



# Engaging Youth in Atlantic Canada's Ocean Industry

AWP YOUTH BEST PRACTICES  
SEPTEMBER 17, 2019

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centre for ocean  
ventures & entrepreneurship





# Perceptions of Ocean Industries

COVE WORKFORCE  
INITIATIVE

STUDENT  
INTENTIONS AND  
PERCEPTIONS  
FOLLOW-ON STUDY  
2019

Report prepared by the  
Centre for Ocean Ventures and  
Entrepreneurship (COVE)

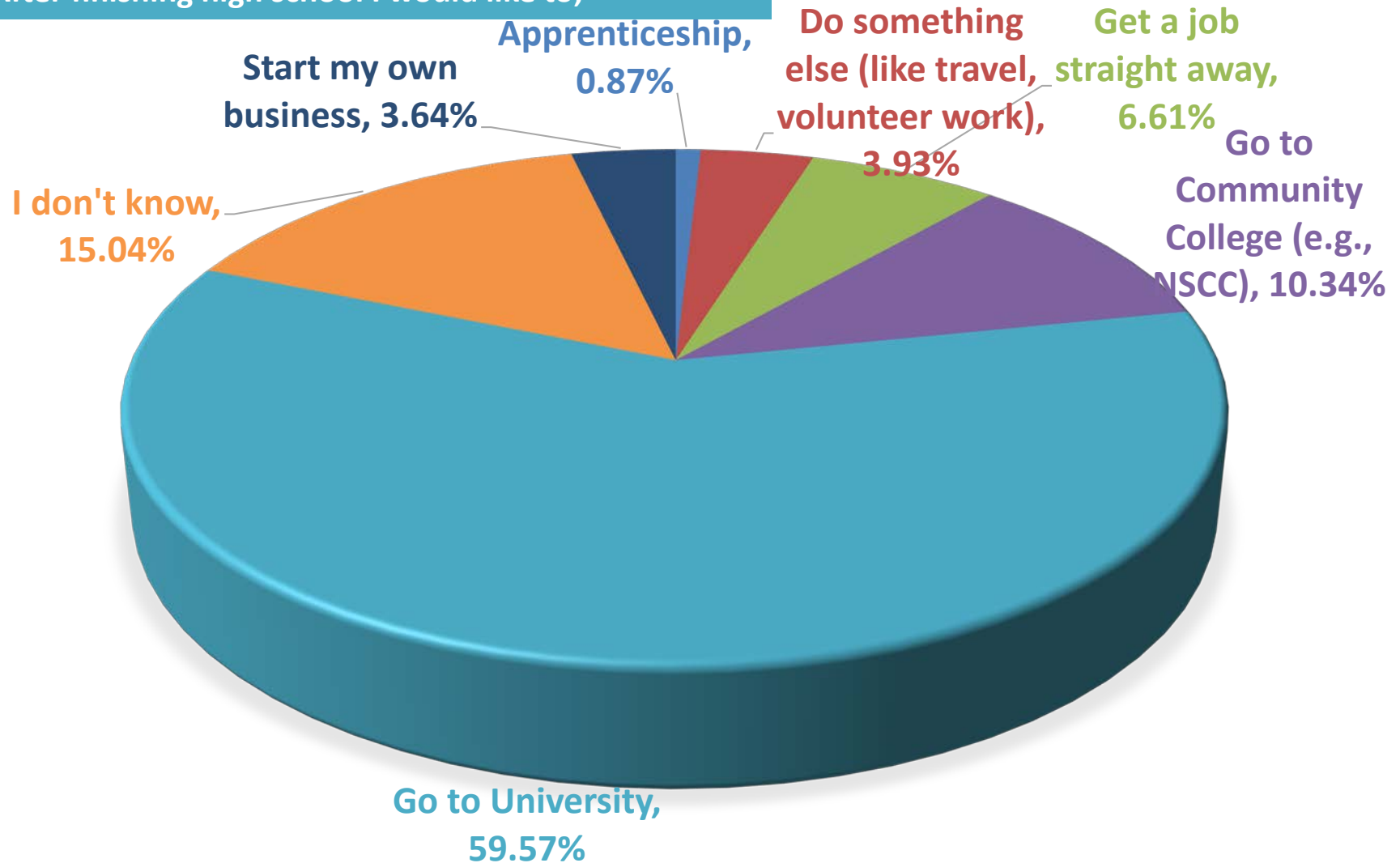
Carlotta Heymann, Dr. Sherry Scully & Dr. Tamara  
Franz-Odendaal

June 2019

- April 2019
- +4000 students
- Grades 6-12
- Urban and rural
- English and French

# Post-Secondary Pathway Intentions

After finishing high school I would like to;





# Perceptions of Ocean Industries



# Perceptions of Ocean Industries

## Disparaging

- *“Why would I want to be touch dirty stinky water all day”. (grade 8 male)*
- *“there’s no way I would ever do a job like that. Killing fish or killing people in ships – no thanks” (grade 11 female)*

