HORATIO ALGER ASSOCIATION OF CANADA

Honouring Perseverance, Integrity & Excellence

VOICES OF OUR YOUTH

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RESEARCH AND AUTHORSHIP

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The source of data for the report is the 2018 Voices of Our Youth survey. Nanos Research founder Nik Nanos, assisted by Jennifer Henwood and their team administered the survey. Nanos Research's expertise, vision, and hard work appear in the richness of the data and wealth of information the results of this survey contain about today's high school students and recent graduates.

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This report was prepared by a team of researchers at Simon Fraser University, led by Dr. Michelle Pidgeon, Associate Professor of Higher Education and Director of the Centre for the Study of Educational Leadership and Policy Studies, and assisted by Ms. Andrea Leveille. Pidgeon and her team analyzed and interpreted the data discussed in the report, and collaborated with Nanos Research in developing the survey.

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The Horatio Alger Association of Canada is grateful to the more than 2,000 young men and women who participated in the 2018 Voices of Our Youth Survey.

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ACKNOWLEDGEMENTS

The 2018 Voices of Our Youth report has been produced by the Horatio Alger Association of Canada to explore the perspectives and concerns of young Canadians at this particular juncture in our nation's history. We hope to learn about contemporary issues and trends that are shaping the next generation of future Canadian leaders.

The Voices of Our Youth study parallels the State of Our Nation's Youth survey, which has been conducted every four years since 1997 by our affiliated organization in the United States, the Horatio Alger Association of Distinguished Americans. Both organizations share a mission to recognize individuals who have overcome humble beginnings and adversity to achieve success through free enterprise. Both also provide scholarships leading to rewarding and productive careers for young people who have faced economic hardships and other forms of adversity. Through the generosity of our Members and friends, the Horatio Alger Association of Canada is proud to award privately funded, need-based scholarships to students in Canada's ten provinces and three territories.

The Horatio Alger Association is pleased to work with Nanos Research and Simon Fraser University's Centre for the Study of Educational Leadership and Policy in conducting this important project. Information gleaned from the Voices of Our Youth survey will support the Association's efforts to serve its scholarship recipients. We will also share this report with educators, policymakers, the media, and other individuals and organizations concerned with the well-being of young people. We look forward to periodically conducting similar surveys in the future to gain a continuum of information about factors that are having the greatest impact on young Canadians.

We are grateful to our Members and friends who made this report possible and who generously support the mission of the Horatio Alger Association of Canada.

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AN INTRODUCTORY WORD

Dear Reader,

The Horatio Alger Association of Canada, of which I am a proud Member, is pleased to present in these pages our first-ever Voices of Our Youth survey and report. This survey is unique in that it presents the attitudes, opinions and beliefs of young Canadians aged 14-23.

This survey is the latest initiative of the Horatio Alger Association of Canada, a registered charity that serves two main functions. First, it recognizes Canadians who have demonstrated perseverance and achieved great success in life. These individuals receive the Horatio Alger International Award and become a lifelong Member of the Association. I was honoured to be inducted as a Member earlier this year.

Second, the Association awards annual scholarships to deserving young Canadians in every province and territory. Horatio Alger scholarships are funded by the generosity of Members and are awarded to deserving students in financial need who have overcome significant adversity while demonstrating strength of character, strong academics, a commitment to pursuing higher education as well as a desire to contribute to society.

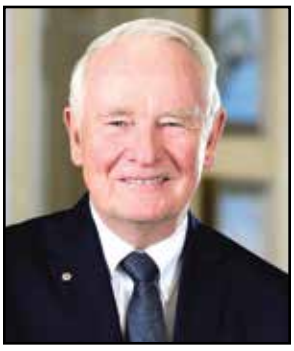
Our Canadian scholarship giving has continually grown. Beginning in 2019, a total of 200 need-based scholarships of $5,000 and $10,000 each will be bestowed, representing a value of $1.2 million annually. Since 2012, over $3.19 million in scholarships have been awarded to 645 deserving young Canadians.

