the rural schools, there are indications that this is currently happening.

### **How can we get parents more involved in the process of helping students choose and plan post-secondary paths?**

Concern was expressed over the lack of time (by staff) and resources (within schools) available to undertake career counselling with students, and even less time to spend informing parents. There are clear indications that attempts are made to involve and inform parents, but few parents participate – the majority of these are the ones that are better informed and very involved in their children's choices.

Discussion occurred over the need to have career planning recognized (by parents, students and schools) as a process, rather than an event or program. In this way, it may be possible to get parents involved earlier in their student's education (grades 7-9) when they have greater impact on their children. As part of this, it was suggested that aptitude testing be provided to students and their parents (for home use) to help understand individual gifts and strengths for use in subsequent career planning.

Additional means of enabling and facilitating stronger parental involvement included:

- Having evening sessions with parents that discusses the range of opportunities, and presents accurate financial information;

- Facilitating parental use of Career Cruising to inform themselves;
- Undertaking a public awareness campaign (media blitz) on television and radio that continually reinforces the range of opportunities and need to consider all options; and,
- Using other forms of contact with parents, to inform them via their employers and work places, or the recreation centres, etc.

**How can we help those groups facing certain problems/challenges with respect to getting information and using information on post-secondary paths?**

Within the reality of the participants, those groups that experienced challenges in getting and using information included: parents (particularly those with limited exposure to the range of possibilities); Aboriginal students and parents; and 'struggling learners'. In addition, the internet was seen as a good way of getting accurate information, and therefore, individuals without access to the internet were also at a loss.

Discussion over how to support those groups with challenges included:

- Providing more information within the Aboriginal community through Band, and non-profit community agencies such as the Friendship Centres – using their connections to the individuals to spread information;
- Developing a compulsory career exploration course, particularly one that may be targeted to those students that do not view university or college as realistic, and will therefore need to identify options and prepare accordingly;
- Having information available on career planning within rural settings that recognizes specific rural issues such as, higher costs, the need for affordable housing away from home, the realities of agricultural finances, and internet isolation; and,
- Providing resources to enable guidance counsellors to have more exposure to any best practices that would be useful to reach groups with challenges.

**Do you agree with the research that claims there is a bias in how well information reaches students – and that students who are university-bound receive the information they need, while those bound for college or apprenticeships receive less information and less help from school in learning to use available information?**

There is general agreement that with the research, pointing to many examples where universities (and lately some colleges) are marketing and promoting their products. Exposure and visibility are key.

As a means of reversing this, and broadening the information spectrum, it was suggested that there is a need to provide balanced information – information that points out the realities of university to jobs, versus skilled trades and jobs. It is seen to be important to provide students / parents with the opportunity to understand and consider all options.

It was also acknowledged that there is a built-in level of bias, with teachers (who have gone to university) having more familiarity with and supporting, university based careers. As a result, there is a need to have teachers learn more about the trades and other careers, so that they can pass this type of information on, and reinforce broader choices. It was also noted that more resources are needed in the schools to bring about balance in exposure to different vocational careers.

### **What can schools do to help students and their families access good information on student financial assistance?**

It is commonly believed that a more coordinated and focused means of providing information would serve schools in their service of students and families. This implies stronger information on vocations such as the trades and non-traditional occupations, as well as information on scholarships and bursaries. To this end, it was suggested that public (media) campaigns be initiated that continually reinforced the need to learn more about financing options for post secondary, and to get accurate information.

There is also a need to have accurate information available in order to make informed decisions. Information such as:

- What students should / could be doing to make themselves more eligible for scholarships (eg volunteering or community service), earlier in their schooling, rather than waiting until Senior 4 year.
- Bringing out the recognition that not all students are eligible for student loans, and that only a limited percentage currently qualify. As part of this, it was strongly stated that student financial assistance must get to the schools earlier – preferably by June of the Senior 3 year, and that guidance counsellors or parents and students need to be able to access more specialized advice on financing post secondary education; and,
- It was also suggested that student financial assistance work through the parent advisory councils in the schools, to enable parents to be informed and better advised.

### **How can the Department support schools to help students and their families access good information on student financial assistance?**

There was considerable discussion on having a public information campaign launched that would gently, but continually inform students and parents of opportunities and realities, and build greater consciousness about the range of career options. However, several of the participants disagreed with spending funds on public campaigns, opting for more resources to be put into teaching and counselling supports for career planning.