## Different Career Choice

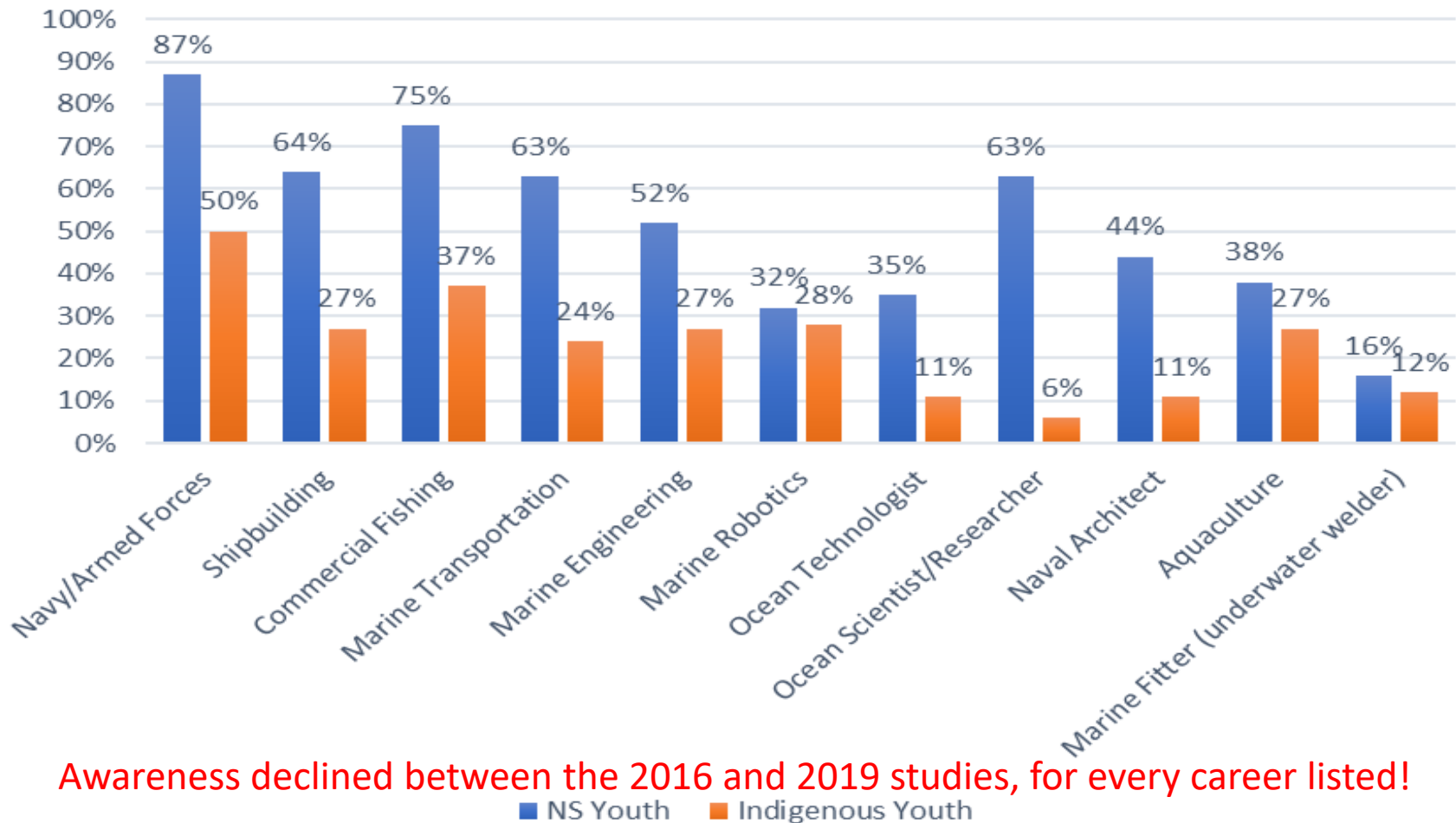
- *“because I would rather be an engineer or a mechanic so I would have to be on land” (grade 6 male)*