Our Voices of Our Youth survey is another contribution. Our hope that its findings will help inform policy- and decision-makers about the sentiments of young people from across the country about the view of Canadian youth on important political, social, economic, and educational questions.

On behalf of the Association, our thanks to Nik Nanos and his colleagues at Nanos Research Group and to Professor Michelle Pidgeon and the Centre for Educational Leadership and Policy at Simon Fraser University for their great work on this project.

We hope you enjoy reading its findings.

Sincerely,



The Rt. Hon. David Johnston
28th Governor General of Canada

OVERVIEW OF FINDINGS

The 2018 Voices of Our Youth report provides valuable insight into the realities of young people in today's complex world. By surveying Canadian youth from ages 14 to 23 who are current high school students or recent graduates, the report offers insights into the opinions and attitudes of young Canadians on topics such as what is important when thinking about education and career goals, level of satisfaction with the system of government, and confidence in various Canadian institutions (e.g., military, police, senate); perceptions of Canada's support of Indigenous peoples and the Truth and Reconciliation (TRC) report (Truth and Reconciliation Commission of Canada, 2015b, 2015a). In addition, this survey asked questions that explored where young Canadians get their news, perceptions of standards of living over the next 10 years, post-secondary education aspirations, level of worry parent(s)/guardian(s) had for them and interest in their lives, the effect of technology on young people, and problems and issues faced by youth.

There were also specific questions asked of current high school students centred on plans for post-secondary education, and views towards their own learning in school relative to notions of being prepared to meet the demands of the "real world." This report provides a unique snapshot of Canadian youth and provides a basis upon which future surveys can measure and track trends over time with Canadian youth. The results of this report are subsequently organized around seven key findings:

1. Factors for a Successful Life
2. Optimism for Canada—Government, Institutions, & Values
3. Indigenous Peoples, Residential Schools, & Reconciliation
4. Media, Technology, & Its Influence
5. Facing Challenges & Managing Stress
6. Parental/Guardian Involvement
7. Education Pathways & Future Plans

Results from the Voices of Our Youth survey support seven findings. First, young people overwhelmingly believe that hard work is more important than good luck in achieving success in life. They also expressed the desire to have a life where they are very well off financially, are able to help take care of others, support and protect their communities, take care of the environment, and work on issues of equity. Sizeable shares of young people also indicated that raising a family is a key factor to having a successful life.

Second, while somewhat skeptical towards government, today's youth are overall satisfied with the system of government in Canada. Their level of satisfaction may stem from the value they assign to the rights and freedoms that come with Canadian citizenship, such as: 1. The freedoms of thought, belief, opinion, and expression; 2. The right to life, liberty, and security of the person; and 3. Rights to everyone equal under the law. Young people also expressed confidence in Canadian institutions like the health care system, justice (including the RCMP, provincial/city police, and military), and the educational system. However Canadian youth also have a vision for a better, more equitable future. Three key changes young people want to see occur for the country include: 1. Increasing access to affordable housing; 2. Making sure all races are treated equally; and 3. Addressing issues of poverty and homelessness. Overall, young people were optimistic about the future of Canada, and many felt that the standard of living will be higher for the next generation.

Third, Indigenous issues matter to young people in this country. They felt the Canadian government was doing a good job at providing appropriate Indigenous content in the school curriculum and many felt that government was doing an average job at supporting Indigenous peoples. Young people were most supportive of the government doing better at increasing the quality of life on reserves. They also felt that more funding could be invested in First Nations, Métis, and Inuit cultural programming and language programming. Young people also wished to learn more about the Aboriginal peoples of this country and felt optimistic about the future of the relationship between Canada and First Nations, Métis, and Inuit peoples.