Further discussion occurred over a mandated career planning / exploration course (perhaps as an alternate or supplement within the Skills for Independent Living course to make career planning more visible and directed at the senior years level.

Coordination of information was also seen to be valuable, particularly in relation to having single forms providing information on several scholarship / bursary / student loan applications, rather than requiring multiple forms.

Some issues were also raised over whether to have career resources and information directed to the middle years, or only in the senior years., with some general agreement that an introduction to careers and career planning may be appropriate in grades 7 or 8, however, details should be left until the senior years, particularly Senior 3 and 4.

**What can Manitoba Education do to improve the coordination of information on educational, career, and financial planning for post-secondary education?**

Participants agreed that Manitoba Education has a coordination role in the development and distribution of information, and support for accessibility of this information. It is felt that Manitoba Education has a number of good informational resources available, but can make them more accessible through stronger links on the internet, and the provision of information to parents through the media.

Many of the participants noted the role that can be played in promoting and mandating a stronger effort towards career orientation and planning, through better access to information, mandated courses, and / or enabling and encouraging school divisions to give career development greater emphasis.

In addition, Manitoba Education has a role to play in connecting business and industry to the school system, supporting better transfer of information on jobs and access to scholarships that assist with training.

Finally, it was also noted that student financial assistance should be reviewed to open it up more universally to students. To this end, suggestions included, promoting internet access to forms, simplifying forms, accounting for regional socio-economic differences and realities, Financial assistance also needs to reflect the current realities, such as students taking a year off after high school to work and raise money (currently making them ineligible for many scholarships), and the realities of rural economies in being able to support post secondary education of children.

### **Session 3: October 22<sup>rd</sup>, 2003 at the Kikewak Hotel The Pas, Manitoba**

#### **How is 'post secondary' most often defined or described within your school's context?**

There appears to be an emphasis on university and college, with perceptions remaining that there is a hierarchy to post secondary learning. However, it was also clearly noted that this type of hierarchical system does not work for northern students.

With an increasing number of adult learners, and a blending of secondary and post secondary training, there has been a 'blurring of the lines' between different forms of learning. Factors such as dual credits have supported this movement, and are making it easier for people to return to school.

#### **How can we get parents more involved in the process of helping students choose and plan post-secondary paths?**

There is a need to get more parents, more involved in the overall process of career planning. Some of the ways that were suggested to accomplish this include:

- Bringing in parents and guest speakers to speak to students and other parents about their experiences and their careers;
- Providing additional, detailed information to parents about career options and different job types – through parent / teacher interviews, the newsletters and web sites;
- Organizing workshops for parents and students together, to discuss options and opportunities;
- Having teachers make more personal contact with parents; and,
- Involving parent volunteers and / or Elders in the schools.

#### **How can we help those groups facing certain problems/challenges with respect to getting information and using information on post-secondary paths?**

Groups that are seen to have challenges include individuals where English is a second language, and in particular, where English literacy is a limitation. In addition, there are special needs students that have to receive the message of opportunities for post secondary learning.

It is recognized that there is much information available that is not being utilized. Therefore it was suggested that more investigation is needed as to why parents aren't getting sufficient information, and how this can be changed.

Some suggestions to begin to get better information out to those that can use it, included:

- Having parent advisory councils advocate for groups and individuals;
- Taking out advertisements in the local radio and newspapers;
- Making announcements at local events such as the hockey games, church and community activities; and,
- Using employers by having information placed within employees pay stubs.

**Do you agree with the research that claims there is a bias in how well information reaches students - and that students who are university-bound receive the information they need, while those bound for college or apprenticeships receive less information and less help from school in learning to use available information?**

There was general agreement that there is a bias in favour of university (and then college), given the fact that these institutions are more established and visible. It is also believed that those that expect to attend university, actively seek out the information.

Conversely, individual students that do not know what they want to do, do not seek information, and often do not know where to go for it. A change in attitude was noted, with some growth in recognition that non-university jobs can be good (in comparison), and it is believed that this shift is valuable. Overall, this trend would continue if there were industry or trades groups that could connect better with the schools, and if there were resources to help counsellors learn more about these different types of occupations.

**What can schools do to help students and their families access good information on student financial assistance?**

It is felt that the answer lies in communication. Information needs to be provided in a number of ways, ranging from advertisements to direct parental contact and increased involvement. The development and use of transition kits (junior to senior years) was seen to be useful.

Within the north it was also seen to be important to be able to 'close the gap' between school divisions and education authorities. It was noted that the education authorities cannot support students in non-university or college programs. As a result, trades training goes un-used.

