

2021 Grade 12 Exit Survey

Anglophone Sector



The **2021 Grade 12 Exit Survey** can be found on the Department of Education and Early Childhood Development's website at: www2.gnb.ca/content/gnb/en/departments/education/publications.html.

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2021** est disponible au www2.gnb.ca/content/gnb/fr/ministeres/education/publications.html.

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Methodology

In early 2021, the Department of Education and Early Childhood Development sent all high schools in the province the link to an online version of the *2021 Grade 12 Exit Survey*. This year, schools were asked to distribute the link to all Grade 12 students. Surveying all students in Grade 12 is different from previous years, as previously schools were provided a list of students.

The survey provides graduates the opportunity to share their opinion on various issues such as enrichment opportunities at school, access to new technologies and the school environment. The survey also provides the Department with data on students' plans after high school and their perception of how well their school prepared them for the future.

It should be noted that the objective of this survey is to gather information about students' school experience and is not an evaluation of schools and districts. The survey is part of the Department's ongoing effort to be transparent and accountable, and the data gathered helps inform decision-making.

Sample Design and Selection

The Exit Survey was developed in consultation with various sectors of the Department and district superintendents in 2006. To ensure continuity in reporting, the majority of questions were used in subsequent surveys, and with a few questions being added or revised each year.

This year, schools were asked to distribute the link to all Grade 12 students. The rate of return varied from one school to another, but a total of 2,198 students were surveyed, which represents 38% of the entire Grade 12 student population in the anglophone sector as of January 2021.

Data Analysis

The survey is made up of different questions organized into nine themes. Students were instructed to answer the questions, unless otherwise indicated, as an overview of their high school experience. Only one answer was accepted for each question. Students who did not answer or who answered a question incorrectly are not included in the total sum (n=). Consequently, a specific number 'n' is associated with each question. For some of the questions, an N/A option was available for students to whom the question did not apply (e.g. satisfaction with one or more of the online courses in which the student was enrolled). To get a more representative overview of the results, the "N/A" answers are not included in the analysis.

Since the survey was administered to a sample of students, the results obtained may not be representative of the opinion of all students. Consequently, the term "respondent" is used in this document to refer to the students surveyed.

Detailed Results

Section A – Demographic Information

The first table shows the demographic profile of students who participated in the Exit Survey. The number of female respondents was slightly higher at 57%, while male respondents accounted for 41%. Nearly three percent of students identified as non-binary. English was the language most spoken at home. Ninety-two percent of respondents speak English at home and only 2.8% speak both French and English at home. Just 0.1% of students speak either Mi'kmaw or Wolastoqey at home, but 5.0% indicated they spoke at least one other language at home.

The vast majority (98%) of respondents were 17 or 18 years old.

Just over six percent of respondents (6.2%) self-identified as an Indigenous person, including 3.0% living on a First Nation community, and 3.2% not living on a First Nation community. Just over 8% of respondents said they belonged to a visible minority. The vast majority (91%) of the respondents were Canadian citizens born in or outside Canada.

Just over 63% of respondents lived with both parents. Eighteen percent of respondents lived with their mother, but only 3.5% of respondents lived with their father. Nearly nine percent (8.6%) shared time between their parents.

Just over 11% of respondents said they are a person with a diagnosed learning disability, while 10% said they follow a Personalized Learning Plan (PLP).

Seventy-one percent of respondents indicated their parent/mother/guardian had completed post-secondary education, and 60% indicated the same for their parent/father/guardian.

Student Profile			
Gender (n¹=2198)		Citizenship (n=2198)	
Male	40.9%	A landed immigrant in Canada	4.7%
Female	56.5%	A non-permanent resident of Canada	2.1%
Non-binary	2.7%	A Canadian citizen born in or outside Canada	91.0%
		Other	2.2%
Language spoken at home (n=2198)		Living with (n=2198)	
English	91.6%	Both parents	63.2%
French	0.5%	Mother only	18.1%
Equally, both French and English	2.8%	Father only	3.5%
Mi'kmaw	0.1%	Time shared with both parents	8.6%
Wolastoqey	0.0%	Guardian(s)	3.6%
Other Languages(s)	5.0%	Other	3.0%
Age (n=2198)		Member of a visible minority or an Aboriginal person (n=2198)	
16 or under	0.9%	An Indigenous person living on a First Nation community	3.0%
17	73.8%	An Indigenous person not living on a First Nation community	3.2%
18	23.6%	A visible minority (<i>other than Indigenous</i>)	8.1%
19	1.5%		
20	0.2%	A person with a diagnosed learning disability (n=2198)	
21 or over	0.0%	Yes	11.1%
Following a Personalized Learning Plan (PLP) (n=2198)		Parent/guardian post-secondary education (n=2198)	
Yes	10.0%	Parent/mother/guardian	71.3%
		Parent/father/guardian	60.4%

¹ (n=): number of respondents

Section B – Academic Background

Most Recent Final Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. Most respondents reported receiving marks in the 80% to 89% range or 90% or more range in most subjects.

Physical Education and Health (89%), Music (82%) and Visual Arts (82%), and Skilled Trades (81%) are the subjects in which marks were the highest (80% or higher). Conversely, Mi'kmaw/Wolastoqey (8.6%), Law (4.7%), and Computer science (any) (3.6%) are the subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

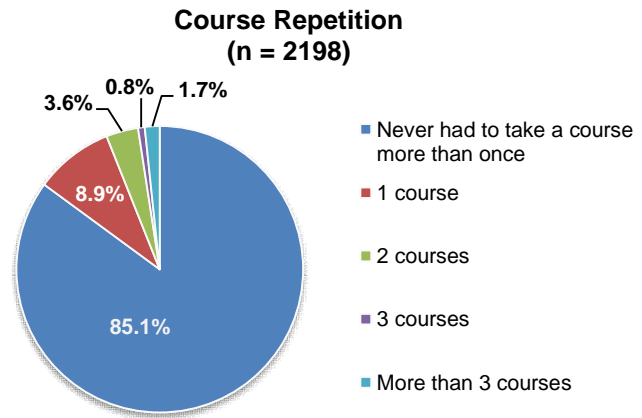
Most Recent Final Marks						
<i>What were your <u>most recent final</u> marks in the following subject areas?</i>						
	<i>90% or more</i>	<i>80%-89%</i>	<i>70%-79%</i>	<i>60%-69%</i>	<i>Less than 60%</i>	n
Computer science (any)	48.0%	22.0%	16.2%	10.1%	3.6%	554
Co-op education	56.5%	22.2%	12.2%	7.3%	1.8%	329
English	37.2%	34.6%	18.0%	8.9%	1.2%	1936
French Immersion Language Arts	43.3%	30.8%	16.9%	7.4%	1.5%	928
History (any)	44.2%	31.3%	16.8%	7.2%	0.5%	1494
Law	42.9%	28.9%	13.6%	10.0%	4.7%	492
Mi'kmaw/Wolastoqey	35.5%	24.7%	16.1%	15.1%	8.6%	93
Mathematics (any)	34.5%	27.3%	21.3%	14.2%	2.7%	1743
Music	57.0%	24.7%	10.3%	6.4%	1.5%	979
Native Studies	47.2%	25.5%	16.8%	8.1%	2.5%	161
Physical Education and Health	68.6%	19.9%	7.8%	2.9%	0.8%	1219
Post-intensive French	45.2%	31.3%	13.7%	8.6%	1.2%	604
Science (any)	41.3%	32.9%	16.5%	7.9%	1.4%	1743
Skilled trades (any)	52.3%	28.5%	12.1%	5.5%	1.5%	453
Visual arts	57.4%	24.4%	11.5%	5.1%	1.6%	1013

Course Repetition

Eighty-five percent of respondents never had to take a Grade 11 or 12 course more than once to receive a passing mark. Nearly nine percent had to retake one course, and 3.6%, two courses. Only 2.5% of respondents had to retake three or more courses to receive a passing mark.

Course Repetition

Were you required to take any Grade 11 or 12 courses more than once in order to receive a passing mark; if yes, how many courses?



Section C – School Environment

Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Sixty-eight percent of respondents believed that discipline was managed effectively at school. Eighty-eight percent of students were well behaved in class but only 66% said students were well behaved outside of the classroom. In all, 72% of respondents did not believe that learning was interrupted by discipline problems.

Eighty-five percent of respondents agreed or strongly agreed that they felt safe at their school and 78% agreed or strongly agreed that it was a place where they felt respected. Sixty-five percent of respondents indicated that school was a place where they felt like they belonged. Eighty-two percent indicated that if they had a problem, there was an adult they could talk to at school.

Sixty-nine percent of respondents enjoyed their school experience, and 66% considered their school experience academically challenging. Seventy-six percent said the variety of courses available met their needs.

Sixty-one percent of respondents indicated that their school encouraged them to contribute to the environment's sustainability. Seventy-seven percent of respondents felt their school was environmentally friendly.

Satisfaction with the School Environment

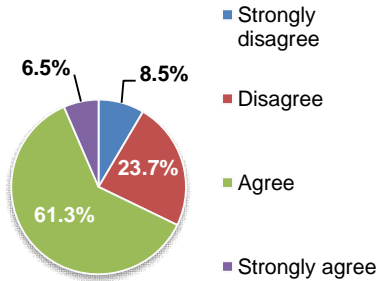
How do you feel about each of the following statements?

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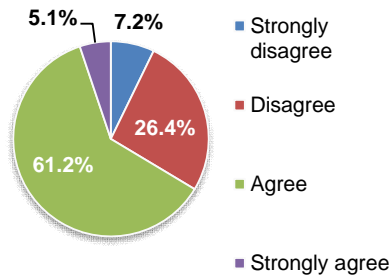
Satisfaction with the School Environment

How do you feel about each of the following statements?

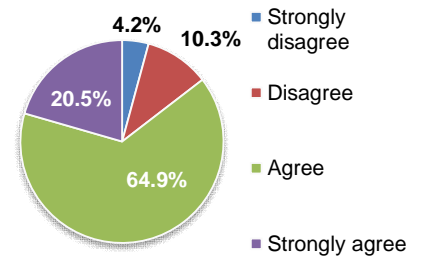
Discipline is managed effectively at my school (n=2198)



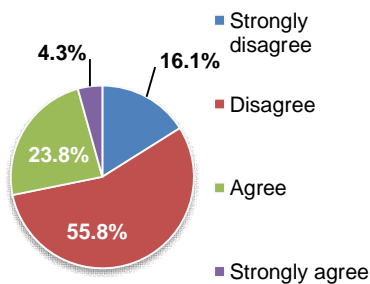
Students are well behaved outside of the classroom (n=2198)



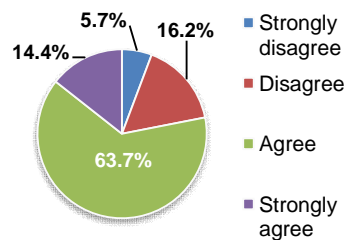
I feel safe at my school (n=2198)



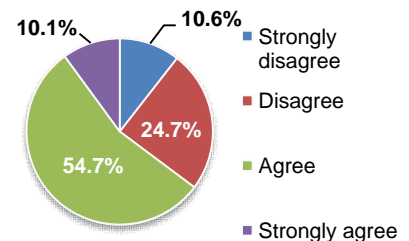
My learning is interrupted by the behaviour problems of other students (n=2198)



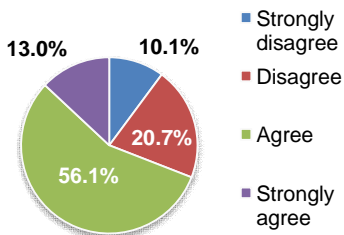
I feel respected at my school (n=2198)



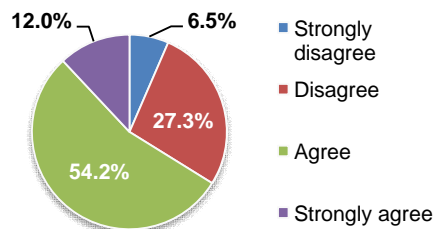
My school is a place where I felt like I belonged (n=2198)



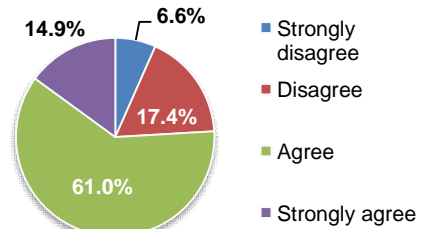
I enjoyed my school experience (n=2198)



My school experience was academically challenging (n=2198)



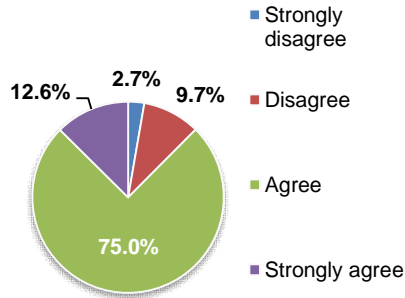
The variety of courses available met my needs (n=2198)



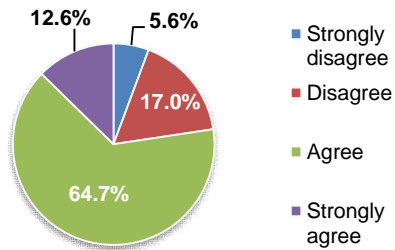
Satisfaction with the School Environment

How do you feel about each of the following statements?

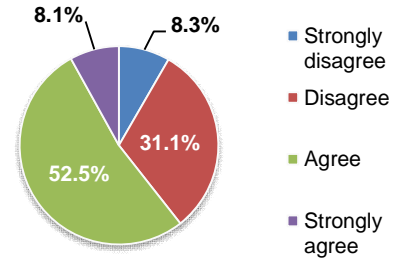
Students are well behaved in class (n=2198)



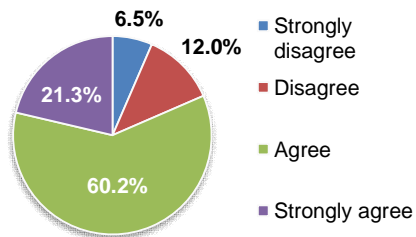
My school is environmentally friendly (n=2198)



My school encourages me to contribute to the environment's sustainability (n=2198)

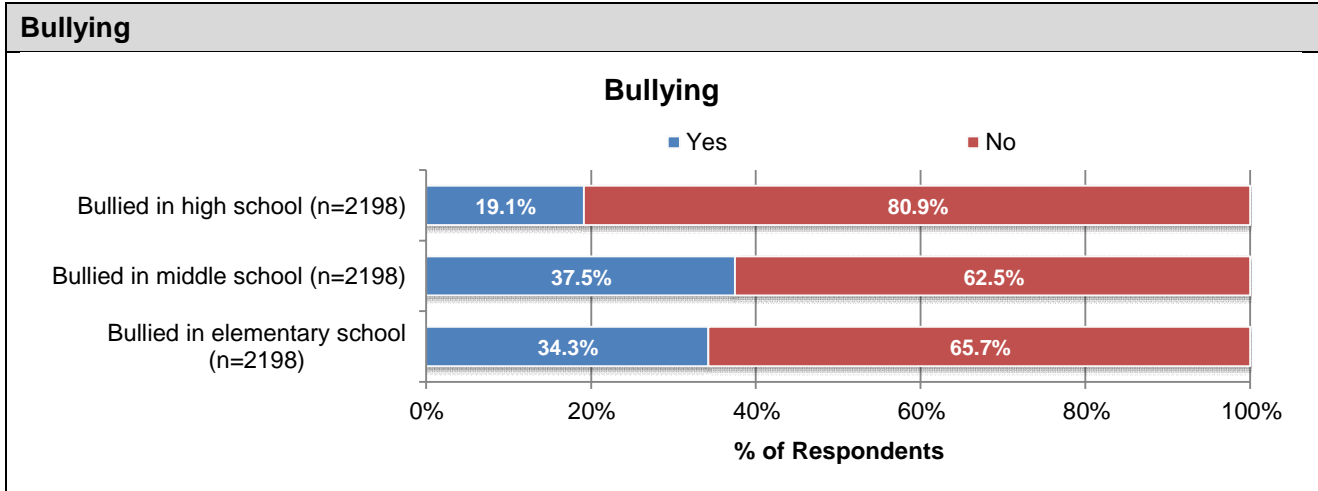


If I had a problem, there was an adult I could talk to at the school (n=2198)