## Hazzards

- *“I don’t like the ocean and have a fear of drowning” (grade 11)*

# Awareness of Ocean Industries

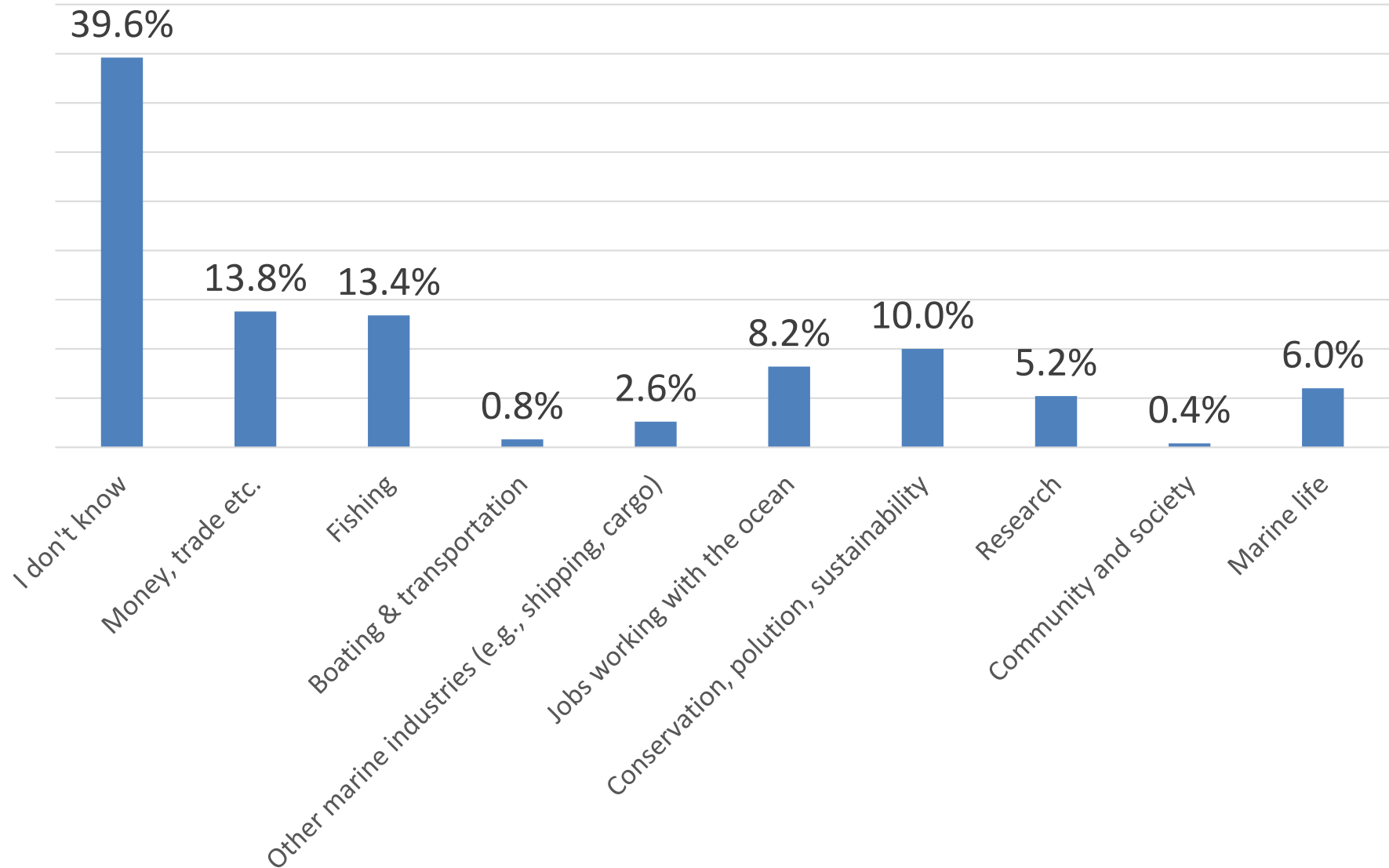
**In the marine industry there are many different types of careers. Which of these careers in the marine industry have you heard of?**





# Awareness of Ocean Industries

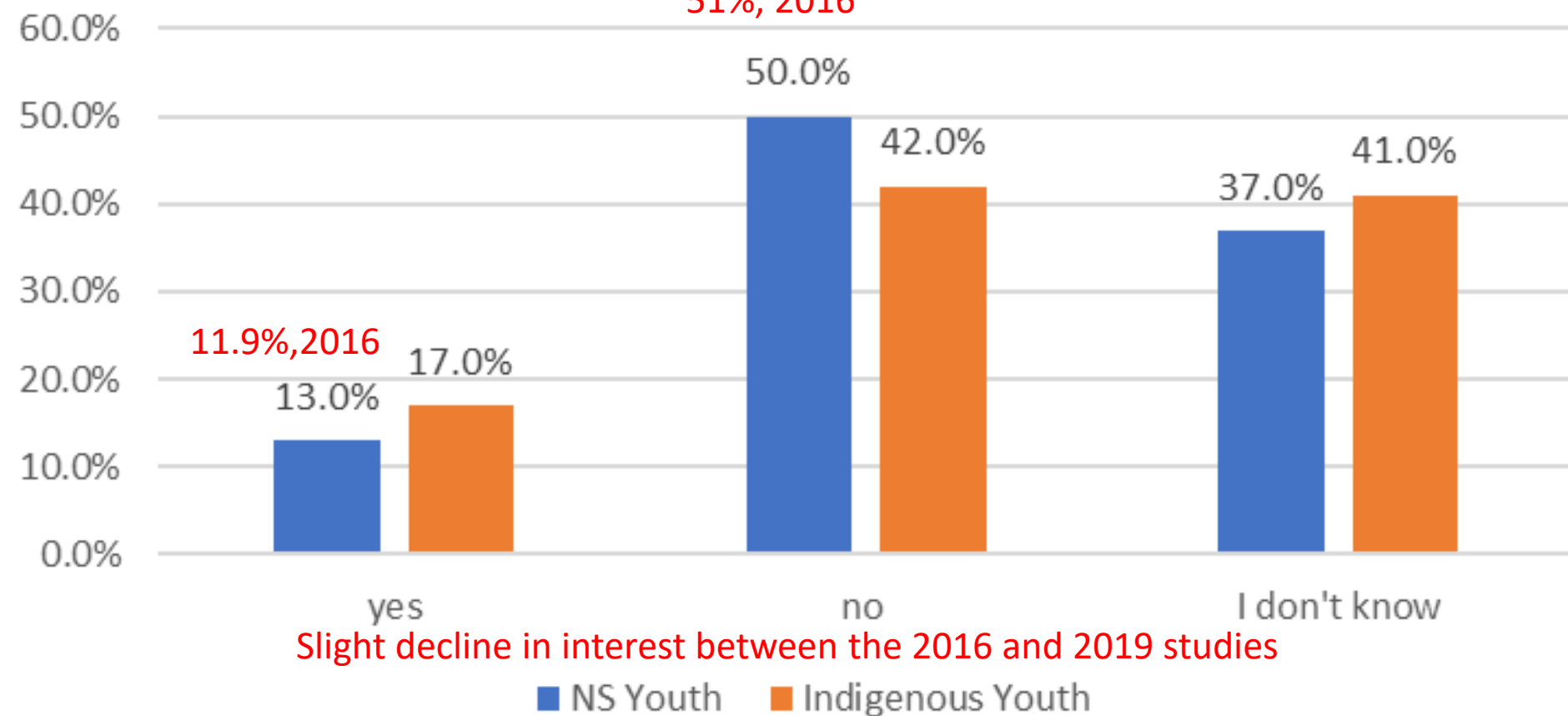
What word or phrase do you think of when you hear the term Ocean Economy?