In terms of reconciliation, most young people felt they understood the impact of residential schools on Indigenous peoples and their families and also felt that all Canadians are responsible for the Calls to Action put forward by the Truth and Reconciliation Commission (TRC) to make change in Canadian society.

Fourth, young people saw technology as having both positive and negative impact on their lives. Although they believe it helped them develop technology skills and research skills, they also recognize that sometimes it did negatively impact their relationships with friends, their attention spans, and their levels of physical activity. The top source for news young people turn to is online social media feeds, the second is their friends and parent(s)/guardian(s). Most young people felt they knew more than their parent(s)/guardian(s) about technology.

Fifth, young people are facing multiple challenges (e.g., academics, financial pressure, work demands) and consequently must manage stress on a daily basis in their lives. Life concerns (e.g., what will they do with their lives) and academic concerns (e.g., doing well in school, getting into college/university) were the top concerns of young people today. When asked about sources of stress—who is applying the pressure to do well—young people reported a combination of themselves and their parent(s)/guardian(s). Friends were sources of pressure to look a certain way, seek popularity, and engage in sexual activity. Just under one-third of young people also reported incidents of cyberbullying further adding to the stress and pressures they feel. Just under half of the young people surveyed were working, either full-time or part-time. Of the 51% who were not employed, some were looking for work and others were not. Financial stressors were evident in their worries about supporting themselves and paying for university or college. Given the stressors facing young people, many feel that they were "somewhat" managing the stress, while some young people are clearly not coping well with stress. Financial, school, and other life pressures (e.g., being popular; looking a certain way) are compounding and may lead to subsequent challenges with mental, social, and physical health along with their performance at school and/or at work.

Sixth, parent(s)/guardian(s) are, in the eyes of today's youth, maintaining critical roles in their children's lives. Aspects of their lives where parent(s)/guardian(s) expressed interest in were: school work, friends and social circles, career futures and educational goals. Most young people felt their parent(s)/guardian(s)' level of interest was "about the right amount already," and that their parent(s)/guardian(s) could be slightly less interested in their dating relationships and how much time they spend online with technology. Young people wished their parent(s)/guardian(s) were slightly more interested in their activities (e.g., sports, arts).

Seventh, most young people plan on entering post-secondary education and almost half of them wish to complete a university degree or higher over the course of their lifetime. While they worry about how they will pay for their education (e.g., debt aversion is high amongst young people), they also felt optimistic that they would pursue future education. Although students may not want to take on student loans that need to be repaid, they did have a plan on how they would pay for their education, such as family resources, personal savings (e.g., employment savings), and applying for scholarships and bursaries. For those who will not go to post-secondary education right after high school, the top reasons were: not having the finances to pay for it, needing to find full-time employment, not liking school, and responsibilities to support their family.

SELECTED KEY FINDINGS

FACTORS FOR A SUCCESSFUL LIFE

For today's youth, a successful life stems from a combination of money, generosity, serving and protecting others, equity, taking care of the environment, family, and hard work.

- Financial Stability and Helping Others are the top two factors that young people feel are important for a successful life.
- Serving and Protecting Society and Community and Helping Promote Issues of Equity are the third and fourth most important factors to young people.
- The Environment and Having a Family were the fifth and sixth most important factors in having a successful life, respectively.
- Hard work is more important than luck according to 79% of both high school students and graduates to having a successful life.

CAUTIOUS OPTIMISM FOR CANADA

- 70% of high school students and 71% of graduates are "hopeful" (or "somewhat hopeful") for the Future.
- Over 50% of high school students and graduates are "satisfied" or "somewhat satisfied" with the current system of government in Canada.
- Close to 50% of young people feel they can trust the government only some of the time.
- The three most important freedoms Canadians enjoy, according to young people, are: 1. Freedom of thought, belief, opinion, and expression; 2. Right to life, liberty, and security of person; and 3. Rights of everyone to equal protection under the law.
- The most important changes in the country that young people would like to focus on are: 1. Increasing access to affordable housing; 2. Making sure people of all races are treated equally; 3. Addressing issues of poverty and homelessness in Canada; 4. Reducing the economic gap between rich and poor; 5. Cutting taxes and reducing government spending; and 6. Increasing support of environment protections in Canada.