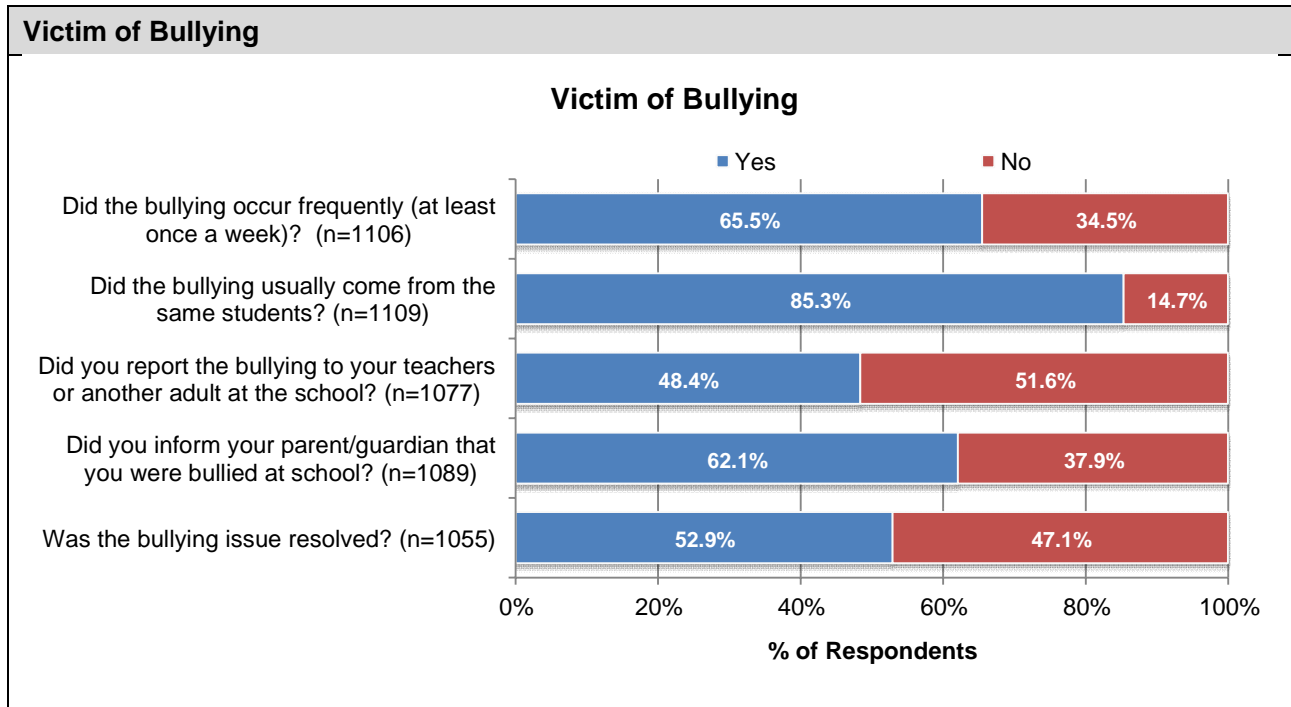
Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 38% of respondents reported being bullied. Thirty-four percent of respondents reported being bullied in elementary school and 19% in high school.



Victim of Bullying

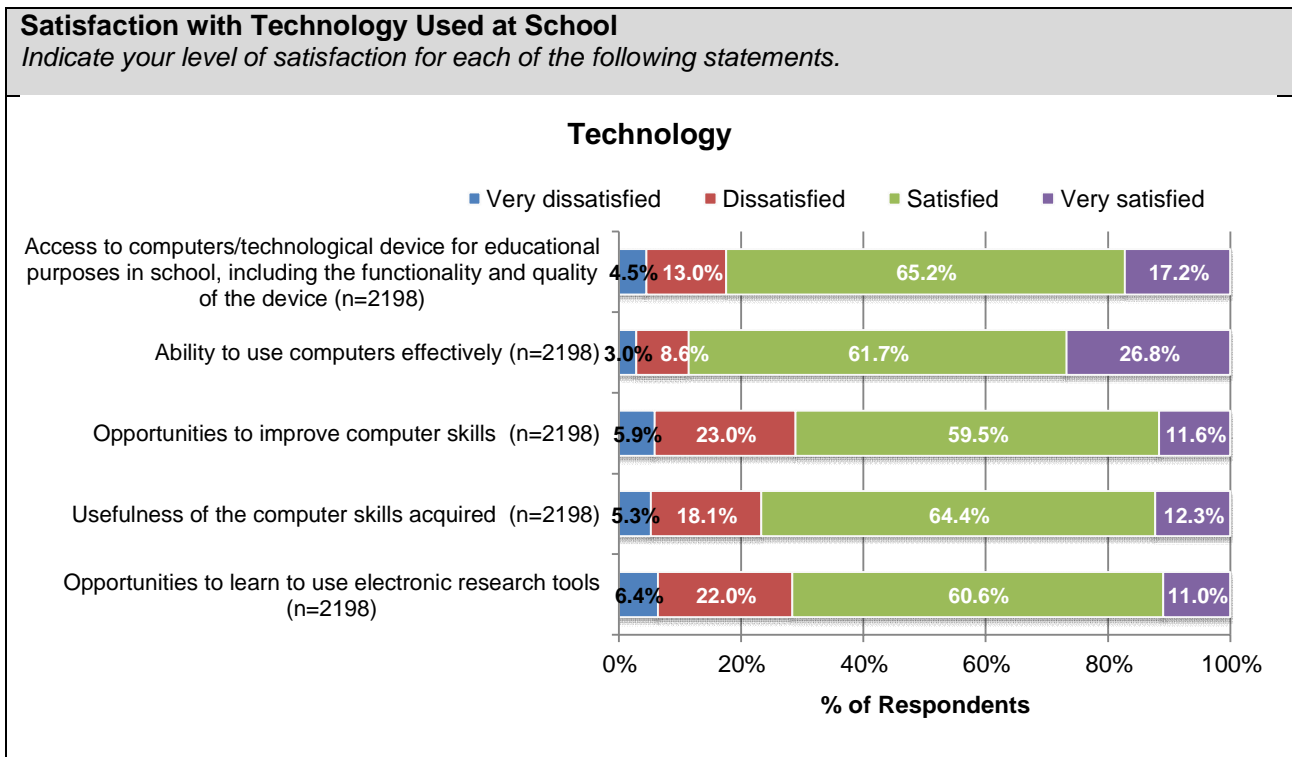
Of the respondents who reported being bullied at school, 66% were bullied frequently and 85% indicated it was by the same people. Forty-eight percent of respondents reported it to their teachers, and 62% reported being a victim of bullying to their parents. In the end, 53% of the victims said the issue had been resolved.



Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 82% of respondents were satisfied or very satisfied with their access to computers at school, including the functionality and quality of the device. Seventy-seven percent of respondents were satisfied with the usefulness of the computer skills acquired at school. While 89% of respondents were satisfied with their ability to use computers effectively, 29% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 28% were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools.



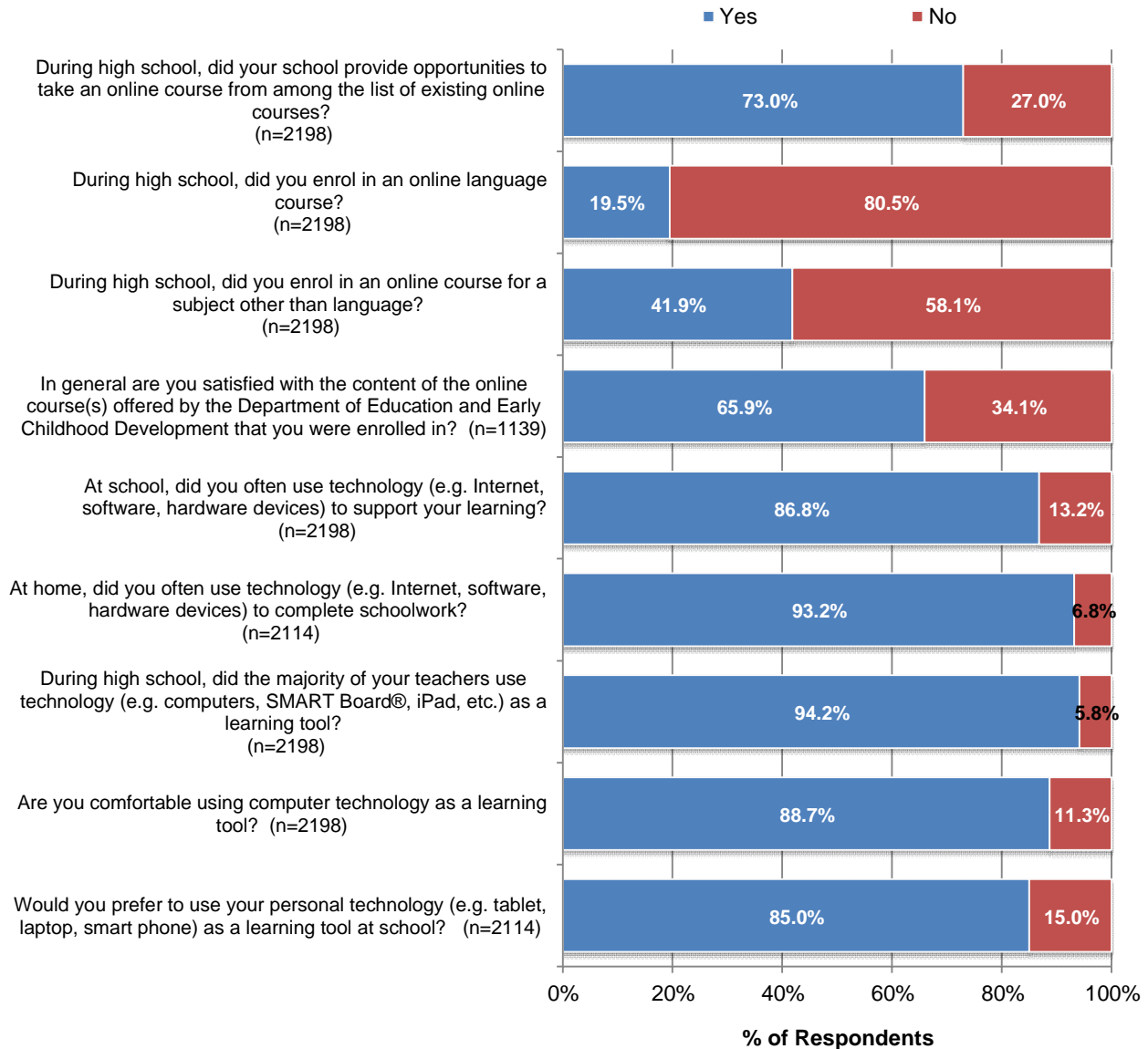
E-Learning and new technologies

Seventy-three percent of respondents indicated that their school provided opportunities to take an online course from among the list of existing online courses. Sixty-six percent indicated they were satisfied with the content of the online course offered by the Department of Education and Early Childhood Development. Forty-two percent of respondents indicated they were enrolled in an online course other than language during high school and 20% in an online language course.

Eighty-nine percent of respondents were comfortable using computer technology as a learning tool. Ninety-three percent said they often used computer technology at home to complete schoolwork and 87% often used technology at school to support learning. Ninety-four percent of respondents said their high school teachers used technology (e.g. computers, SMART Board®, iPad, etc.) as a learning tool. Eighty-five percent of respondents said they would prefer to use their own personal technology (e.g. tablet, laptop, smart phone) as a learning tool at school.

E-Learning

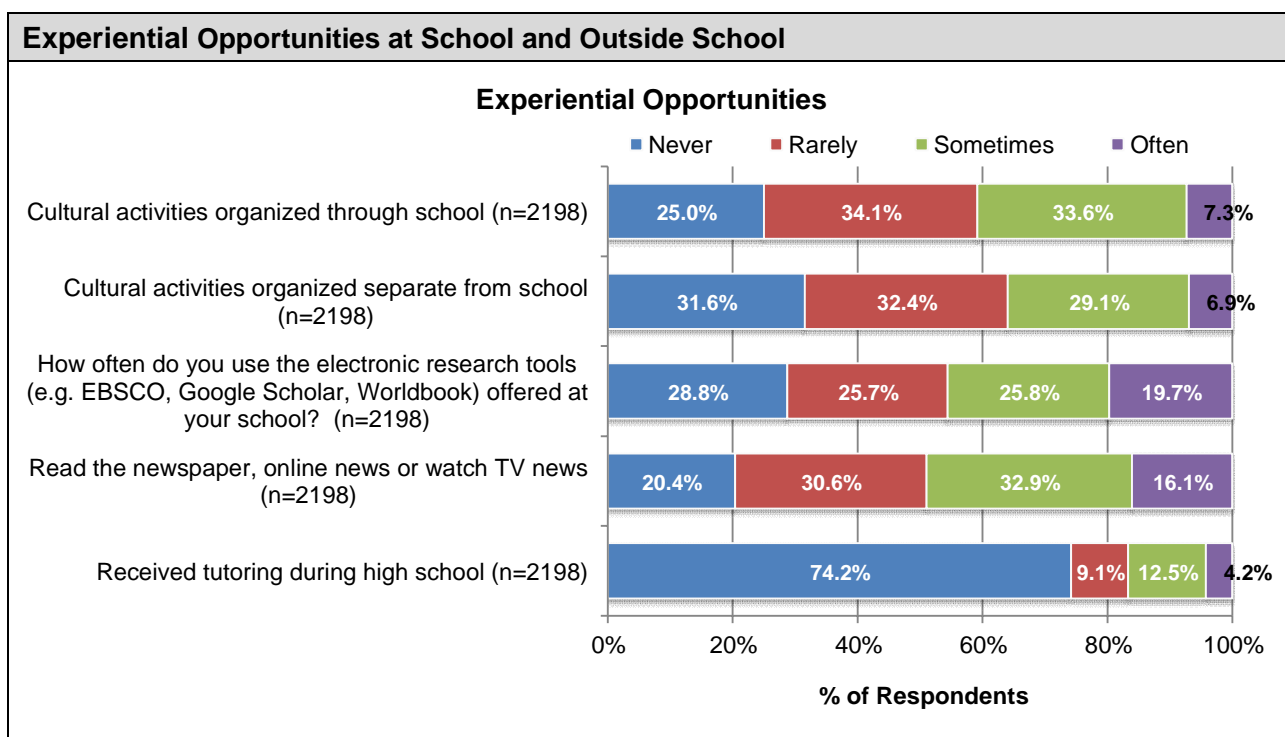
E-Learning and new technologies



Section E – Experiential Opportunities

Experiential Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in experiential activities, 41% of respondents said they often or sometimes had the opportunity to participate in cultural activities organized through school and 36% in cultural activities organized separate from school. About 55% of respondents said they never or rarely used electronic research tools (e.g. EBSCO, Worldbook) offered at school. However, 49% indicated they often or sometimes read the newspaper or online news, or watched TV news. Seventeen percent of respondents sometimes or often received tutoring during high school.