# Are you interested in a career in the marine industry?

Are you interested in a job in the Marine Industry?

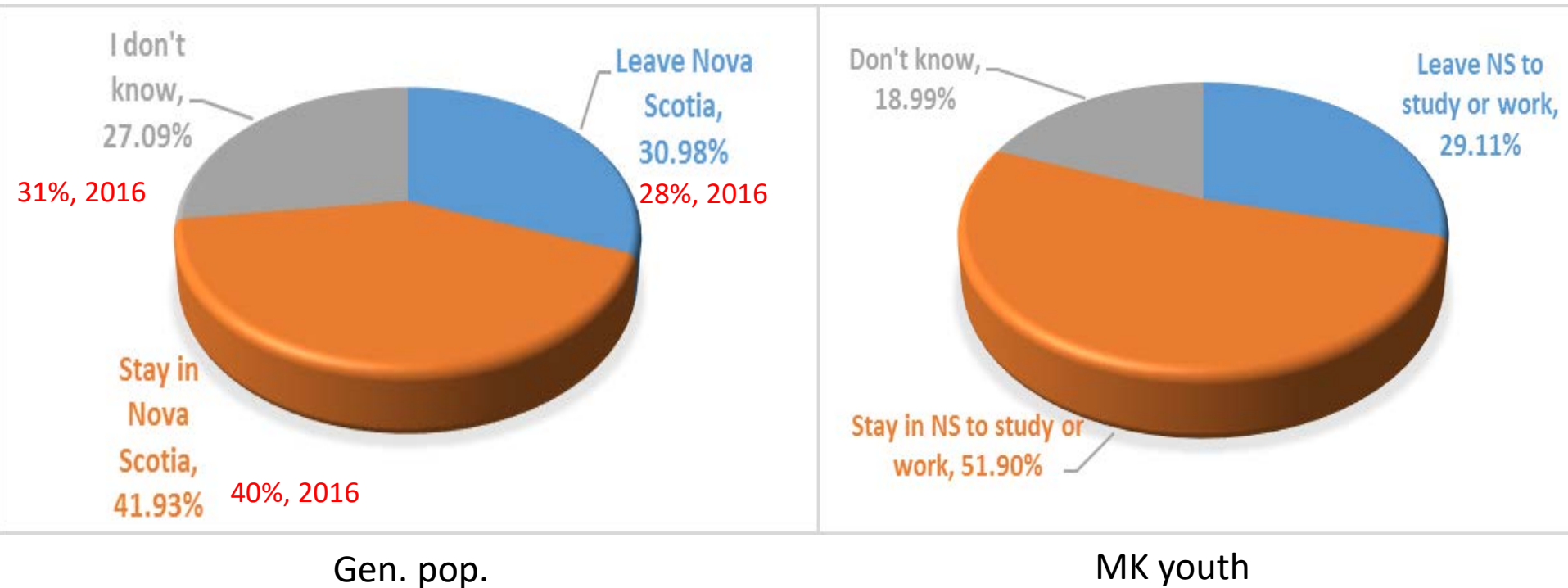
51%, 2016





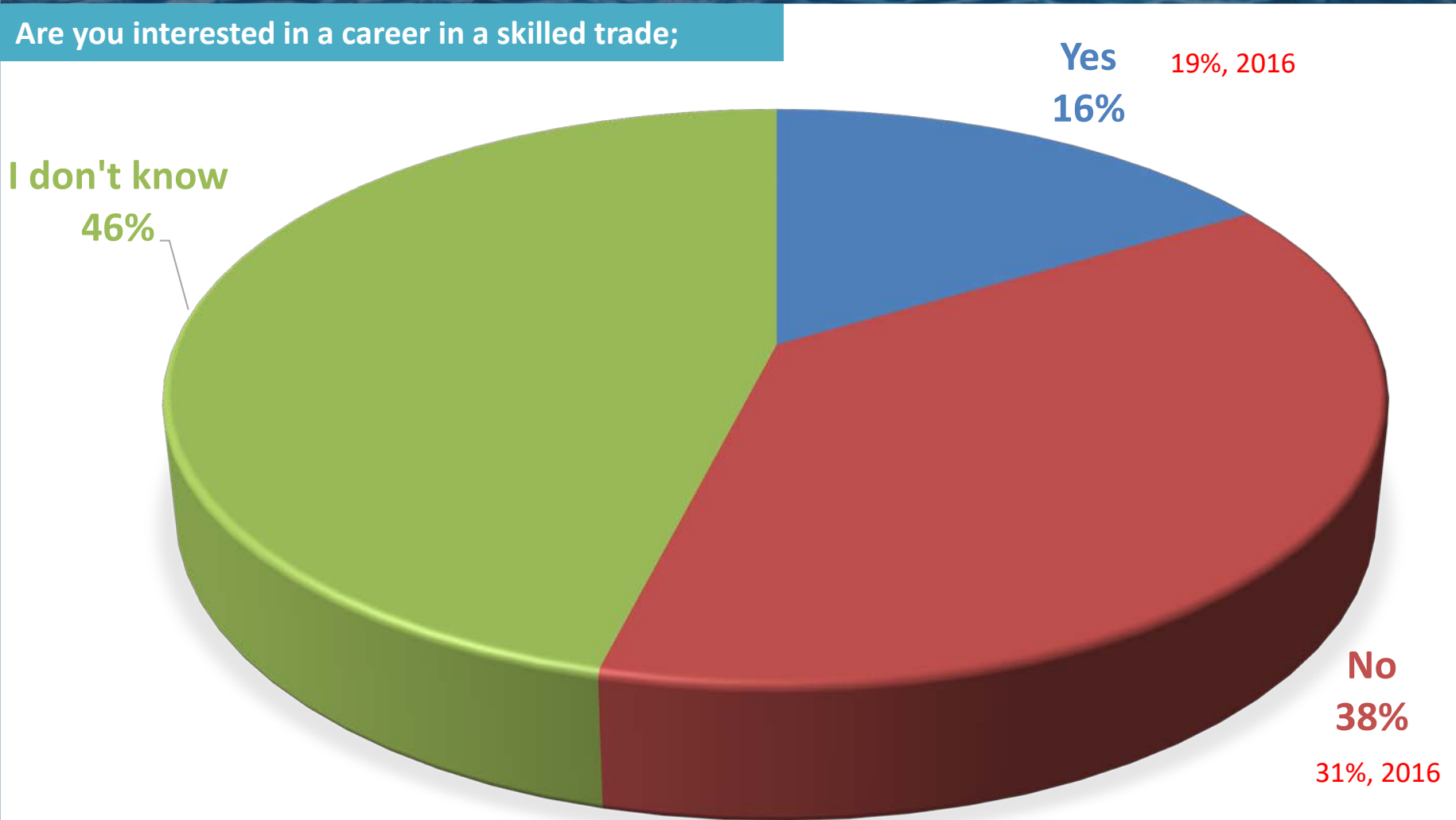
# Mobility Intentions

After finishing high school I would like to;



Slight increase in intention to remain in Nova Scotia, and slight decline in intention to leave, between the 2016 and 2019 studies

# Interest in Skilled Trades



There was a significant increase in negative responses ('no') compared to the 2016 survey on grade 6-9. Conversely, there was also a decrease in students who were interested in a skilled trade job.



# What youth are looking for in a career

- Make lots of money (compensation)
- Have a job I can stay in for a long time (stability)
- Work on something that's important to me (fulfillment)
- Work with other people (social needs)
- Work on something that's important to the world (actualization)
- Create and build things (impact/outcome)
- Work on something that I enjoy (cognitive engagement)



# National Workforce Pressures

The path to prosperity: Resetting Canada's Growth Trajectory. (Advisory Council on Economic Growth, December 2017)

- Pace of technological change is reshaping the world of work
- Technology is changing what we value, how we communicate, how we work, where we work
- Aging populations
  - Competition for talent (recruitment and retention)
  - importance of E<sup>2</sup>
- How can we engage youth in emerging industries?



1. Increase workforce participation