Confidence in Canadian Institutions

- Young people have "a great deal" or "quite a bit" of confidence in Canadian institutions. For example, 54% of high school students and 63% of graduates had confidence in the health care system. Slightly over 50% of students and graduates also had confidence in the RCMP, provincial/city police, and the military. Around 50% of high school students and graduates were confident in the public education system.

- However, young people were somewhat less confident in other Canadian institutions. For example, only 34% of students and 40% of graduates were confident in the federal government and parliament. Similarly, around 33% of students and graduates expressed confidence in the senate, and 24% of students and 22% of graduates had little or no confidence.

INDIGENOUS PEOPLES & YOUNG CANADIANS

Government Could Be Doing More to Support

- Overall, young people scored the government as "average" on supporting First Nations, Métis, and Inuit peoples of this country (e.g., quality of life on reserves, including the views of Indigenous leaders on political decision making). For example, while slightly more than one-quarter of students and graduates felt Canada was doing a "very good" or "good" job in ensuring quality of life on reserves; more young people, 32% of high school students and 35% of graduates felt the government was doing a "poor" or "very poor" job with the quality of life on reserves, respectively.
- Canada is doing a somewhat better job of ensuring Indigenous peoples are not discriminated against and protecting treaty rights (e.g., 33% of young people ranked this as "very good" or "good" job on both these items).
- Young people overall felt that there was more Indigenous content in the classroom; about 34% felt this was "very good" or "good" while 29% felt the country was doing a "poor" or "very poor" job.

Indigenous Peoples Are Important

- 79% of high school students and graduates "agreed" or "somewhat agreed" that Indigenous peoples should have an important role in protecting the environment.
- 73% of students and 75% of graduates felt that Indigenous issues are important for all Canadians to care about.

Indigenous Languages & Cultures Matter

- Young people felt the government should support cultural programs for First Nations, Métis, and Inuit (69% students; 74% graduates) and language programs (66% of students; 75% of graduates).
- 67% of high school students and 70% of graduates want to learn more about Indigenous peoples.
- 62% of high school students and 61% of graduates feel optimistic about the future of the relationship that Canada has with First Nations, Métis, and Inuit.

Reconciliation Is Being Taken Up by Young People

- 61% of high school students and 63% of graduates felt that all Canadians are responsible for the Calls to Action put forward by the TRC to make change in Canadian society.
- 66% of students and 68% of graduates feel they understand the impact residential schools have had on Aboriginal peoples and their families.
- More young people are talking about residential schools and reconciliation with their friends (e.g., 45% of students; 52% of graduates) than with family members (e.g., 43% students; 36% graduates).

THE POSITIVE & NOT-SO-POSITIVE IMPACTS OF TECHNOLOGY

- Social Media is the source for news and what is happening in the world for 61% of high school students and 66% of graduates. Family and friends are the second-top source of news for young people (55% and 54% respectively).
- Young people felt that using technology helped their technology skills (76% of students; 79% of graduates) and their ability to research and find information (74% of high school students; 77% of graduates).
- 43% of students and 51% of graduates saw technology having a negative impact on their attention span and level of physical activity and fitness.