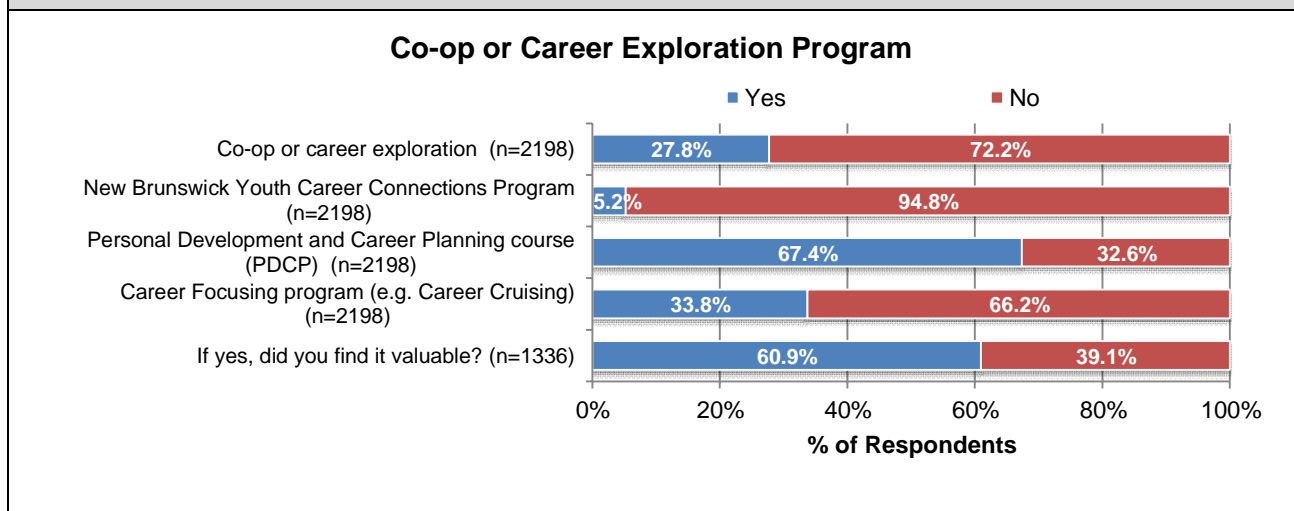


Participation in a Career Exploration Program

In all, 28% of respondents participated in a co-op/career exploration program during high school but just 5.2% in the New Brunswick Youth Career Connections Program. Sixty-seven percent participated in a Personal Development and Career Planning course, and 34% in a career focusing program. Of those that did participate in a career focusing program, 61% said they found it valuable.

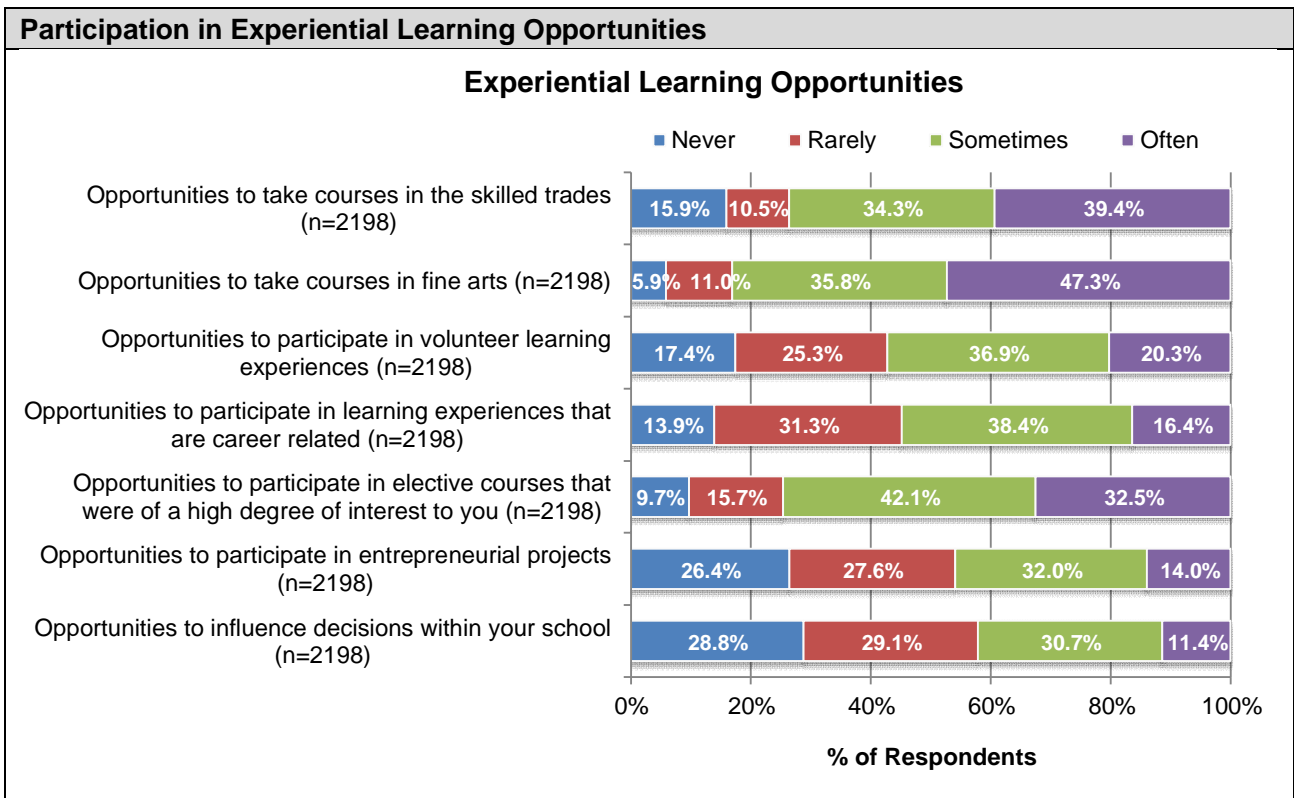
Participation in a Co-op or Career Exploration Program

Did you participate in any of the following during your high school years?



Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 74% of the respondents said they often or sometimes participated in skilled trades courses (e.g. residential finish, power train and chassis, culinary technology), 83% in fine arts courses (e.g. visual arts, music, theatre), and 55% in learning experiences that are career-related. Fifty-seven percent of respondents indicated that they sometimes or often had the opportunity to participate in volunteer learning experiences. Seventy-five percent of respondents said they sometimes or often had the opportunity to participate in elective courses that were of a high degree of interest to them. Forty-six percent indicated that they had the opportunity to participate in entrepreneurial projects. Forty-two percent of respondents indicated that they had opportunities to influence decisions within their school.



Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

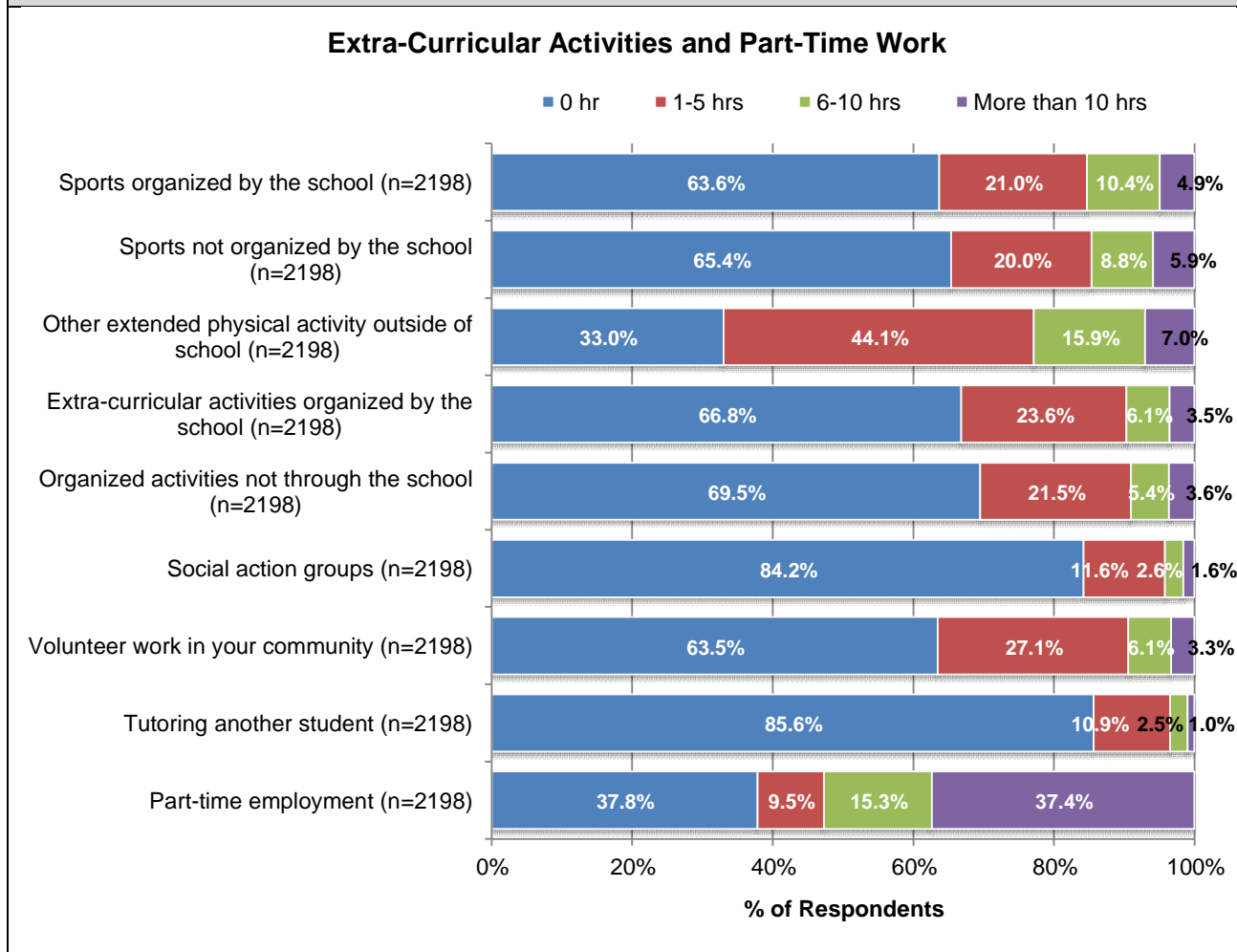
Part-time employment (37%), other extended physical activity outside of school (7.0%), and sports not organized by the school (5.9%) were the top three activities to which respondents devoted more than 10 hours a week.

Thirty-six percent of the respondents indicated that they participated in sports activities organized by the school, 35% in sports activities outside the school, and 67% in other extended physical activity outside of school. Ten percent spent between 6 and 10 hours a week involved in sports organized by the school, while 4.9% spent more than 10 hours a week. Thirty-three percent participated in activities organized by their school at least one hour a week (e.g. drama, clubs, band, student council).

Thirty-seven percent of the respondents did at least one hour of volunteer work in the community per week, including 3.3% who volunteered more than 10 hours per week. Fourteen percent of respondents said they tutored another student for at least one hour a week. Sixteen percent of respondents were involved in social action groups for an hour or more per week.

Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?



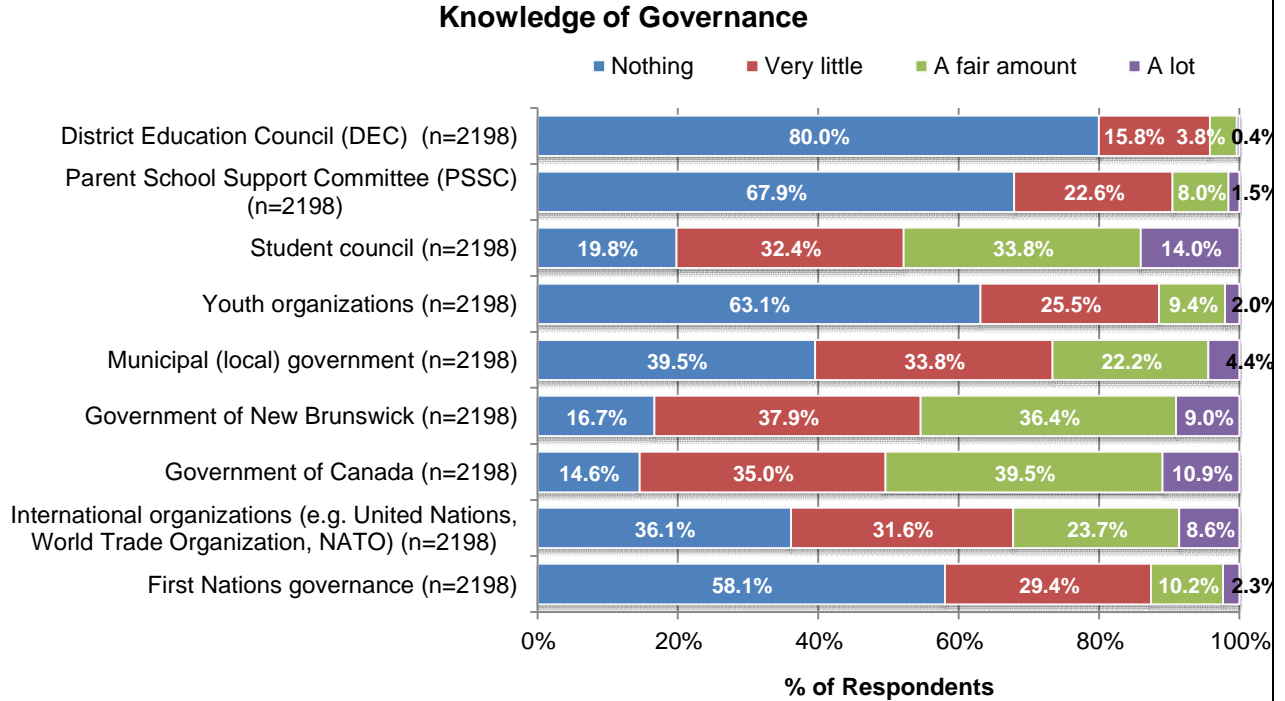
Knowledge of Governance

Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (80%) or very little (16%) about the District Education Council. Just 9.5% of respondents said they had a fair amount or a lot of knowledge about the Parent School Support Committee. However, 48% said they had a fair amount or a lot of knowledge about the student council. Only 11% said the same about youth organizations (e.g. NBASAA, Youth Matters).

Knowledge of government varied by level. Fifty-one percent of respondents knew a fair amount or a lot about the Government of Canada, while 45% said the same about the Government of New Brunswick and 27% about municipal (local) government. Thirty-two percent of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations). Eighty-eight percent of respondents indicated they knew nothing or very little about First Nations governance.

Knowledge of Governance

How much do you know about each of the following?

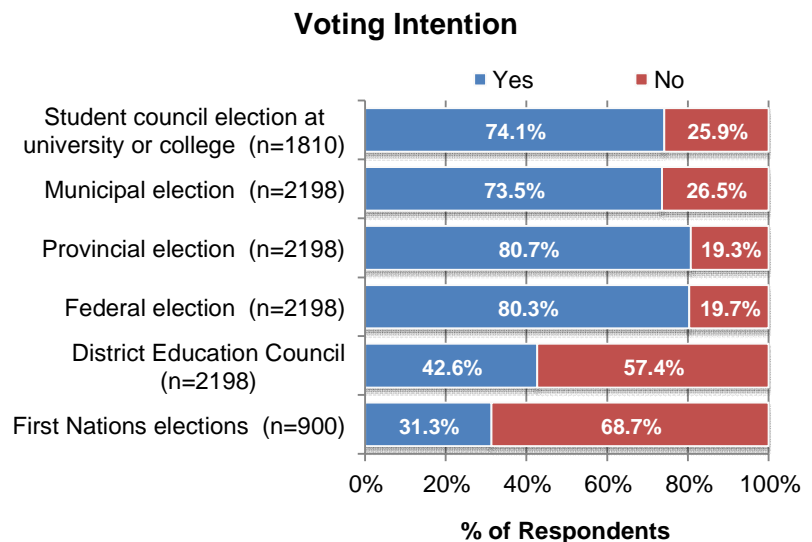


Voting Intention

Eighty percent of respondents said they planned to vote in the next federal election and 81% in the next provincial election, when they were legally entitled to vote. Seventy-four percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was 74%. Only 43% of respondents said they planned to vote in the next District Education Council election. Thirty one percent of respondents planned to vote in First Nations elections.