2. Future skills needs for Canada
3. Unlock innovation



# 1. Increase Workforce Participation

The path to prosperity: Resetting Canada's Growth Trajectory. (Advisory Council on Economic Growth, December 2017)



Females are still considerably less interested in exploring growth industries and careers such as the marine industry and skilled trades. Current female representation across marine careers is estimated to be as low as 2%

## 2. Future Skills Needs

The path to prosperity: Resetting Canada's Growth Trajectory. (Advisory Council on Economic Growth, December 2017)



- 21<sup>st</sup> century skills
- OECD Global Competencies

The ocean industries have been emphatically STEM oriented, in terms of recruitment. There needs to be more attention to building teams with interdisciplinary skills and a broader range of 'future skills'.



# Critical Skills for the Future

Reflecting      Adaptability      Integrative  
Creative Thinking      Thinking  
Resilience      STEM Knowledge      Collaboration  
and Skills      Analytical Skills  
Skill Agility      Divergent Thinking      Comfort  
Interpersonal      with  
Skills      Communication Skills      Ambiguity  
Abstract Thinking      Digital Skills      Critical  
Problem Finding      Thinking



# We also need to see a focus on digital skills among youth

(OECD's Survey of Adult Skills (PIAAC) )

- 75% of all organizations need employees with essential digital skills.
- 55% of Canadian adults attain only a level 1 competency.