Additional means to get good information to families, included:

- Maintaining accurate bulletin boards in schools and community facilities;
- Inviting speakers into parent advisory council meetings, or arranging specific meetings and events; and,
- Having high school graduates speak to high school students.

### **How can the Department support schools to help students and their families access good information on student financial assistance?**

There is an identified need for additional resources to give this issue priority. More time is needed by counsellors to be able to actually 'counsel and guide'. In addition, greater emphasis should be given to the area of career development, and the responsibilities for career guidance should be held by the whole school community.

At a public level, it is felt that the Department could provide advertising (suggested a 20 second spot immediately prior to the local news) that continually raises the issue and informs parents. Further, better scheduling of when information gets to schools (student financial assistance packages earlier in the year, or in the year preceding graduation).

### **What can Manitoba Education do to improve the coordination of information on educational, career, and financial planning for post-secondary education?**

A concern was expressed that some of the regulations used to fund courses may be appropriate for southern, urban areas, but should be adjusted to the northern circumstances. It was noted that many courses need to have the same number of students (in the north) as they do in Winnipeg.

Given the limited population size, these numbers are often not met and the courses have to be cancelled. If arrangements could be made to have northern 'standards' set, this would enable a greater number of courses to be provided, which would directly increase options and opportunities for post secondary learning.

It was also stated that having an annual event (such as a Northern Student and Educational Achievement Award) that promotes active participation, education and achievement in every grade in every school, would reinforce the need for learning, and provide role models for the future. Such events where local individuals are recognized are seen as very valuable, and also as ways of connecting the school, community and local businesses.

An annual conference for Education and Work in the North was also suggested, to be attended by teachers, industry representatives, colleges and universities. This would enable first hand sharing of information and serve to promote different forms of post secondary education.

## **Session 4: October 23<sup>rd</sup>, 2003 at the Radisson Hotel Winnipeg, Manitoba**

### **How is 'post secondary' most often defined or described within your school's context?**

There is a general consensus that post secondary is still predominantly viewed as being hierarchical, particularly by many parents., who see university as the way to get the optimal jobs. Parental aspirations focus on having their children go to university.

There is some split in thinking between urban and rural participants, driven by the realities of their respective situations. There is a greater level of recognition that non-university careers exist locally (in rural settings) and are more attainable. In addition, there appears to be greater acknowledgement of the cost of university (including housing needs for student over an extended period of time).

As a result, there is a growing perception that post secondary definitions are more becoming horizontal than vertical, with a focus on the link between jobs after school being very important.

There was an overall agreement amongst participants, that post secondary needs to be viewed as being horizontal, and that the provision of realistic information will support this. Further, regional and socio-economic realities need to be accounted for in the type of information that is available and the way that information is made available. As part of this, it is recognized that there may be teacher bias towards university.

### **How can we get parents more involved in the process of helping students choose and plan post-secondary paths?**

There is definite agreement amongst participants that parents have a strong influence, and that (for the most part), are quite 'present' when decisions are made about post secondary paths. In addition, it is also acknowledged that there can be significant differences between parental and student aspirations. (Parents often more concerned about long term careers, while students can be more directed towards job, spending money, car, independent living...)

Strong, informed involvement , by parents, s seen to be a very important aspect of career development. Given the role and potential for parents, it is crucial that parents get accurate information. There is a belief that many parents operate on personal biases (whether they went, or wanted to go to university), and / or inaccurate perceptions (university guarantees security).

It was also indicated that parental involvement is highest in earlier grades, and decreases – particularly after Senior 1 levels. Therefore there is a need to get parents involved in supporting career planning early, and to maintain their involvement. Efforts to connect parents to school were seen to be difficult, especially in instances where the parents themselves, did not have good experiences with school.

Suggestions to elicit greater parental involvement included:

- More direct marketing of information via the media that points out pros and cons of different careers and skill development options;
- Continued mail outs, hand outs and website links with information directed towards parents and their role;
- Parent forums on sessions to inform, discuss and support informed parental involvement;
- A master curriculum that oversees the career planning process (starting in middle years) and one that has a role for parents; and,
- Efforts to enable parents and students to jointly identify skills and strengths and appropriate opportunities for employment.

**How can we help those groups facing certain problems/challenges with respect to getting information and using information on post-secondary paths?**

Several Winnipeg / rural differences in accessing information were raised, including, the differential access to, and use of computers / websites, access to vocational educational opportunities in schools (particularly those with limited numbers and resources), and the limited resources in some schools to be able to career 'counsel'.