STUDENTS FACE MULTIPLE CHALLENGES & STRESSORS

- **Life & academic concerns** are the top problems and issues faced by young people today. Sixty percent of high school students and 77% of graduates felt the pressure to have their life all figured out; 67% of students and 69% of graduates are feeling the pressure to do well in school.
- **Pressure is on.** Graduates identified having to have life figured out (77%) and personal finances (73%) as a major or minor problem in their lives. The top pressures identified by high school students were pressure to do well in school (67%) and to have life figured out (60%).
- **Saying no to drugs.** Seventy-one percent of high school students and 75% of graduates reported they did not feel pressure to do drugs.
- **Sources of pressure: self and parents.** In looking at who is putting pressure on young people, most identified areas of their lives where it was a combination of themselves and their parents (e.g., to do well in school, to go to post-secondary education, to have life figured out. **Peers** were more likely to be sources of pressure or influence to look a certain way, to be popular, or to have sex).
- Young people say the average age a person should become financially independent from their parents is 22.
- 59% of graduates and 31% of high school students were working. Of those who worked, high school students were more likely to work part-time (84%), and 50% of those who had graduated worked part-time.

- **Experienced bullying.** Forty percent of high school students and 37% of graduates reported that being bullied (in person or online via social media) was a "major" or "minor" problem for them, while 29% of high school students and 33% of graduates reported that something negative about them had been posted online.
- **Somewhat well.** When asked how they were coping with stress, most indicated they were doing somewhat well (41% students; 36% graduates). Yet, 17% of students and 28% of graduates reported they were "somewhat not well" or "not well" at managing the stress of their lives.
- **Stress is having an impact on all aspects of young people's lives.** Young people reported negative impacts of stress on their mental health (76% of graduates); self-esteem (59% students; 74% graduates); and their physical health (45% students; 68% graduates). Sixty percent of young people reported negative impacts on their school work. Sixty-one percent of graduates and 48% of high school students also reported that stress negatively impacted their relationships with friends and peers.

PARENTAL/GUARDIAN INVOLVEMENT & CONCERN

- 54% of high school students and 37% of graduates reported their parent(s)/guardian(s) pay a lot of attention to their school work and classes.
- Parents have "just about the right level of interest already" in various aspects of young people's lives (e.g., performance at school, who their friends were, career future, and planning for university/college). Parents could be "less interested," according to young people, in their dating and relationships and the amount of time they spend on electronic devices. Parents could be "more interested" in activities young people are involved in (e.g., sports, music).
- The top two worries of parents are personal safety of their children and their children's future.

POST-SECONDARY EDUCATION ASPIRATIONS & FUTURE PLANS

High School & Preparing for Life

- **Schools receive a "B."** When asked what letter grade they would give to their school, 46% of the high school students gave their school a B. Fifty-three percent of high school students also felt that their schools were doing a "very good job" or "somewhat good job" in preparing them for life; while another 29% rated their high school as "average," and roughly 16% ranked their schools as doing a "somewhat poor job" or "very poor job."
- **Teachers are valued.** When asked what was the best quality of their education 24% of high school students noted it was their teachers and another 20% felt it was the quality of the courses they could take.
- **Wish to learn.** Financial literacy and life skills (e.g., cooking, cleaning) were two areas of life the high school students wished they learned more about in school.

Plans for Further Education beyond High School

- **Desire for future education.** Eighty-eight percent of high school students and 68% of graduates plan to complete a degree/diploma/certificate. Of those youth,
  - 36% of students and 39% of graduates wish to complete a university degree.
  - 30% of students and 32% of graduates intend to pursue graduate education.
  - Approximately 20% of young people wish to complete a college/vocational degree, diploma, or certificate.

- The majority of young people intend to take the traditional route of going to university directly after graduating high school (83% of high school students; 76% of graduates).

- **Choice to defer going to university/college.** Of the young people who choose to defer their entry into post-secondary education, 74% of high school students and 76% of graduates do so because of limited financial resources and the need to seek employment. Some young people (57% of students; 46% of graduates) also have family responsibilities that prevent them from going on to university or college right away. For others, the choice not to go on to post-secondary education was due to having interests and opportunities that do not require university or college credentials, or simply not liking school.

Finances Matter

- **Worried won't have enough money.** Twenty-six percent of high school students and graduates had no financial concerns and were confident they had enough funds to attend post-secondary education. This was not the case for 47% of students and graduates who had some concerns, but felt they will probably have enough funds for university or college. However, 27% of students and graduates had major concerns, and they were not sure they would have enough funds.