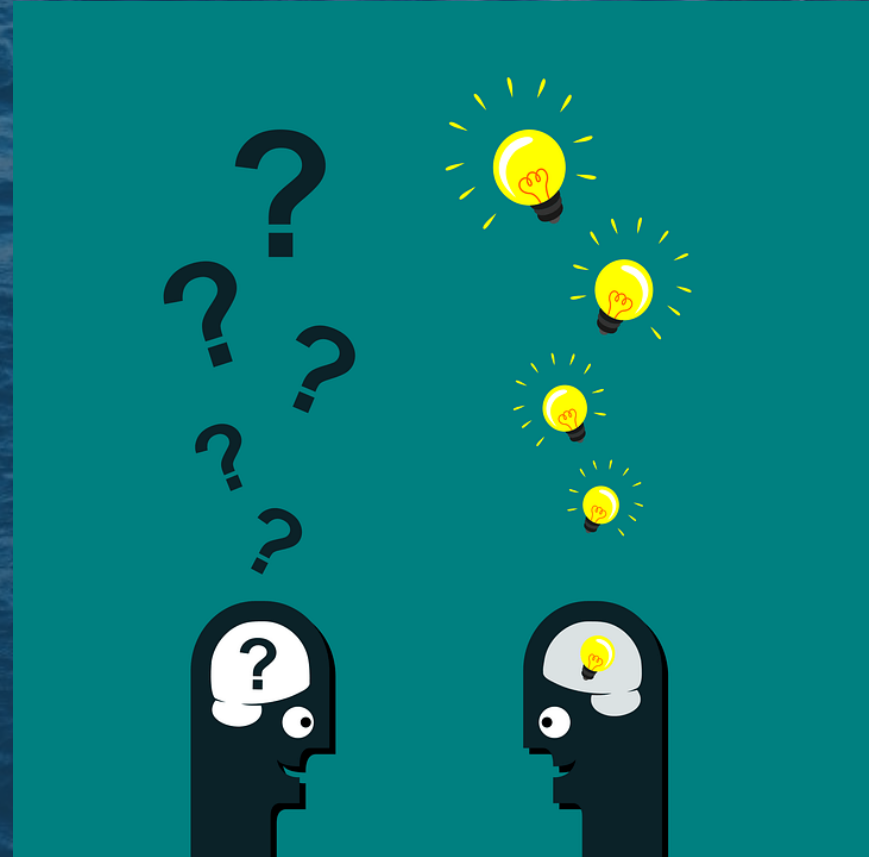
# 3. Unlock Innovation

The path to prosperity: Resetting Canada's Growth Trajectory. (Advisory Council on Economic Growth, December 2017)

- Critical Thinking & Problem Solving
- Creativity & Innovation
- Communication & Collaboration

Learning & Innovation Skills (OECD, 2008, 21stCentury Skills: How can you prepare students for the new Global Economy?)

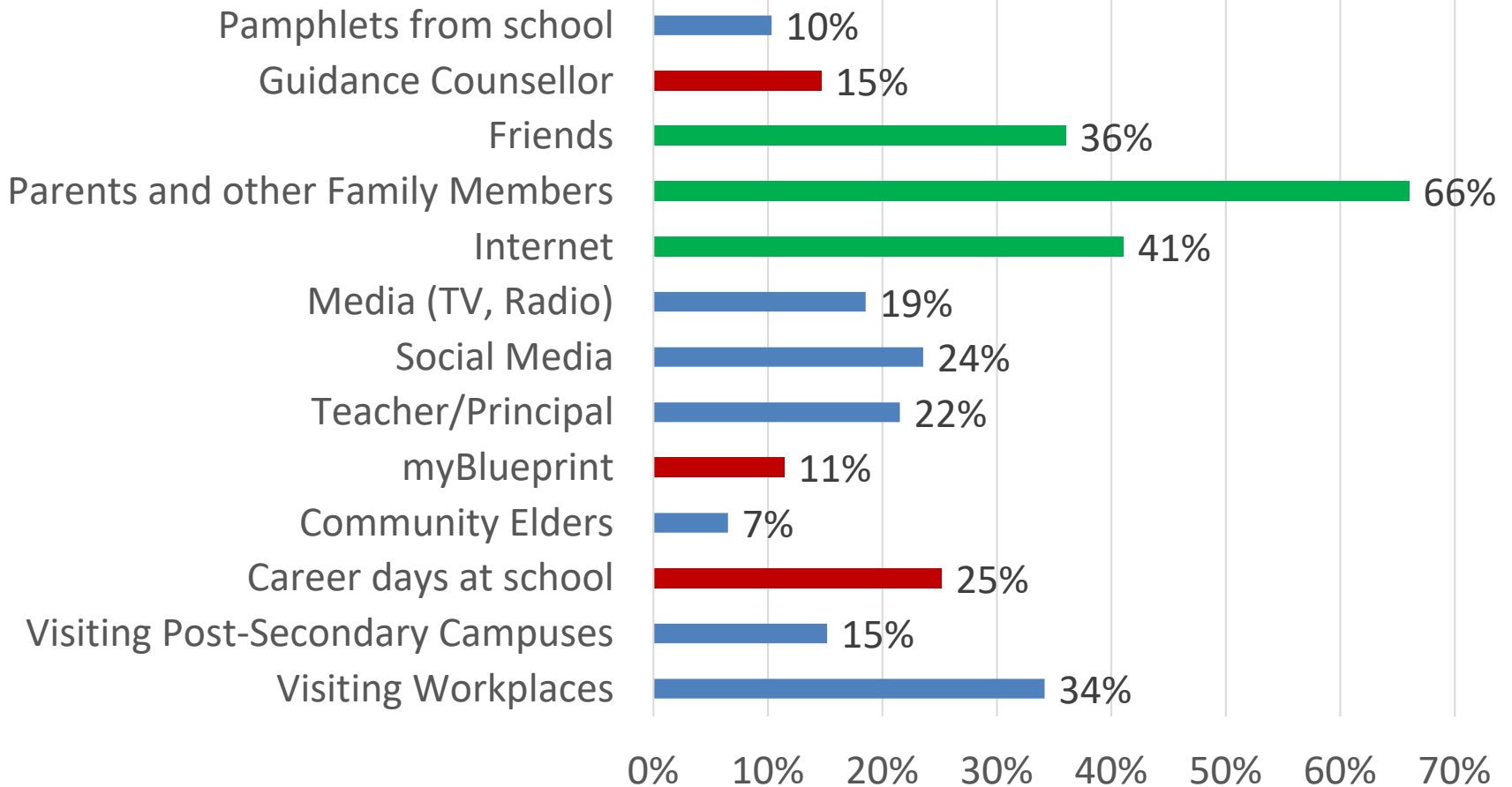
- **Abstract thinking** (Scientific American, Winter 2019)