Ideas presented to overcome such challenges included:

- Within smaller communities, the connection should be made to local people, their jobs and their willingness to become involved in informing other parents and students;
- For barriers that may include language or cultural understandings, the connection to community agencies was seen to be effective – using agencies that have a place in the community and relationships with those that may not be currently accessing good information;
- Having a course in career development (provincially mandated) that requires the time and resources to make it work; and,

- Getting students involved in making local connections, starting career symposiums and flowing information to parents and others.

**Do you agree with the research that claims there is a bias in how well information reaches students - and that students who are university-bound receive the information they need, while those bound for college or apprenticeships receive less information and less help from school in learning to use available information?**

There was some disagreement as to whether this bias exists, across the range of participants. Within many divisions, particularly in Winnipeg, there is a belief that university information is definitely more available and continually more visible. It is recognized that universities are marketing their products, and that the information can be overwhelming.

It was also noted that many schools tend to have a natural bias towards 'education' which links better to university, rather than 'employment preparation'. In these instances, the focus of the school is to educate, rather than to support movement towards employment.

Several examples were given, of how some rural schools provide more of a focus on linking school to employment with an emphasis on vocational training, information and greater exposure to non-university careers. Therefore, recognition is needed, that, while a level of bias exists, it may be because of historical information that focuses on university. To counter this bias, it is imperative that apprenticeship, trades and industry should be connected to the schools – talking, informing and supporting opportunities.

**What can schools do to help students and their families access good information on student financial assistance?**

Participants indicated that there is a need for more marketing of accurate information on scholarships, bursaries and student aid. It is recognized that students and parents need to have realistic and accurate information on costs and opportunities to offset such costs to that financial planning is well accounted for within career decisions.

Some indications are, that schools can be in a difficult position of having some opportunity to provide information, without always having access to accurate and timely information.

Suggestions to overcome this situation include:

- Providing information earlier to parents of children in the last years of elementary or middle years that illustrates the need for early financial planning;

- Having an overall course in financial planning (including budgeting, credit and career financial planning) included within the curriculum – some participants liked some of the content within the Skills for Independent Living, while others did not think it to be relevant, and could be dropped in favour of a career planning course;
- Bringing financial planning sessions into the schools for both parents and students to attend together;
- Creating informational vehicles like a common newsletter that goes across the province with timely and accurate information; and,
- Having student financial aid more visible and information on it more understandable and timely (issues of getting packages too late, students not realizing that they were not eligible, rural and urban biases, etc., all affecting applicability of the current system). Included within this suggestion is the added thought of having student aid officials travel to all schools to provide direct information, discussion and assist with forms.

### **How can the Department support schools to help students and their families access good information on student financial assistance?**

Overall, the Department is viewed as the primary holder and disseminator of information, and therefore, any and all efforts to make information flow more accurate, realistic and timely will be valued. Particular efforts that are seen to contribute to this include:

- Having student financial assistance officials making more face-to-face contacts; supporting the decision-making and application process;
- Dedicating resources to ensure information on bursaries and scholarships is more readily found, accessed and understood. This is seen to be possible through a master resource list or website links;
- Providing additional resources to schools and divisions to support career counselling and career financial planning;
- Establishing a master strategy via a high school course and mandating its implementation; and,
- Reviewing student financial assistance to reflect the reality that many students are not being financed by their parents (suggested that parents may co-sign student loans, but that the children are adults and parental resources should not jeopardize the eligibility of the student for a loan).

**What can Manitoba Education do to improve the coordination of information on educational, career, and financial planning for post-secondary education?**

As in the previous question, Manitoba Education is seen to be the source of information, and therefore is also seen to have an obligation to support understanding and accessibility of information.

Means to accomplish this include:

- The promotion of connections between industry and the school system; developing opportunities to have the trades, apprenticeship, etc., make more direct contact;
- Continuing to gather and distribute information that assists in making informed career decisions. As part of this, information could be made available in the middle years, with support to transition to the senior grades including career planning);
- Promoting and encouraging an attitude in the schools / divisions that supports career development roles;
- Supporting teachers / counsellors / parents to learn and understand more about career choices through seminars or regional resource persons that are experts in their respective areas; and,
- Mandating career development within an actual curriculum (strong examples of this were suggested in relation to what other jurisdictions were doing – Alberta, Grand Forks, the Maritime provinces.

November 03