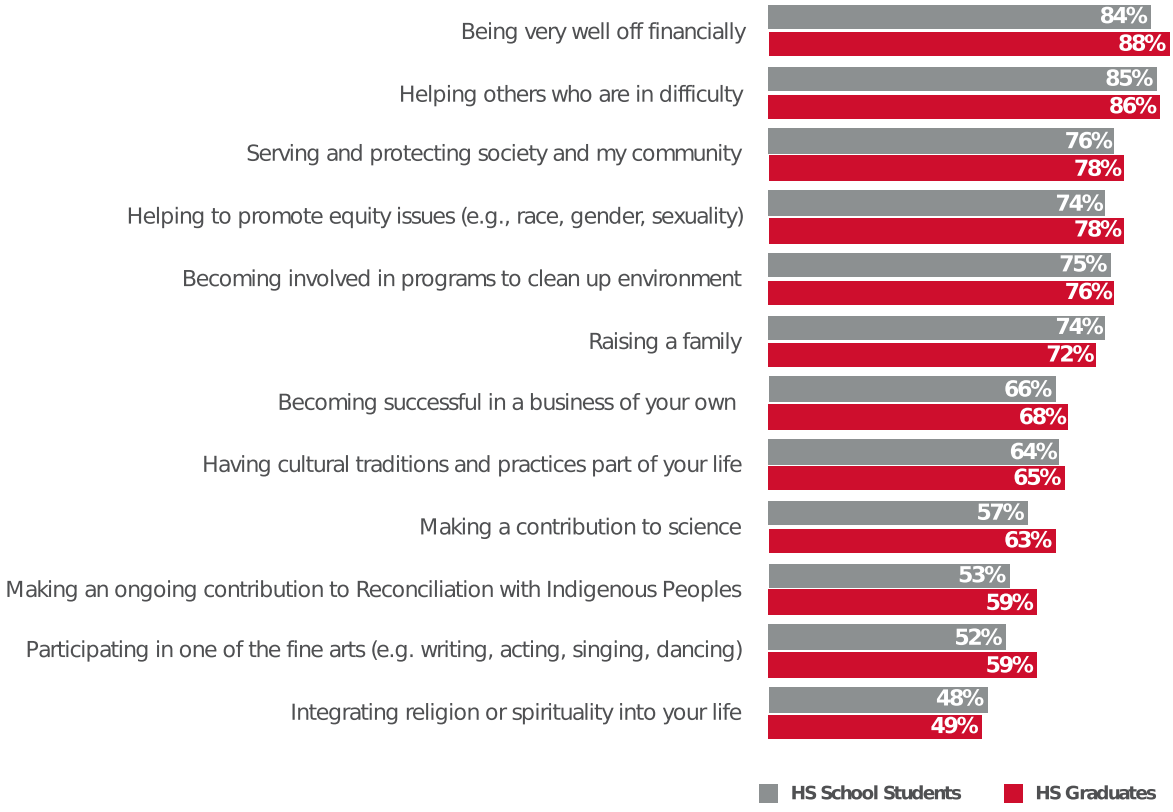
- **Debt aversion is real with young people today.** The most common sources for funding their post-secondary education were: family resources, personal savings (e.g., employment income), and scholarships/bursaries. Only 19% of students and 18% of graduates intended to take out student loans or other financial supports that they would have to repay.

FINDINGS

1. FACTORS FOR A SUCCESSFUL LIFE

When asked to rank the importance of a variety of factors on their education, career, and life goals, both high school students and high school graduates valued being very well off financially (84% and 88% respectively) and helping others who are in difficulty (85% and 86%).