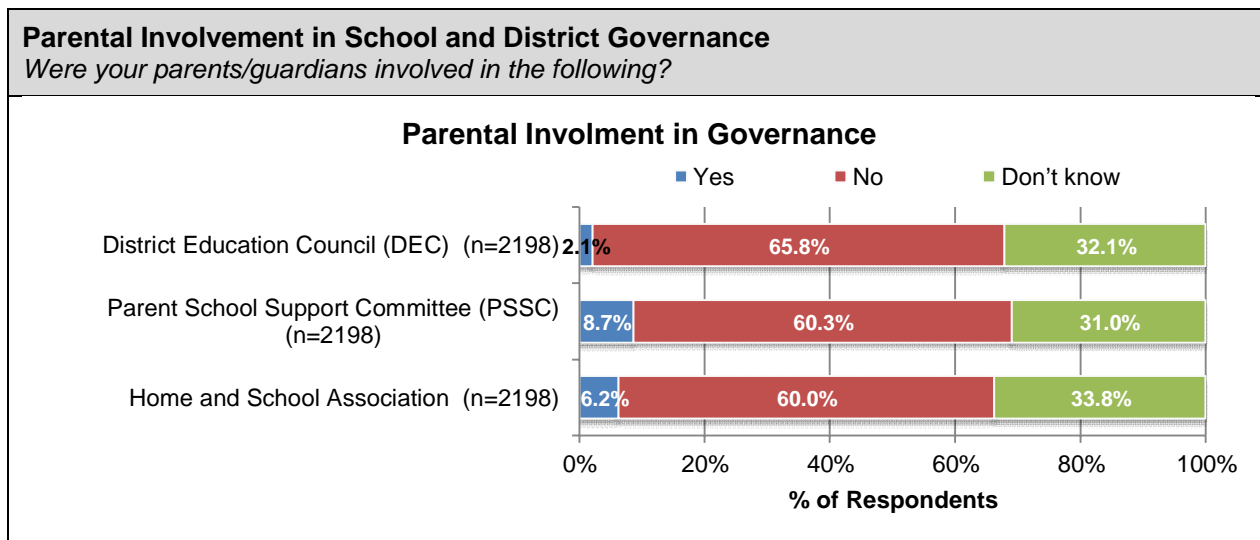
Voting Intention

Do you plan to vote in the following elections when you are legally entitled to?



Parental Involvement in School and District Governance

Roughly three in ten respondents did not know whether their parents or guardians were involved in school or district governance. Only 2.1% confirmed that their parents were involved in the District Education Council, 8.7% in the Parent School Support Committee, and 6.2% in the Home and School Association.

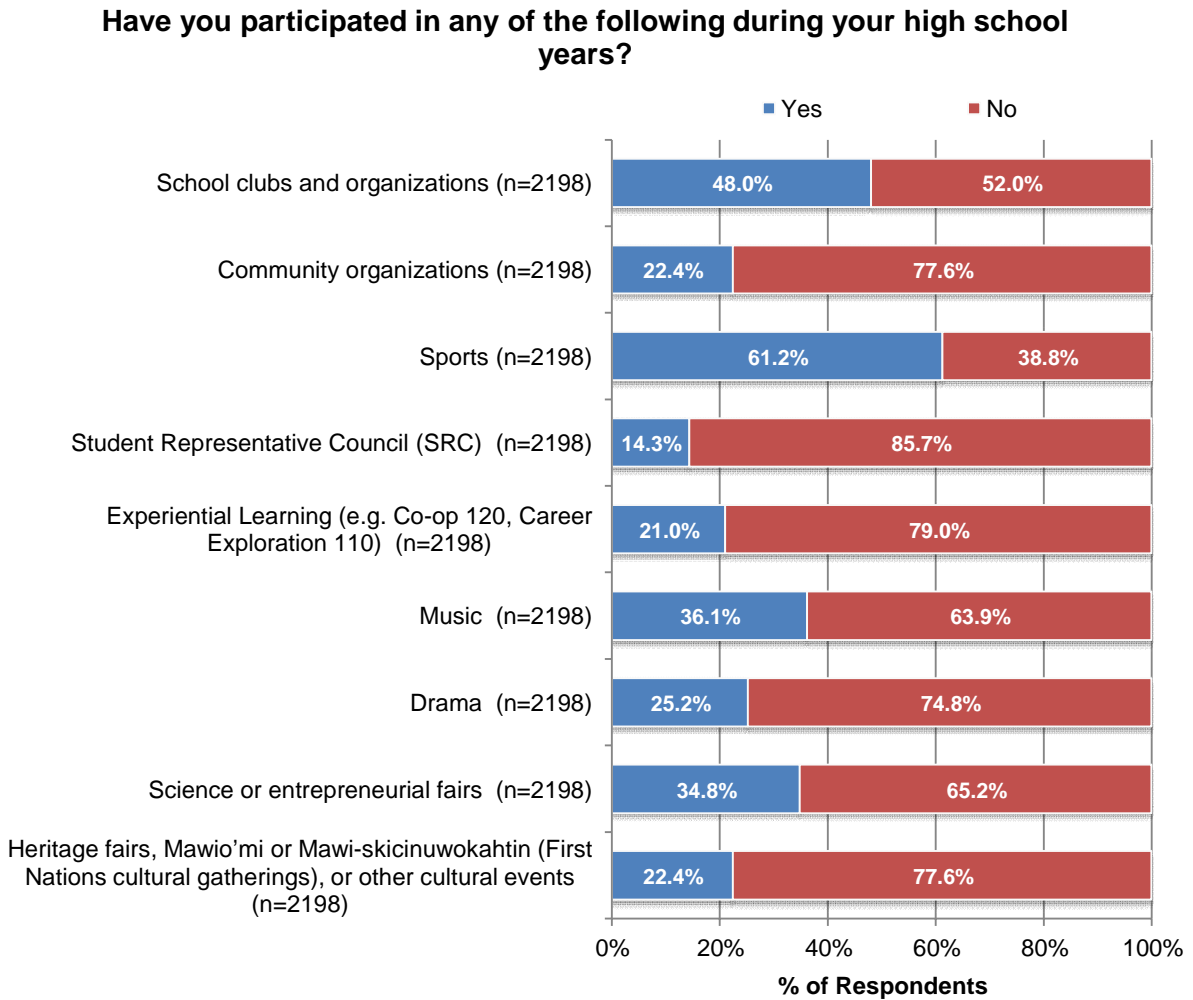


Leadership activities

Leadership can take many different forms, and may involve activities in school and elsewhere. Forty-eight percent of respondents indicated they participated in school clubs and organizations. Community organizations were less popular, with only 22% of respondents participating. Sixty-one percent indicated they participated in sports, but only 14% on the Student Representative Council (SRC). Twenty-one percent of respondents participated in experiential learning (e.g. Co-op 120, Career Exploration 110). About one third (36%) of respondents participated in music, and 25% in drama. About one-third of respondents (35%) took part in science or entrepreneurial fairs. Twenty-two percent of respondents indicated they participated in heritage fairs, Mawio'mi or Mawi-skicinuwohtahtin (First Nations cultural gatherings), or other cultural events.

Leadership activities

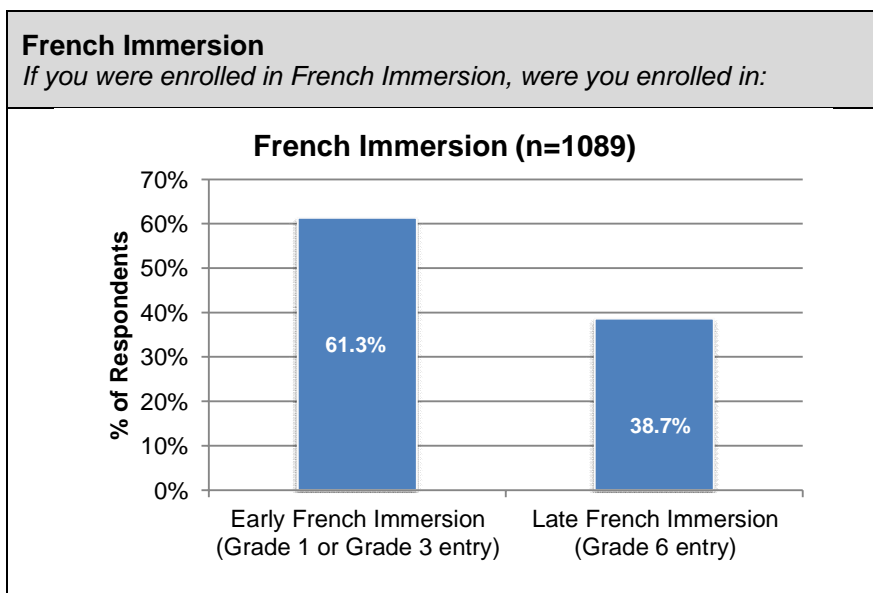
Leadership can take many different forms, including all of the examples below, and may involve activities in school and elsewhere. Have you participated in any of the following during your high school years?



Section F – Language Skills

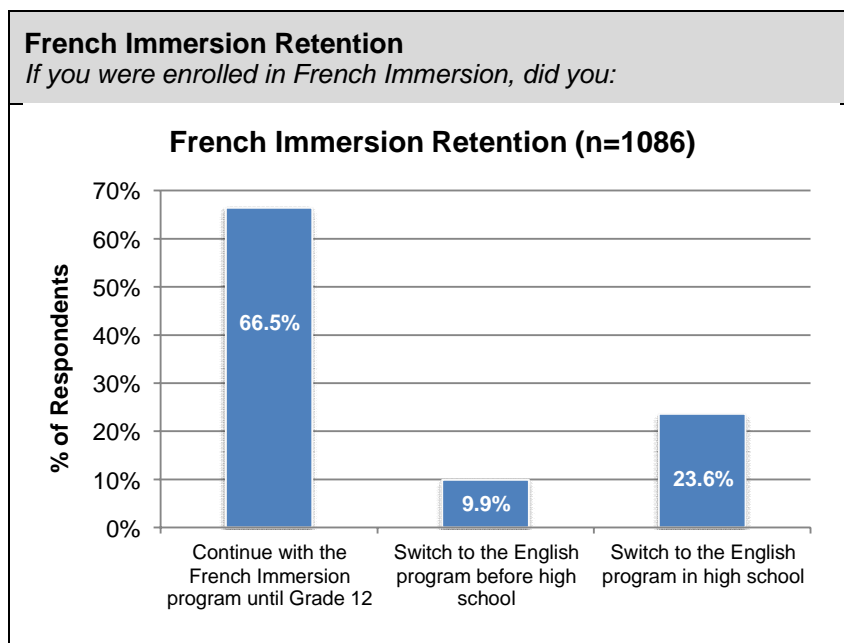
French Immersion

According to respondents, 51% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 61% were enrolled in early immersion and 39% in late immersion.



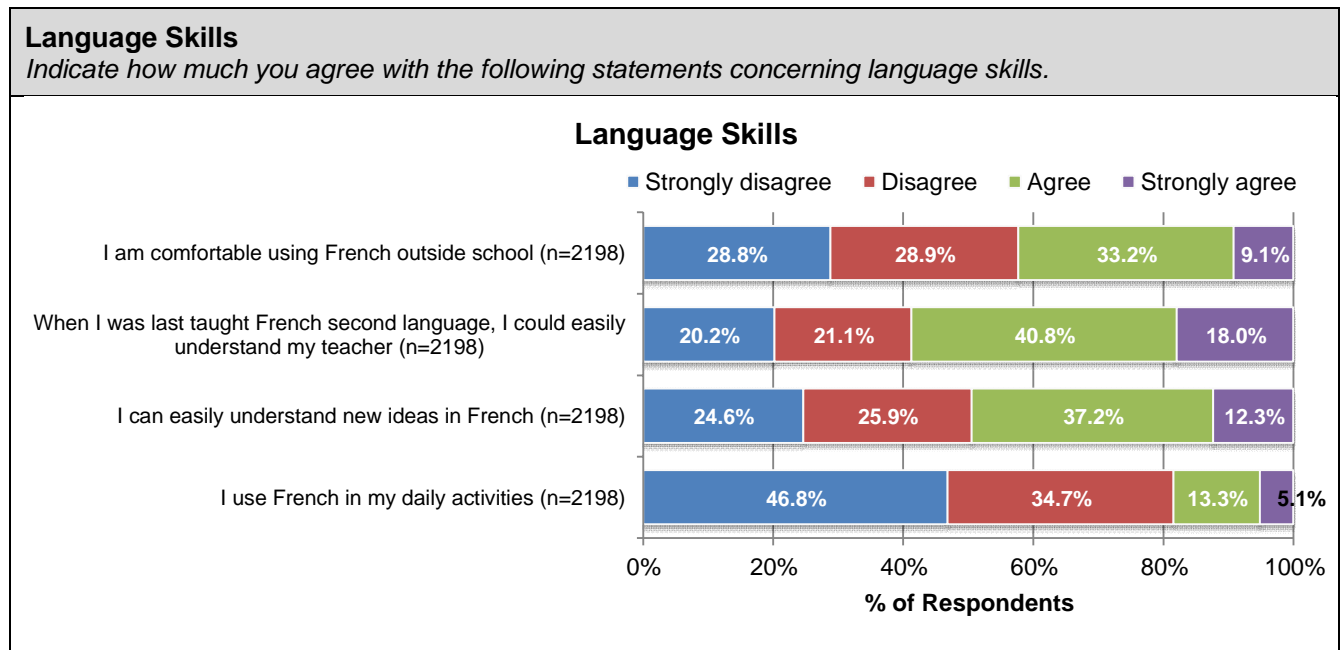
French Immersion Retention

Of those who had been enrolled in French Immersion at one point during their studies, 67% remained in an immersion program, while 24% switched to the English program in high school and 9.9% switched before high school.



Language Skills

When asked about their language skills, 42% of respondents said they were comfortable using French outside school. However, only 18% indicated using French in their daily activities. When they were taught French as a second language, 59% could easily understand their teacher, and 50% could easily understand new ideas in French.



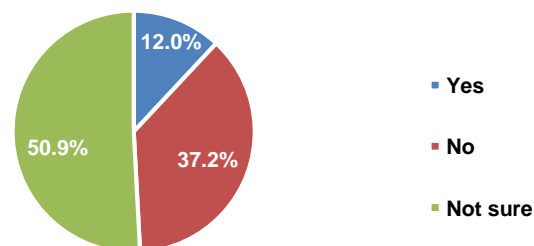
Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. In 2021, students were asked if they had ever used information (“I can” statements) from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help know their French language level. Twelve percent of respondents indicated that they had used the CEFR language posters.

Common European Framework of Reference for Languages (CEFR)

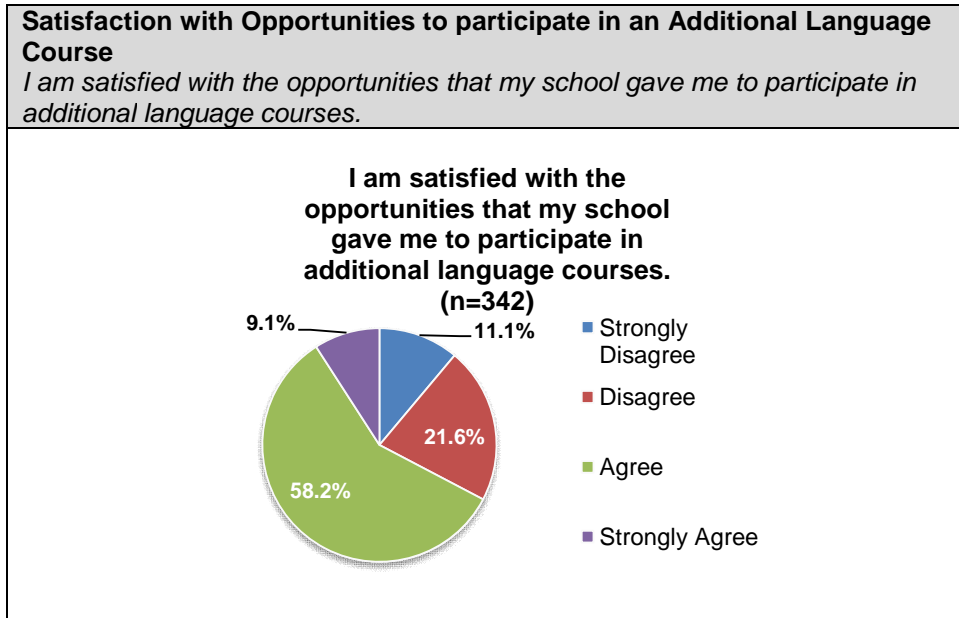
Have you ever used information (“I can” statements) from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help you know your French language level?