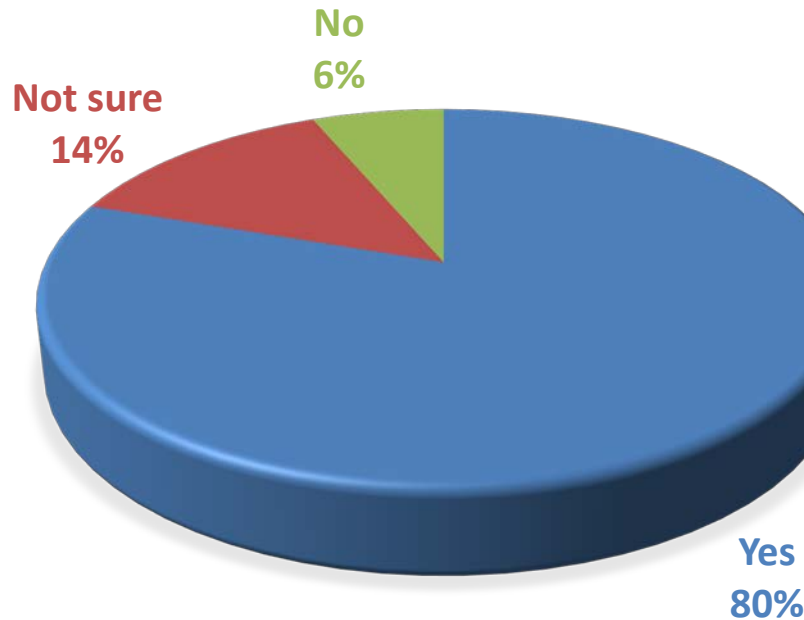
# 4. Youth Engagement: Career Coaching

I think the best way to get information about my future career is from;

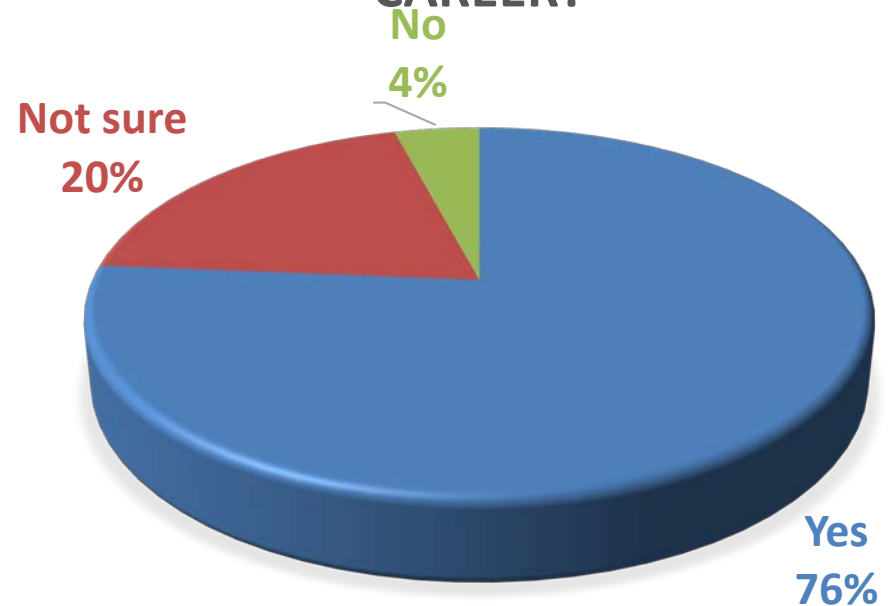


# 5. Skill and Experience Building

DO YOU FEEL THAT EXTRACURRICULAR ACTIVITIES ARE HELPFUL FOR A FUTURE CAREER?