Factors Important to Having a Successful Life

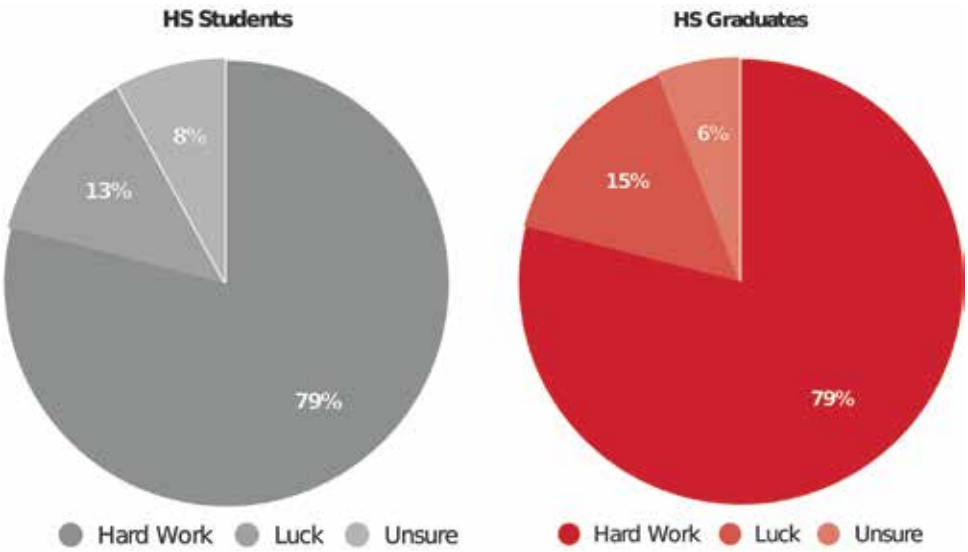


Over three-quarters of young people also felt that serving and protecting society and their community was important to them (76% students and 78% graduates) and also helping promote issues of equity (e.g., race, gender, sexuality) (74% students and 78% graduates respectively). Seventy-five percent of high school students and 76% of graduates felt it was "important"/"somewhat important" to become involved in programs to clean up the environment. Seventy-four percent of high school students felt that raising a family was important to them, 72% of graduates felt the same way, whereas 66% of high school students and 68% of graduates felt it was important to become successful in a business of their own.

Fifty-seven percent of high school students and 63% of graduates felt that it was important to make a contribution to science. It is not surprising given the religious and ethnic diversity across Canada, which was represented in the young people who responded to this survey, over 60% of them felt that having cultural traditions and practices as part of their life was also important to their life goals. However, fewer young people felt it was important to integrate religion or spirituality in their life (e.g., 48% students and 49% graduates felt it was "important"/"somewhat important" while 26% and 27% indicated it was unimportant). Fifty-two percent of high school students and 59% of graduates felt it was important to participate in one of the fine arts (e.g., writing, singing, dancing). Later in the survey, young people were asked various questions related to Indigenous peoples, residential school, and reconciliation. Within the series of items related to having a successful life, one question asked how important they felt it was to make an ongoing contribution to reconciliation with Indigenous peoples. Fifty-three percent of high school students and 59% of graduates felt it was "important"/"somewhat important," and only 16% and 14% respectively felt it was "unimportant."

From their responses to this series of questions on what makes a successful life, young people are telling us what matters to them is financial stability, caring for others and the environment, raising a family, making contributions to science, owning their own business, and participating in the fine arts.

What Is More Important for Success in Life: Hard Work or Luck?