Have you ever used information (“I can” statements) from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help you know your French language level? (n=2198)



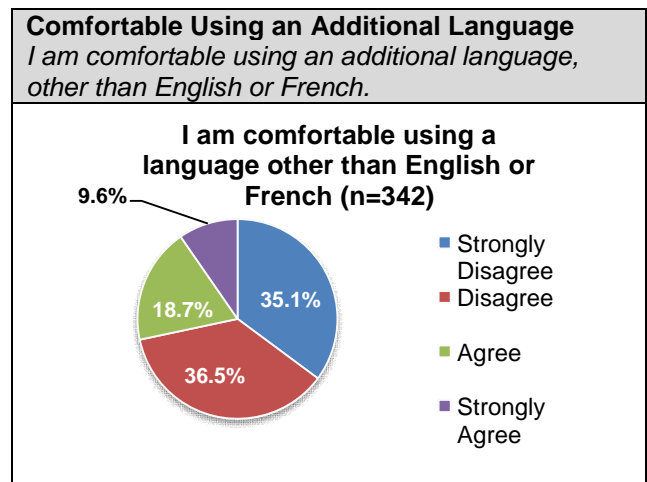
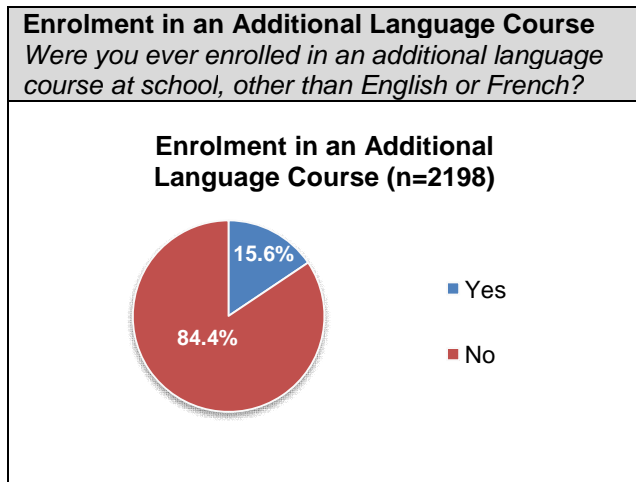
Enrolment in an Additional Language Course

Sixty-seven percent of respondents were satisfied with the opportunities their school provided them to participate in additional language courses.



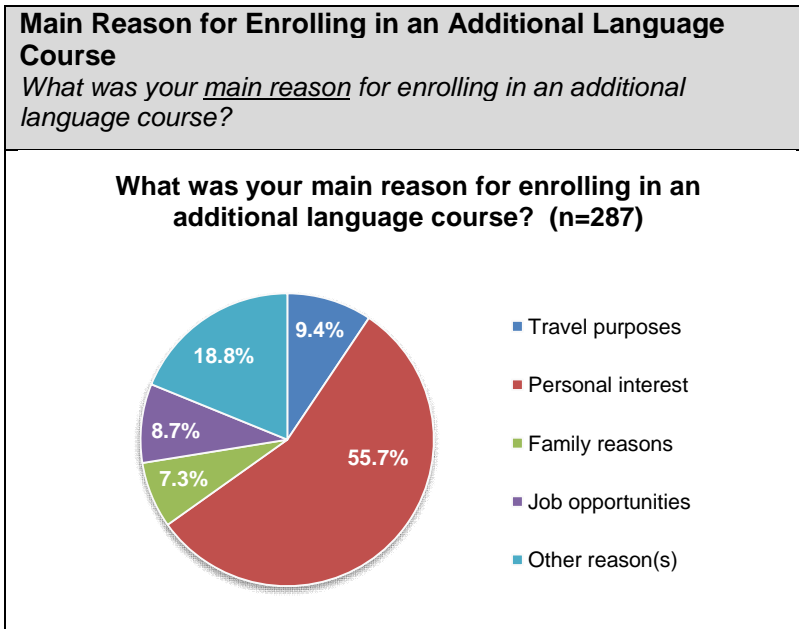
Sixteen percent of respondents indicated they were enrolled in an additional language course, other than English or French, at school.

Twenty-eight percent of respondents indicated they were comfortable using an additional language.



Main Reason for Enrolling in an Additional Language Course

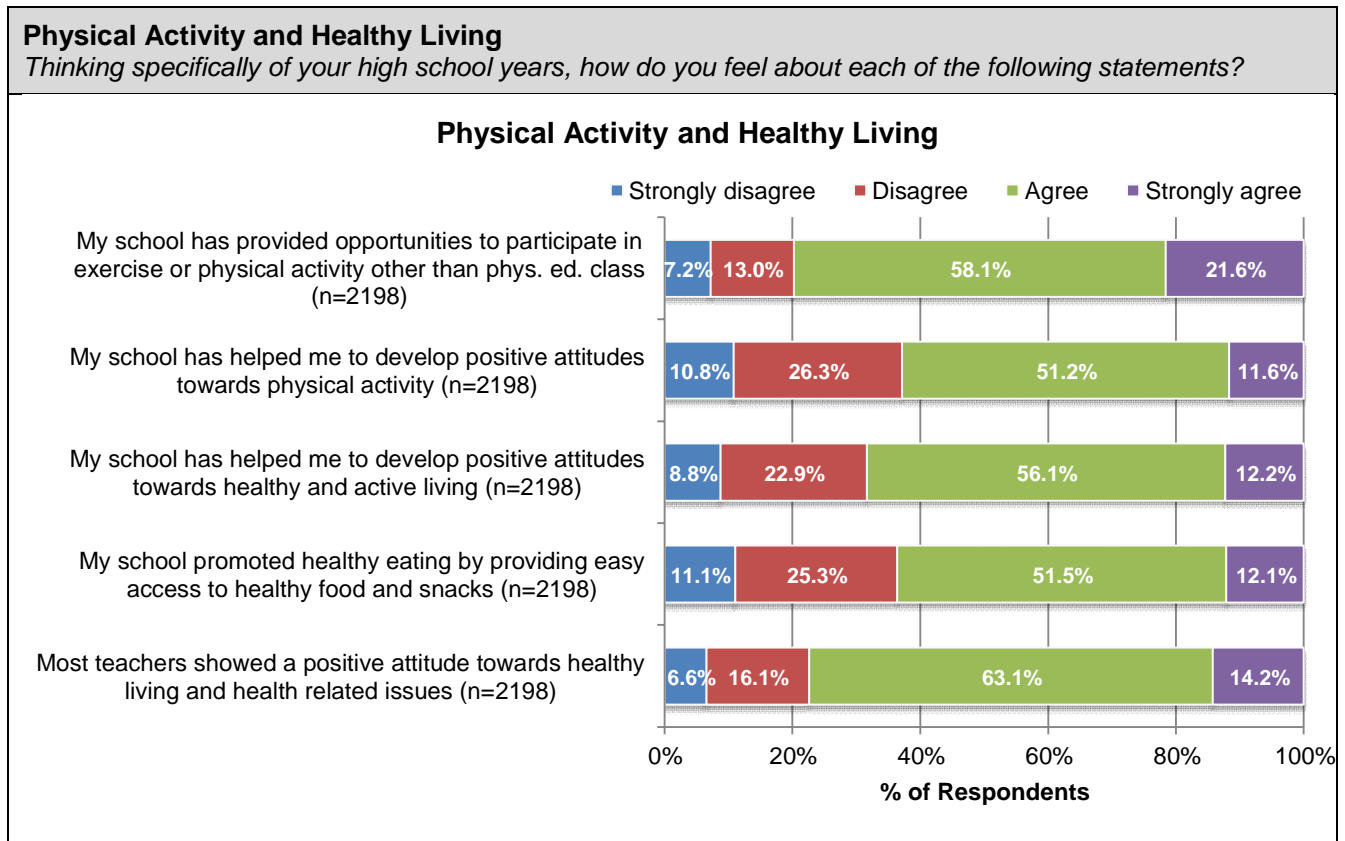
The main reason for learning an additional language, given by 56% of respondents, was personal interest, followed by other reasons (19%), travel purposes (9.4%), job opportunities (8.7%), and family reasons (7.3%).



Section G – Physical Activity and Healthy Living

Physical Activity and Healthy Living

Most respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards, physical activity. Eighty percent said that they had opportunities to participate in activities other than physical education classes, and 63% said their school helped them to develop positive attitudes towards physical activity. Sixty-eight percent of respondents said their school enabled them to develop positive attitudes toward healthy and active living and 64% indicated that their school promoted healthy eating by providing easy access to healthy foods and snacks. Seventy-seven percent of respondents agreed or strongly agreed their teachers showed a positive attitude towards healthy living and health related issues.



Section H – Learning Environment

Satisfaction with the Learning Environment

With respect to their high school experience, the majority of respondents were satisfied with the learning environment. Ninety-one percent agreed or strongly agreed that most teachers knew their subject area, and 82% said their teachers present the material in a way that is easy to understand.

According to 87% of the respondents, extra help was available for them. Sixty-six percent indicated that their school experience encouraged them to want to learn. Eighty-one percent of respondents said that their teachers cared about their learning success. Ninety percent said that the lessons involved discussion, projects and activities.

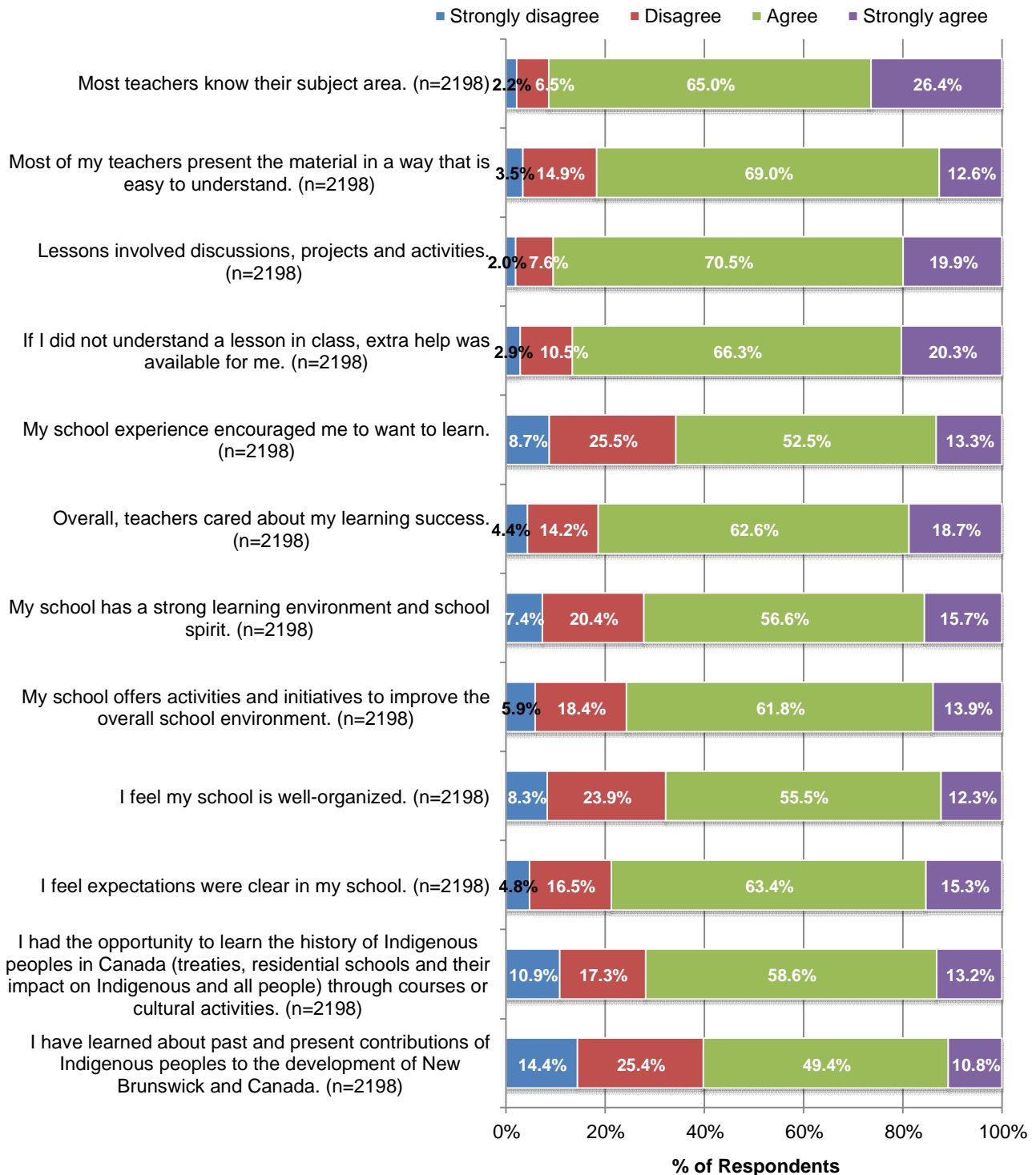
Seventy-two percent of respondents agreed or strongly agreed with the statement that their school had strong learning environment and school spirit. Seventy-six percent said their school offered activities and initiatives to improve the overall school environment, and 68% felt their school was well-organized and 79% felt that expectations were clear.

Seventy-two percent indicated that they had the opportunity to learn the history of Indigenous peoples in Canada (treaties, residential schools and their impact on Indigenous and all people) through courses or cultural activities. Sixty percent felt that they learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada.

Satisfaction with the Learning Environment

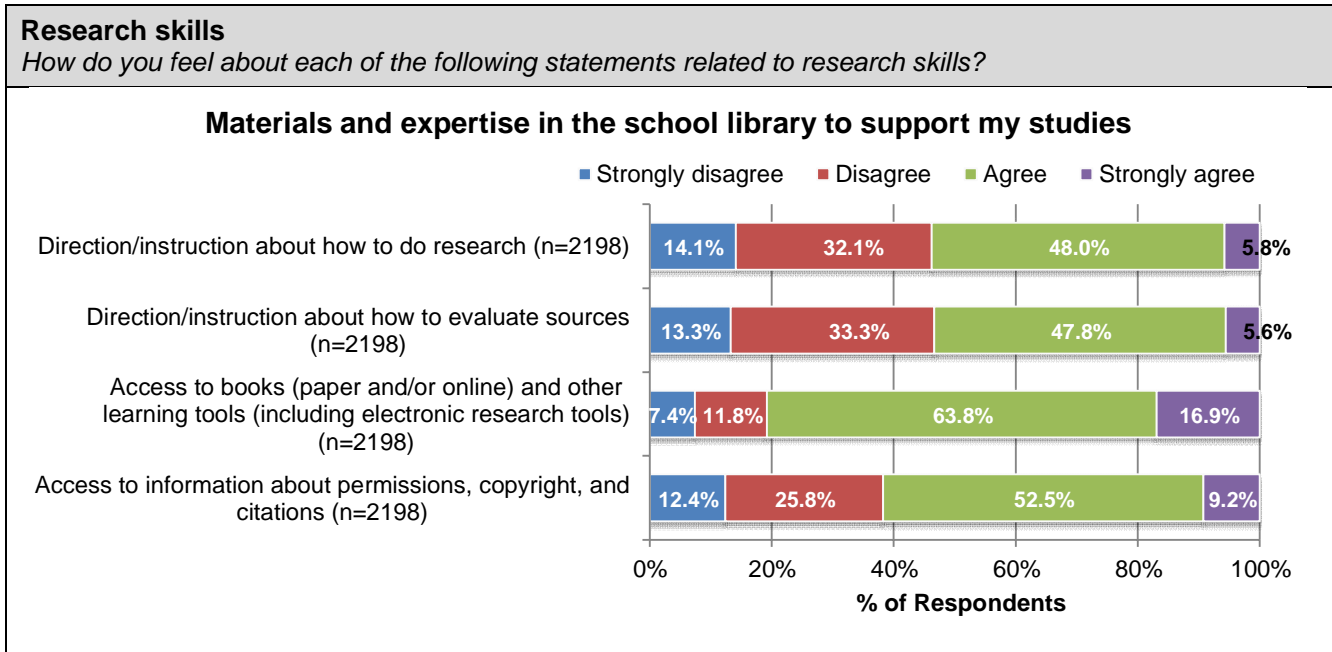
Indicate your overall satisfaction with your high school learning environment.

Learning Environment



Research Skills

Respondents were asked whether their school experience taught them to question the things they had read or viewed, and if it helped them develop research skills. Fifty-four percent of respondents indicated that the materials and expertise in the school library supported their studies by providing guidance about how to do research, and 53% about how to evaluate sources. Eighty-one percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 62% indicated that they had access to information about permissions, copyright and citations.