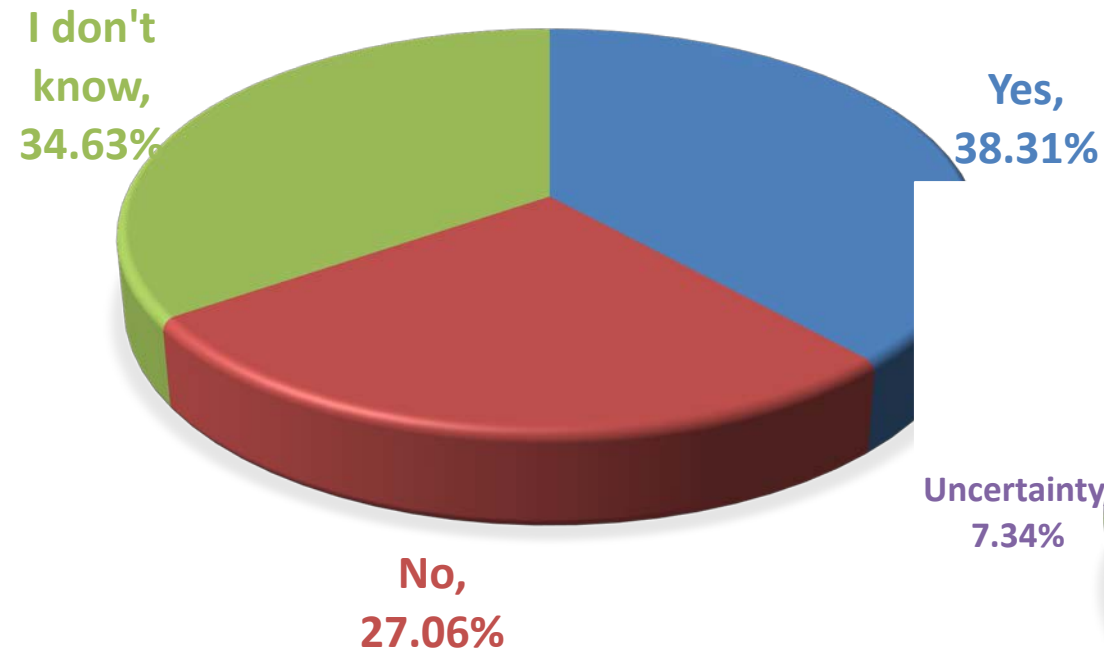


DO YOU FEEL THAT HAVING A PART-TIME JOB OR DOING CO-OP IS IMPORTANT FOR A FUTURE CAREER?

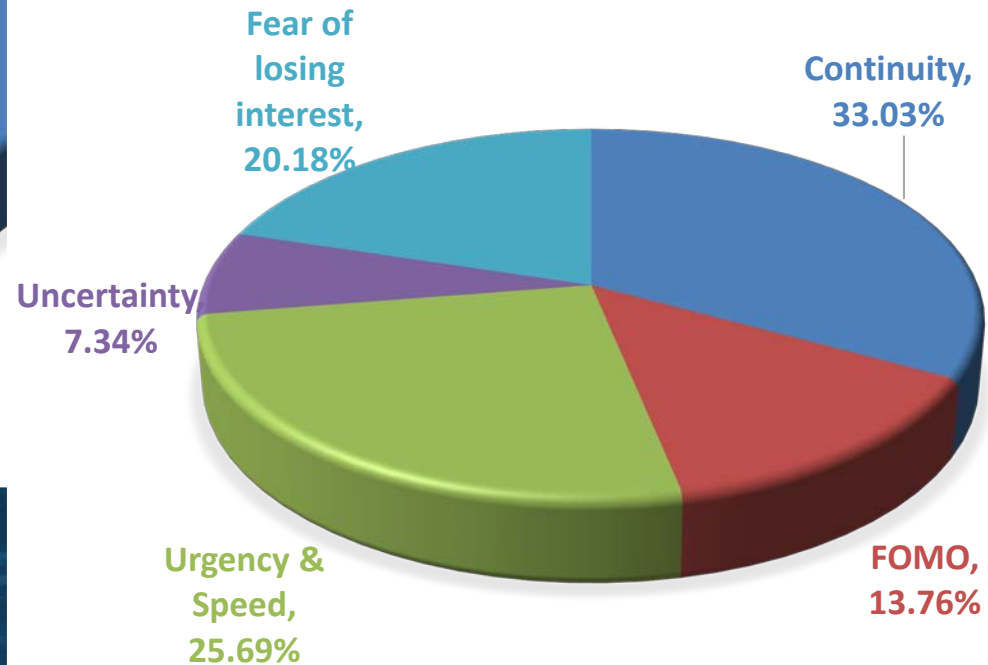


# 5. Skill and Experience Building

Would you consider taking a gap year or a gap term after you graduate from high school and before making a decision about your next steps?



If you wouldn't consider a gap year, explain why not;





# What is COVE doing to support workforce development?



- Teacher development through our Ocean Institutes (NS, NB, BC)
- Primary research to gain insight into perceptions and intentions of youth w/respect to Ocean careers
- Primary research on future skill needs, assessment strategies, innovative approaches to continuous learning
- Youth programs through schools, Skills Canada, and other events
- Pilot internship program: Ocean Internships and Project-Based Work-Integrated Learning



# What is COVE doing to support workforce development?



- Pilot internship program: Ocean Internships and Project-Based Work-Integrated Learning
  - Build diversity
  - In-turn, build mix of competencies (including ‘future skills’)
  - Project-based WIL
  - Peer-to-peer learning
  - Build awareness and exposure to range of ocean industries
  - Skill and experience building
  - Exposure to innovation and practical ocean technologies



To access any of the reports and studies discussed today,  
please go to:

<https://coveocean.com/projects/marine-people-partnership>

Or contact me at:

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