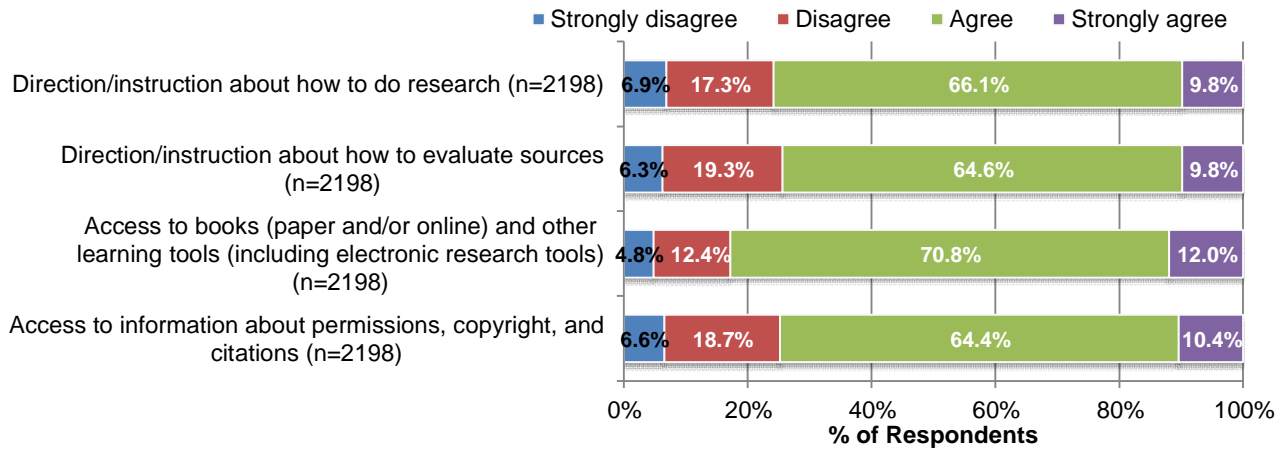


Seventy-six percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 74% about how to evaluate sources. Eighty-three percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 75% indicated that they had access to information about permissions, copyright and citations.

Research skills

My school experience taught me to question the things I have read or viewed and helped me develop research skills. How do you feel about each of the following statements?

Materials and expertise in my classes to support my studies

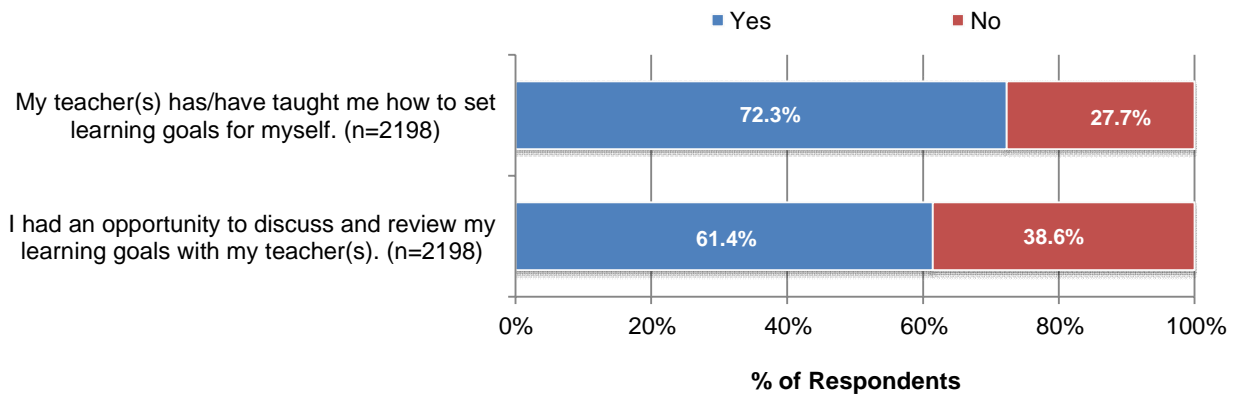


Learning Goals

In 2021, students were asked about setting learning goals, and discussing and reviewing them with teachers. Seventy-two percent of respondents indicated that their teachers have taught them how to set learning goals for themselves. Sixty-one percent of respondents indicated that they had an opportunity to discuss and review their learning goals with their teachers.

Indicate your overall satisfaction with your high school learning environment.

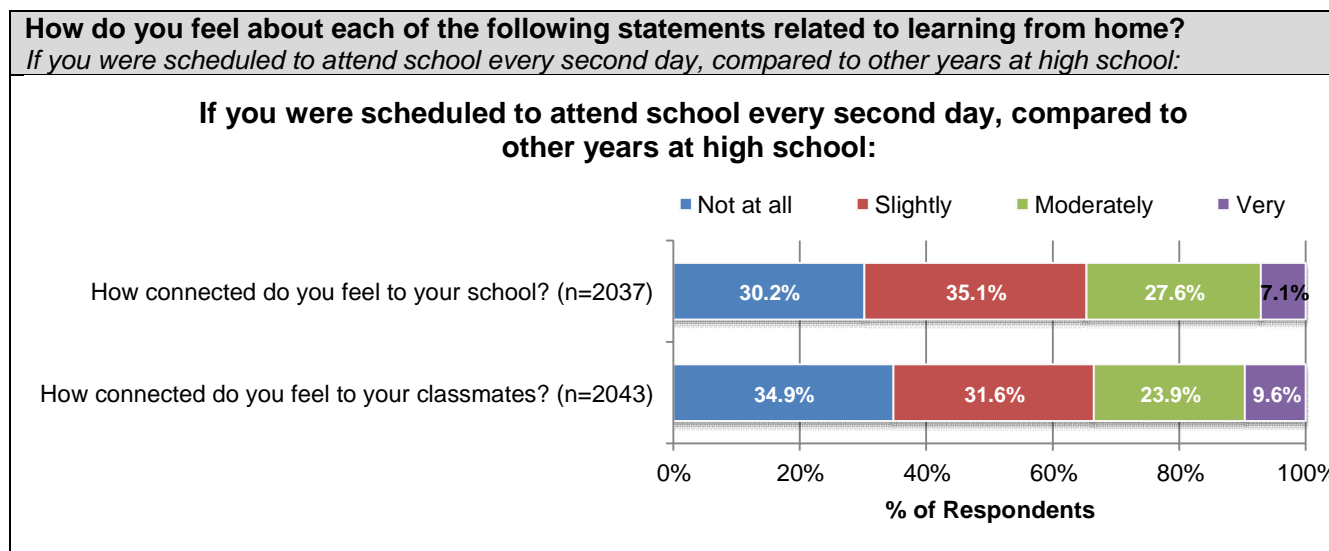
Indicate your overall satisfaction with your high school learning environment.



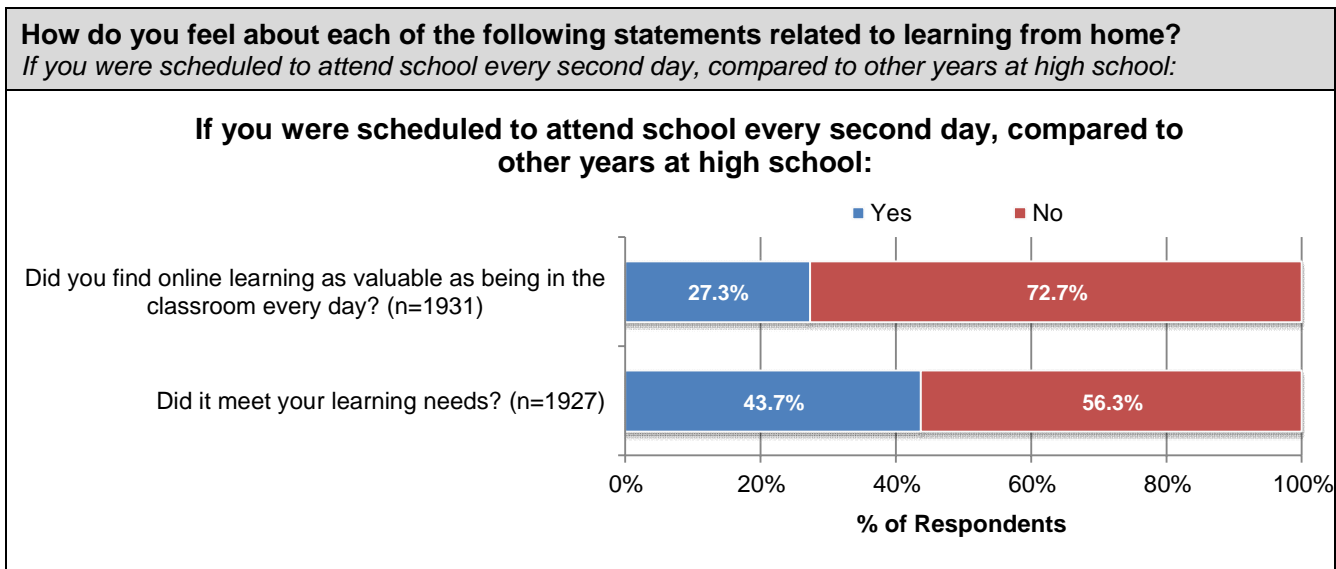
Learning from Home

In 2021, some students were scheduled to attend school every second day due to the COVID-19 pandemic. Students were asked about connectedness, as well as learning.

Of the respondents who were scheduled to attend school every second day, only 35% indicated that they felt moderately or very connected to their school. Thirty-five percent indicated that they felt slightly connected to their school. Only 34% of respondents indicated that they felt moderately or very connected to their classmates, with 32% indicating they felt slightly connected to their classmates. Roughly one third of students did not feel connected to their school nor their classmates. In an earlier question, 35% of respondents indicated that school was a place where they did not feel like they belonged, so it is not surprising to see just over 30% of respondents not feeling connected to their school nor classmates. This is a similar response rate to previous years, so it appears that learning from home due to the pandemic has had no impact on students' feelings of belonging or connectedness.



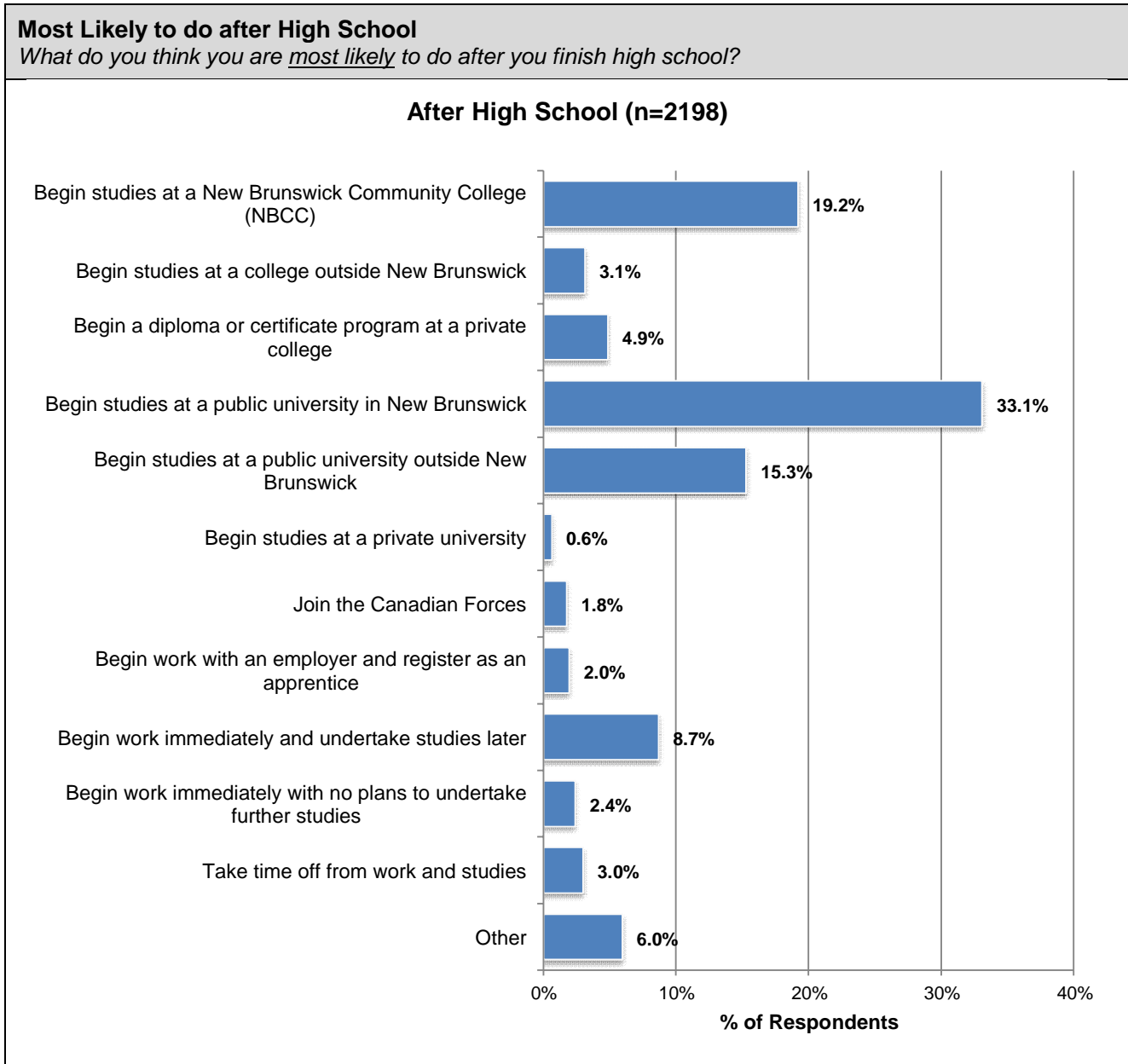
Students were also asked if they found online learning as valuable as being in the classroom every day. Nearly three-quarters (73%) of respondents indicated that it was not as valuable. Only 44% of respondents indicated that online learning met their learning needs.



Section I – My Future

Most Likely to do After High School

Most respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 33% said they would attend a public university in New Brunswick and 19% at a New Brunswick Community College. A few respondents intended to continue their studies at a university (15%) or a college (3.1%) outside New Brunswick, and a few at a private college (4.9%) or university (0.6%). Nearly nine percent (8.7%) of respondents intended to begin working following high school and pursue their studies at a future date. Only 2.4% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.0% intended to take time off from work and studies altogether. Only 2.0% of respondents intended to begin work with an employer and register as an apprentice, while 1.8% intended to join the Canadian Forces.

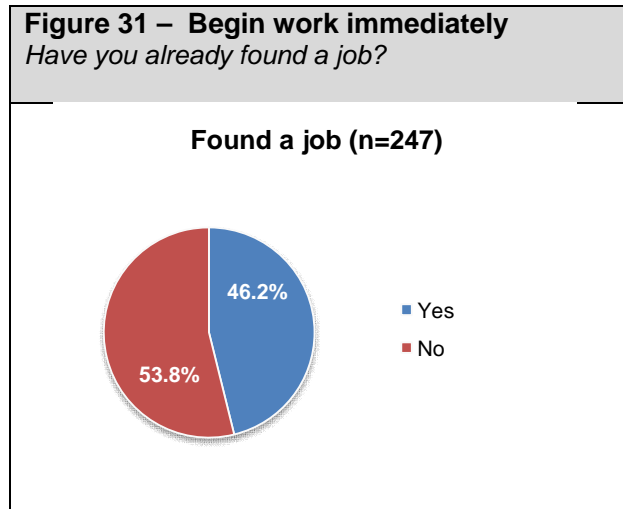
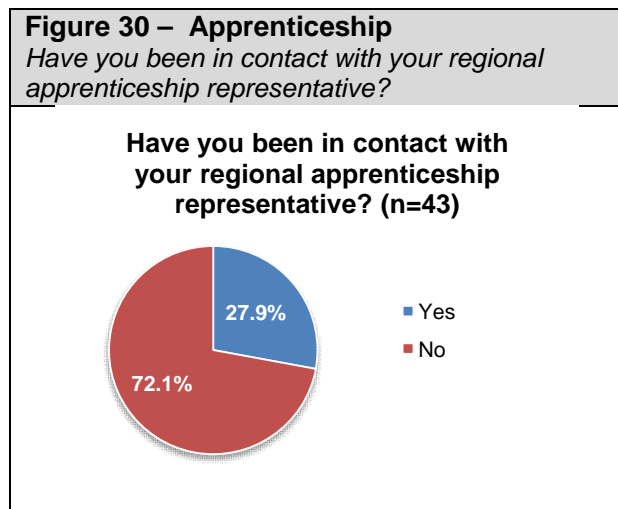
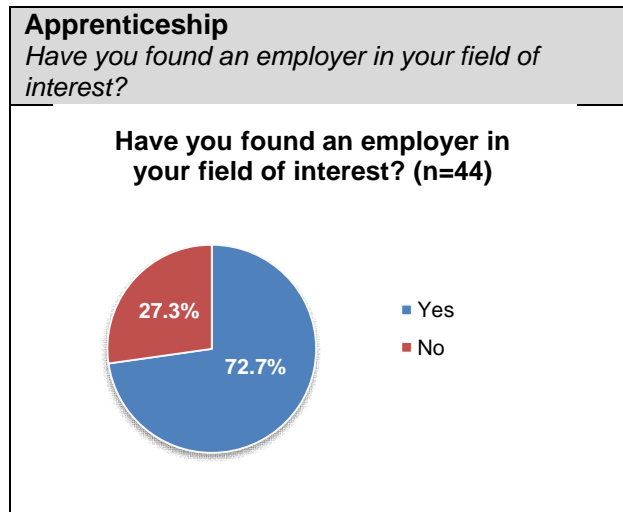
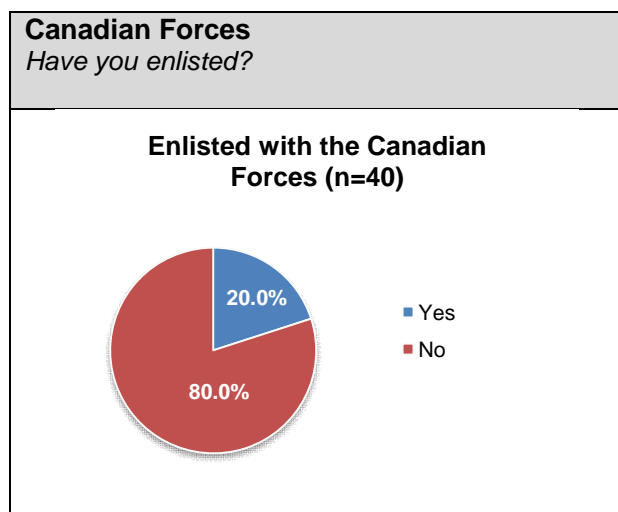
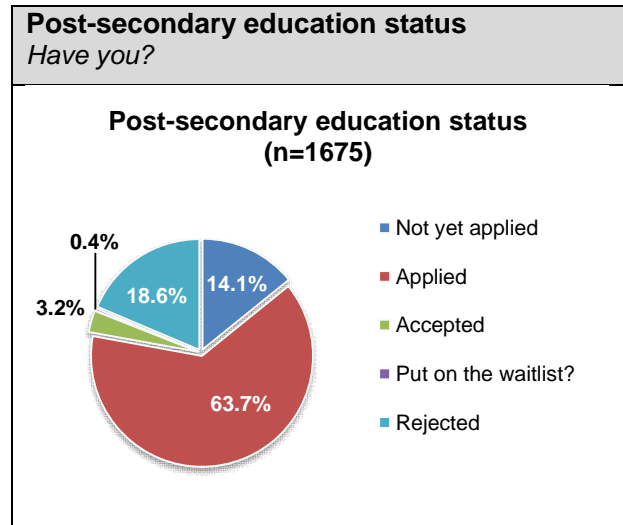


Just over three percent of the respondents going on to post-secondary education had been accepted, 64% had applied, 0.4% had been put on the waitlist, and 18.6% had been rejected. Fourteen percent had not yet applied.

Of the 1.8% of respondents that indicated they intended to join the Canadian Forces, 20% had enlisted.

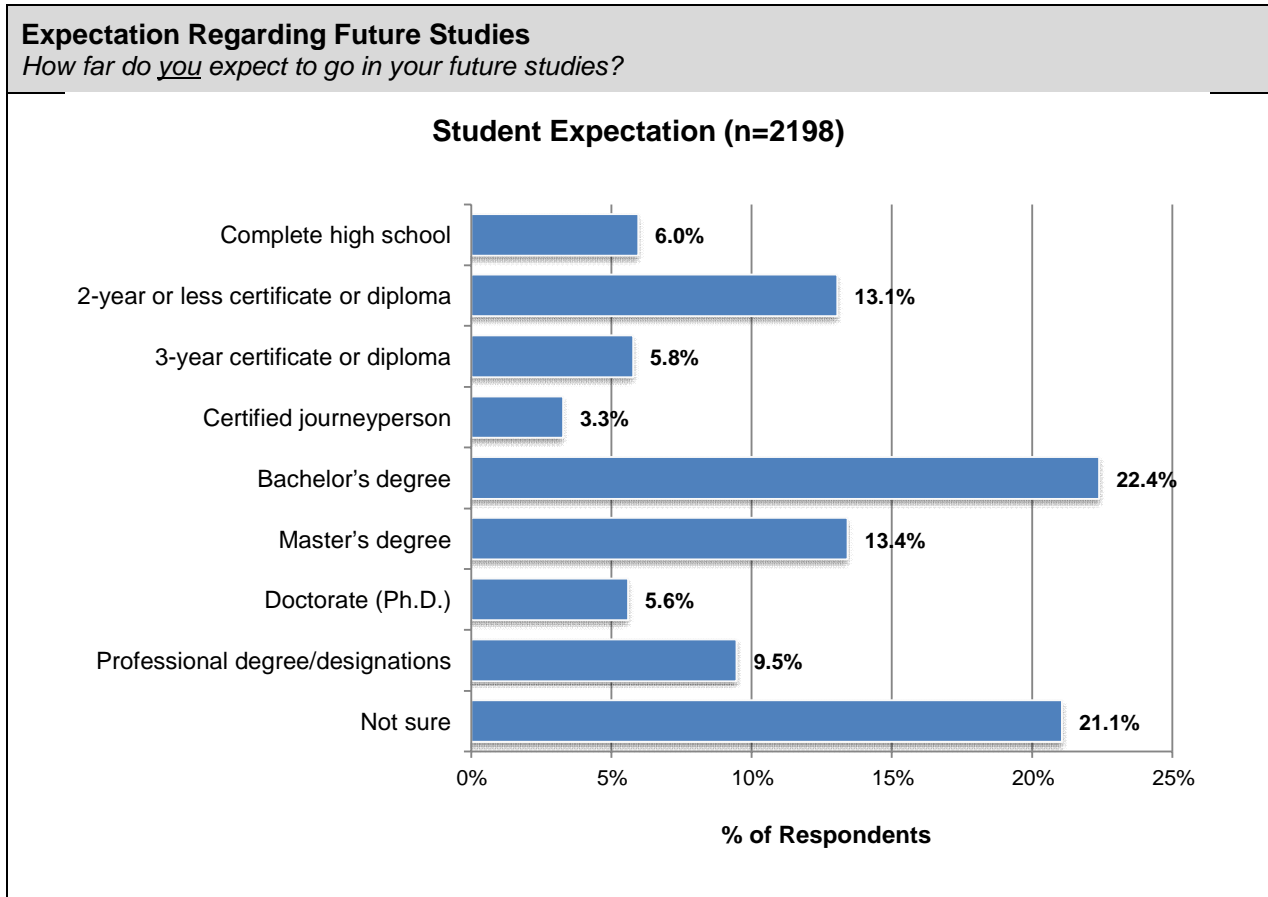
Of the 2.0% of respondents that intended to begin work with an employer and register as an apprentice, 73% had found an employer in their field of interest. Twenty-eight percent had been in contact with their regional apprenticeship representative.

Of the respondents that indicated they were going to begin work immediately and undertake studies later, or begin work with no plans to undertake further studies, 46% indicated that they had already found a job.



Expectation Regarding Future Studies

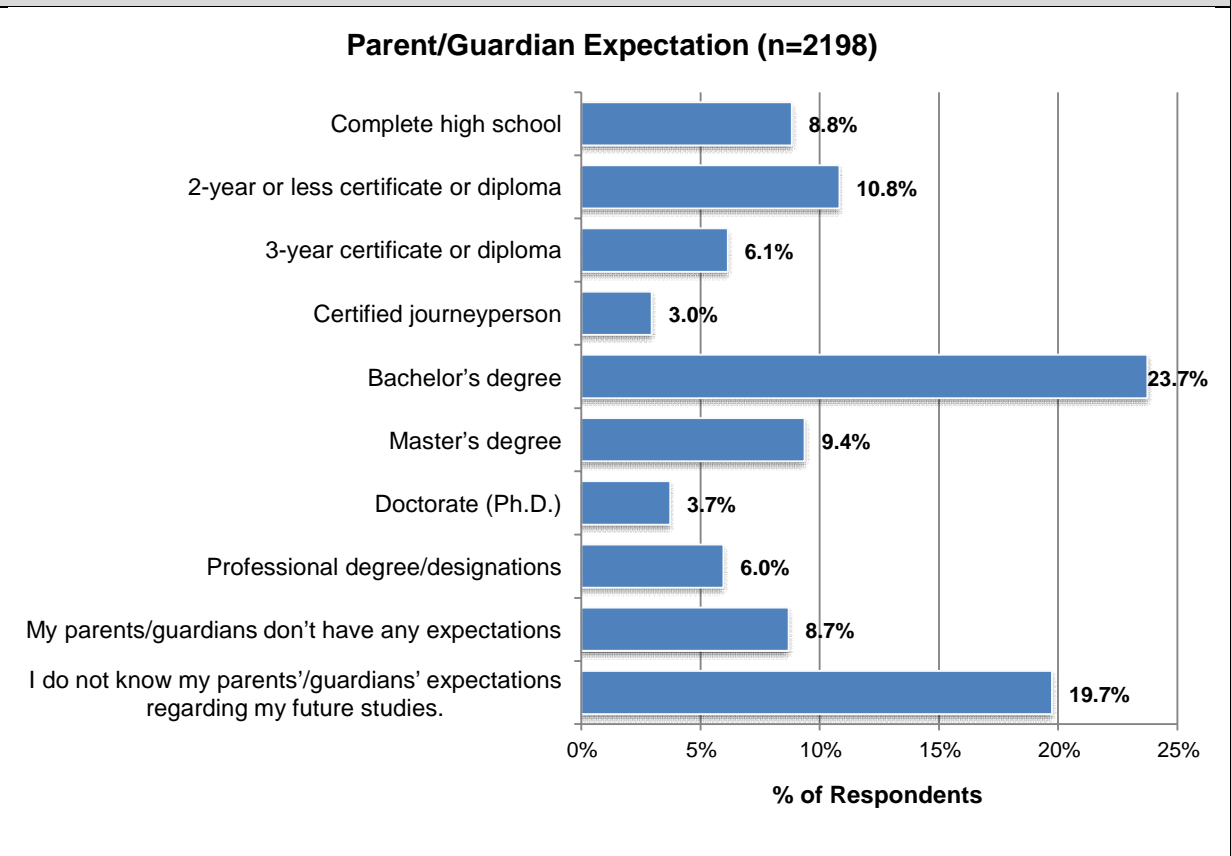
Most respondents expected to obtain a university degree (51%) or a certificate/diploma in two years or less (13%). Twenty-two percent of respondents planned to obtain a bachelor's degree, 13% a master's degree, 9.5% a professional degree/designation (lawyer, dentist, etc.), and 5.6% a doctorate. Only 3.3% expected to become a certified journeyman. Only 6.0% of respondents planned to stop at high school. Interestingly, 21% of respondents indicated they were not sure how far they expected to go in their future studies.



Parent/Guardian Expectations Regarding their Child's Future Studies

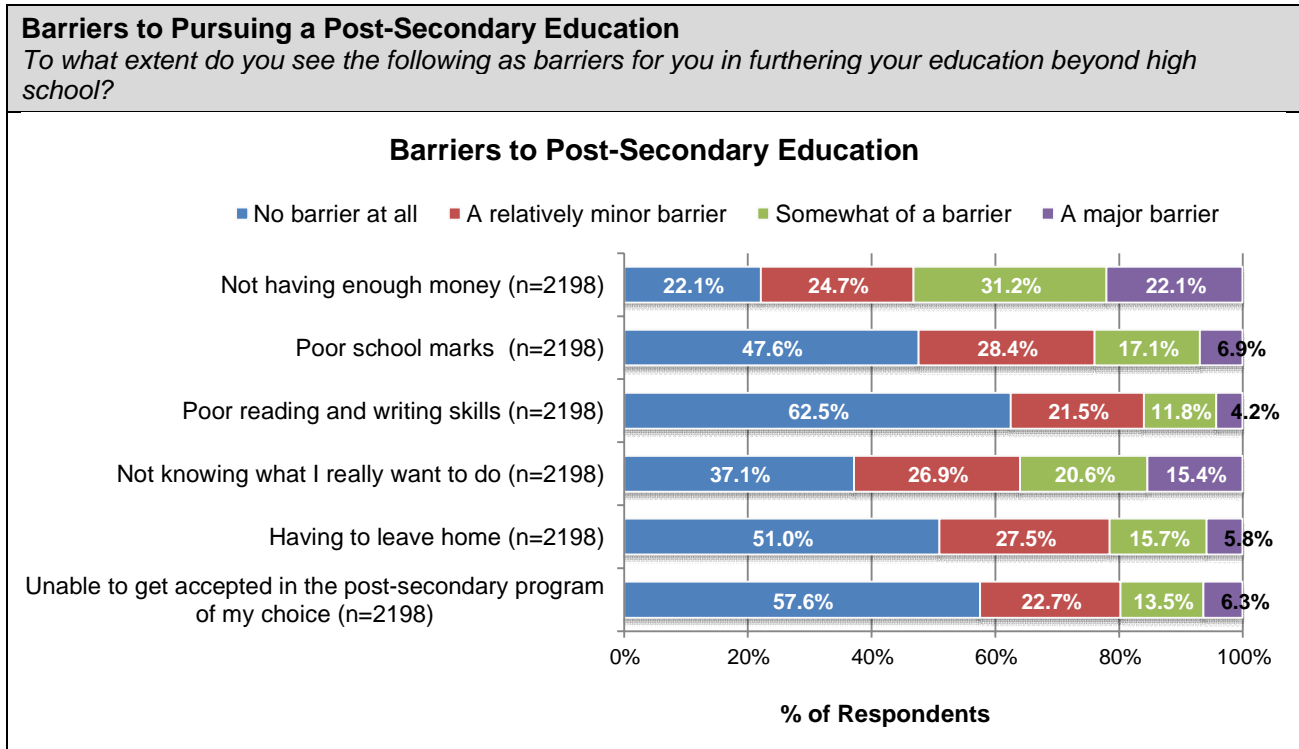
According to respondents, obtaining a bachelor's degree (24%), a master's degree (9.4%), and obtaining a certificate/diploma in two years or less (11%) were the most common levels of education expected by parents. These were followed by completing high school (8.8%), obtaining a certificate/diploma in three years or less (6.1%), receiving a professional degree/designation (6.0%), and completing a doctorate (3.7%). Only 3.0% expected them to become a certified journeyman. Twenty percent of respondents did not know what their parents expected, and 8.7% of respondents said their parents did not have any expectations regarding their future studies.

Parent/Guardian Expectations Regarding their Child's Future Studies
How far do you think your parents / guardians expect you to go in your future studies?



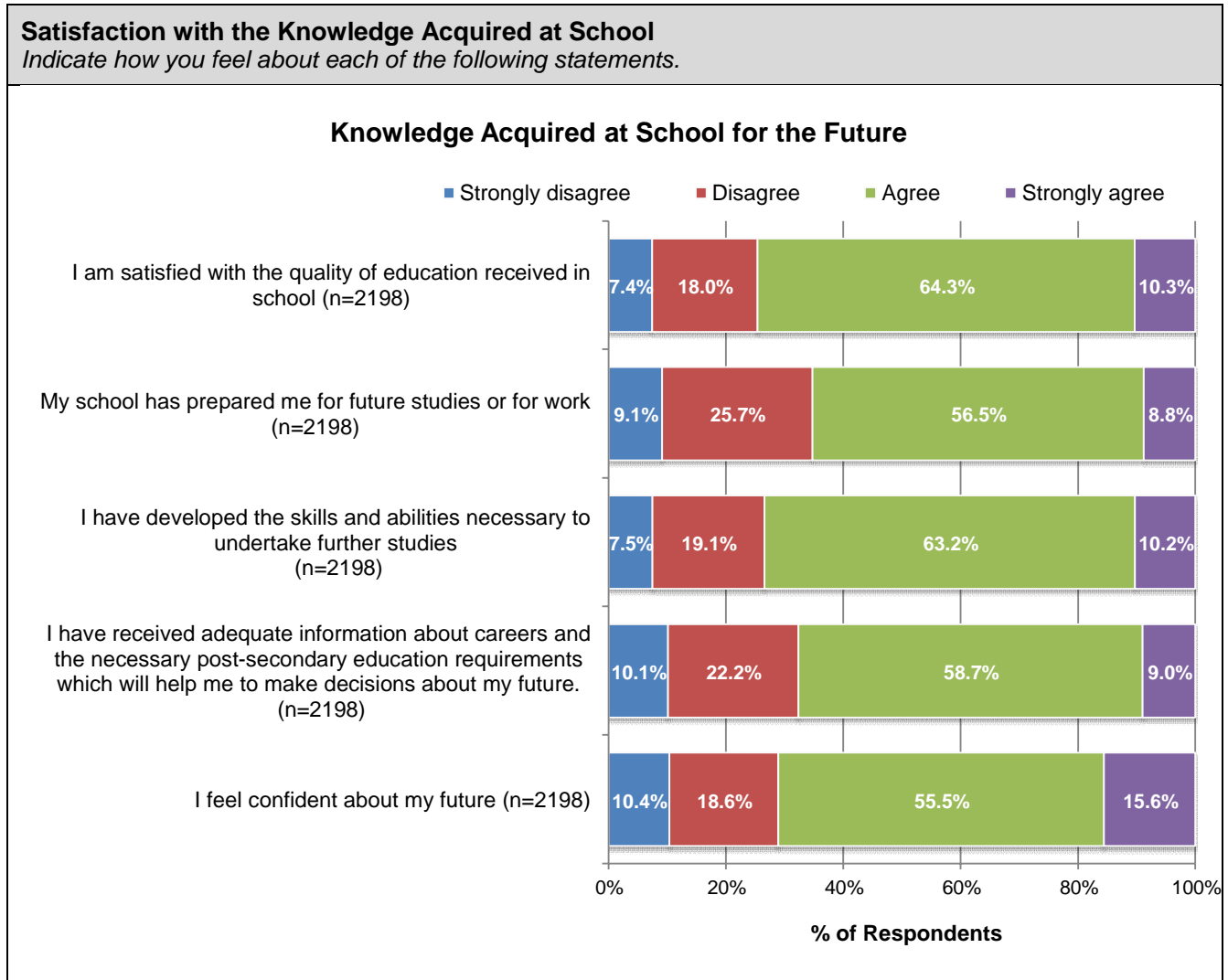
Barriers to Pursuing a Post-Secondary Education

According to 53% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty-two percent of respondents believed money was a major barrier, and 31%, somewhat of a barrier. Fifteen percent said that not knowing what they really want to do was a major barrier, and 21% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 24% of respondents, while 16% said the same for poor reading and writing skills. Seventy-nine percent of respondents did not believe that having to leave home was a barrier. Twenty percent of respondents said that being unable to get accepted to the post-secondary program of choice was somewhat or a major barrier.



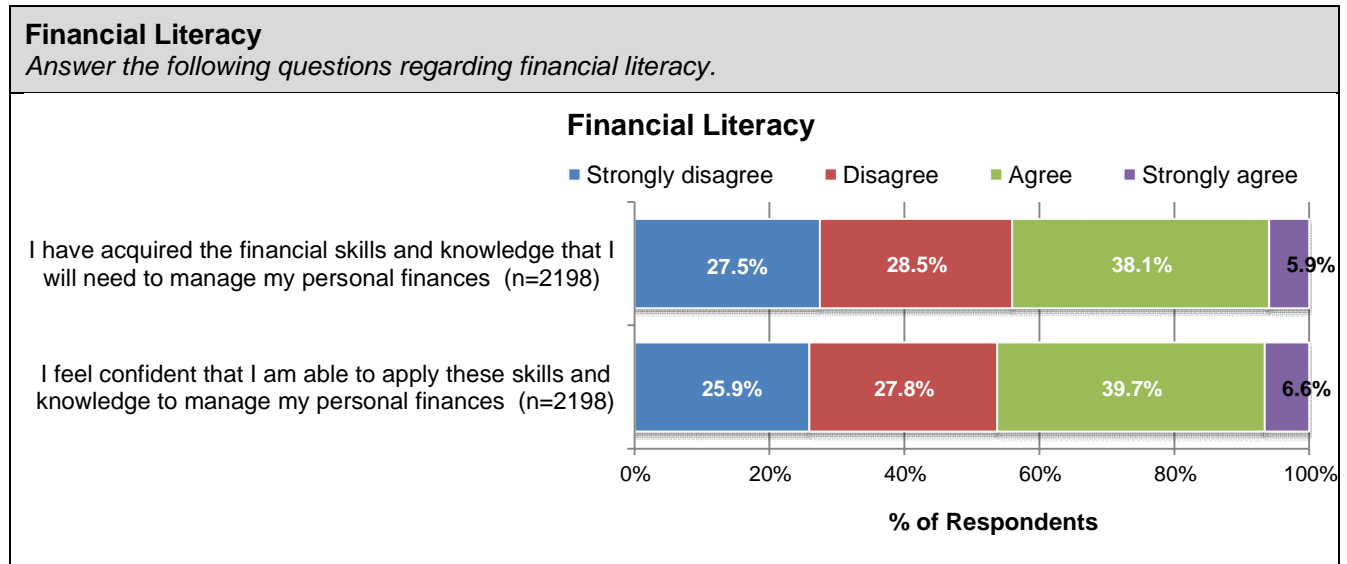
Satisfaction with the Knowledge Acquired at School

Most respondents appeared satisfied with the knowledge they acquired at school. Seventy-five percent of respondents said they were satisfied with the quality of education received in school and 73% believed they had learned the skills and developed the abilities needed to pursue further studies. Sixty-five percent of respondents believed that school prepared them for future studies or for work. Sixty-eight percent of respondents agreed or strongly agreed with the statement that they received adequate information about careers and the necessary post-secondary education requirements to help make decisions about their future. Seventy-one percent of respondents indicated that they felt confident about their future.



Financial Literacy

Forty-four percent of respondents indicated they had acquired the financial skills and knowledge that they will need to manage their personal finances. Forty-six percent of respondents felt confident that they are able to apply these skills and knowledge to manage their personal finances.



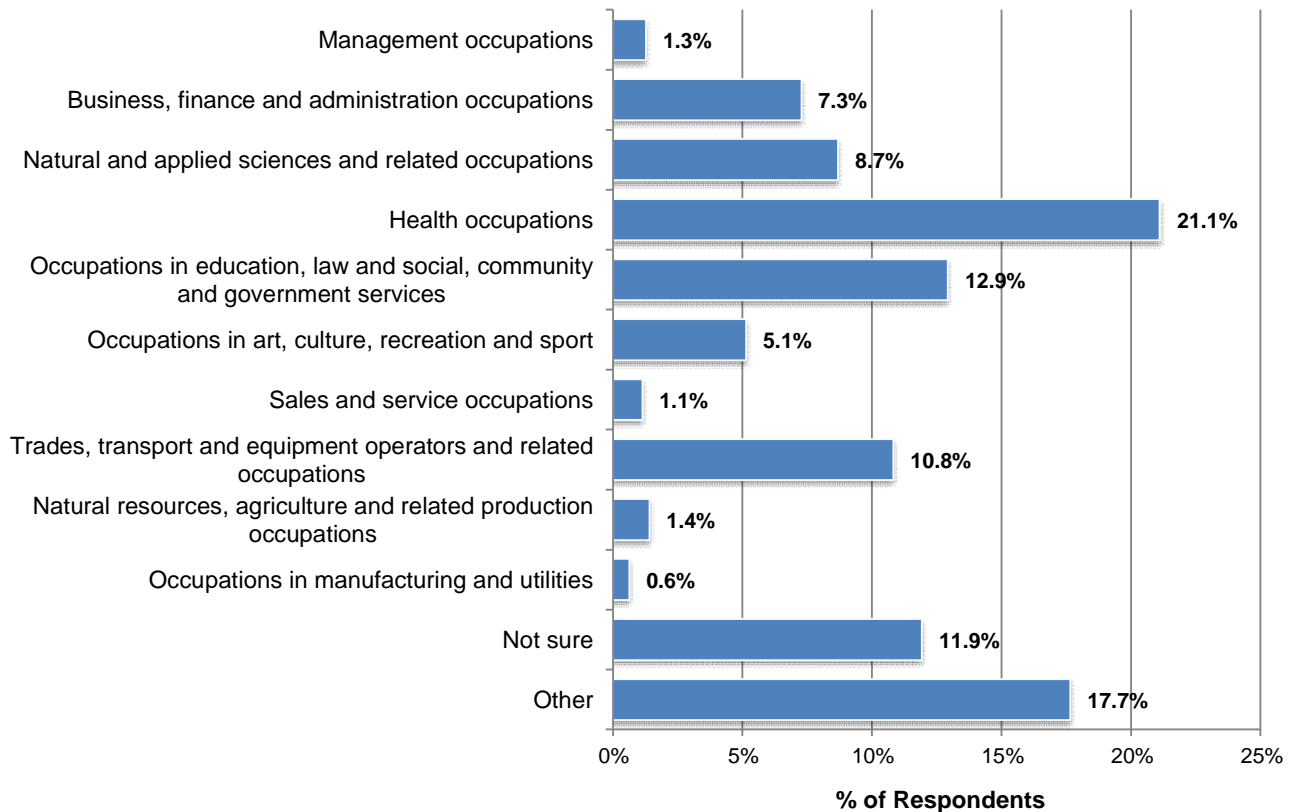
What type of job/occupational category do you intend to pursue?

Respondents were asked what type of job/occupational category they intended to pursue. Twenty-one percent of respondents indicated they intended to pursue a career in health occupations, 13% in education, law and social, community and government services, and nearly 11% indicated occupations in trades, transport and equipment operators and related occupations. Eighteen percent of respondents indicated they were pursuing a job in a category that was not listed, while 12% were not sure what type of occupation they intended to pursue.

What type of job/occupational category do you intend to pursue?

Indicate the type of job/occupational category you intend to pursue.

Job/occupational category (n=2198)



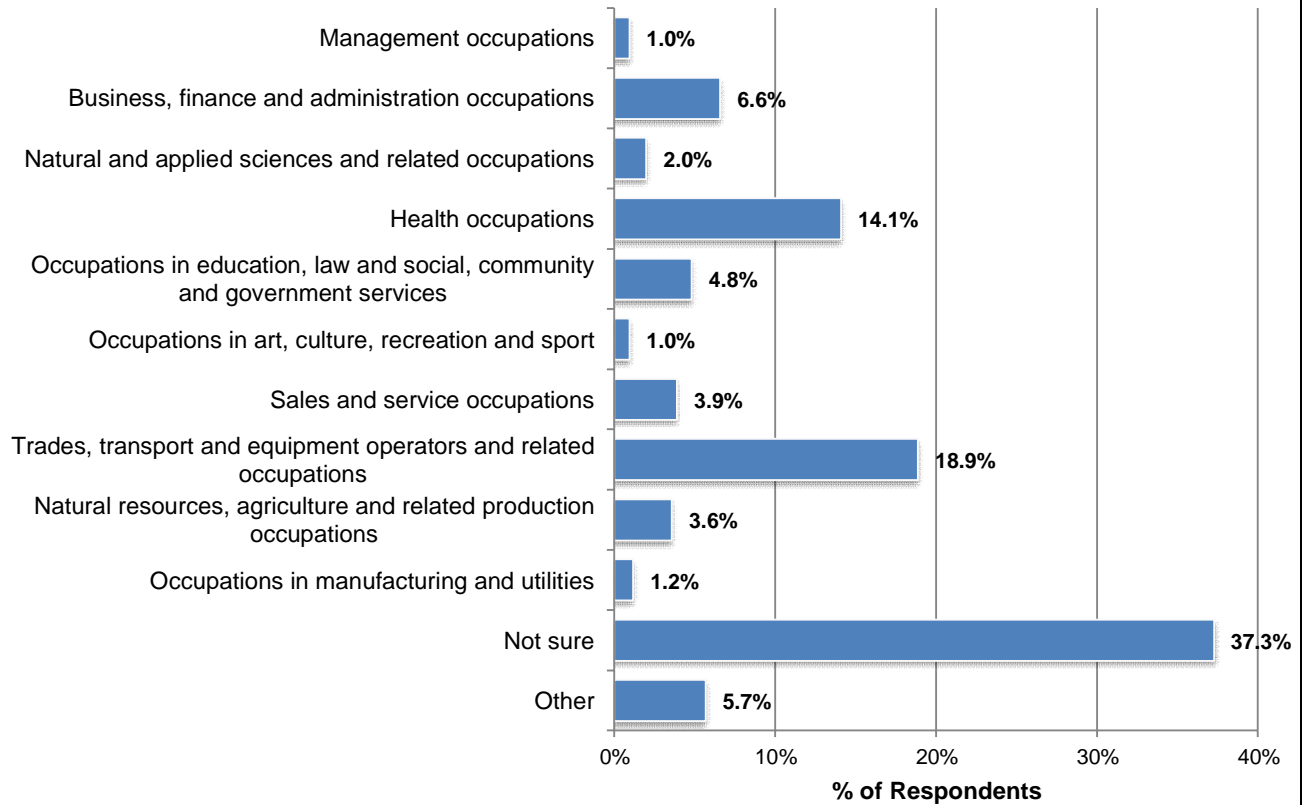
Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick?

Thirty-seven percent of respondents were not sure what occupational categories were the most readily available in New Brunswick. Nineteen percent of respondents indicated that jobs in trades, transport and equipment operators and related occupations were the most readily available, followed by jobs in health occupations (14%) and jobs in business, finance and administration occupations (6.6%).

What type of job/occupational category is the most readily available in New Brunswick?

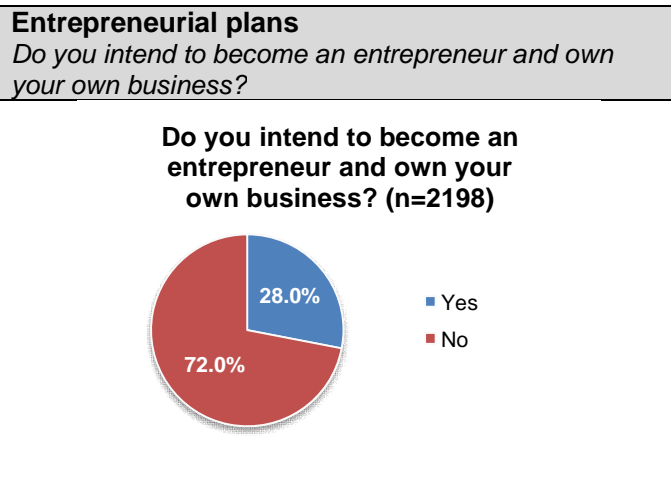
Indicate the occupational category that is the most readily available in New Brunswick.

Occupational categories most readily available in New Brunswick (n=2198)



Entrepreneurial plans

Twenty-eight percent of respondents indicated they intend to become an entrepreneur and own their own business.



Plans to Stay in the Province

Forty-four percent of respondents planned to stay in the province and 12% planned to leave the province but come back in a few years. Sixteen percent of respondents planned to leave the province with no plan to come back. Twenty-eight percent of respondents were not sure if they plan to stay in the province.