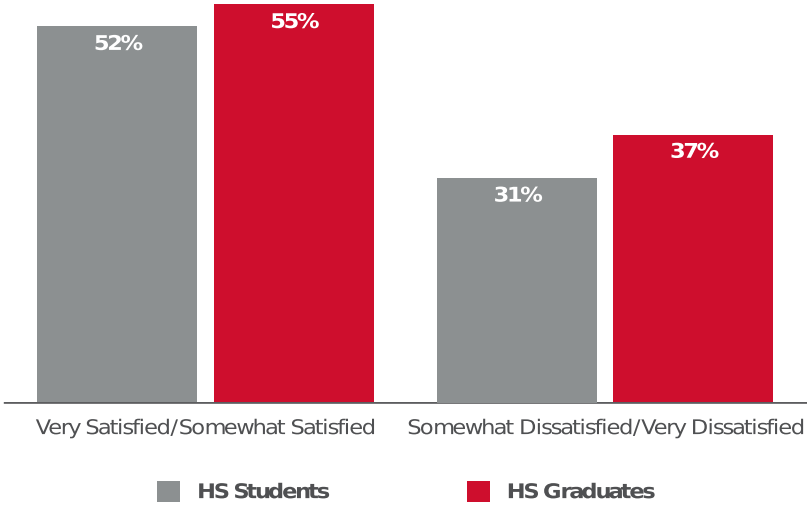
When asked what was more important for success, hard work or luck, it was impressive to see that 79% of high school students and graduates felt it was hard work that helps one have a successful life.

Within Canada, the complexities and intersections of one's realities impacts one's opportunities later in life (e.g., parental education, socioeconomic status, disability, race/ethnicity/religion, sexuality, K-12 education, location—urban, rural, or remote). For example, in 2016, 54% of Canadians aged 25-64 had either college or university qualifications, up from 48% in 2006. Canada continues to rank first among the Organization for Economic Co-operation and Development (OECD) countries in the proportion of college and university graduates (Statistics Canada, 2017a). The intention of the majority of young people to pursue their higher education follows the trend of Canadians completing post-secondary education after high school. The next section of the report explores young people's opinions and attitudes towards the government, institutions, and country as a whole.

2. OPTIMISM FOR CANADA—GOVERNMENT, INSTITUTIONS, & VALUES

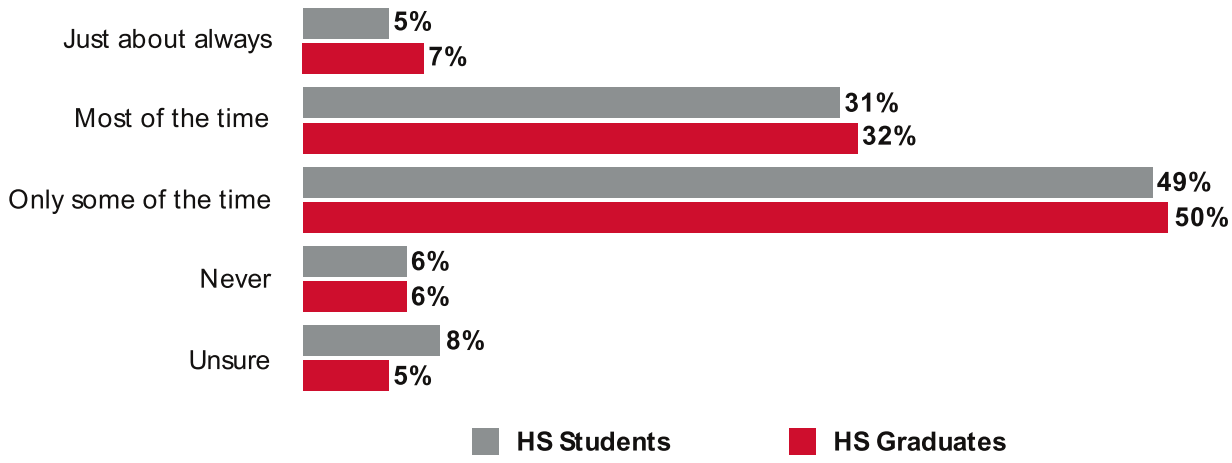
The perceptions of young people, particularly among those who are not yet legal voting age, is critical to understanding the health of the democracy, and rights and freedoms we enjoy as Canadians.

Level of Satisfaction with System of Government



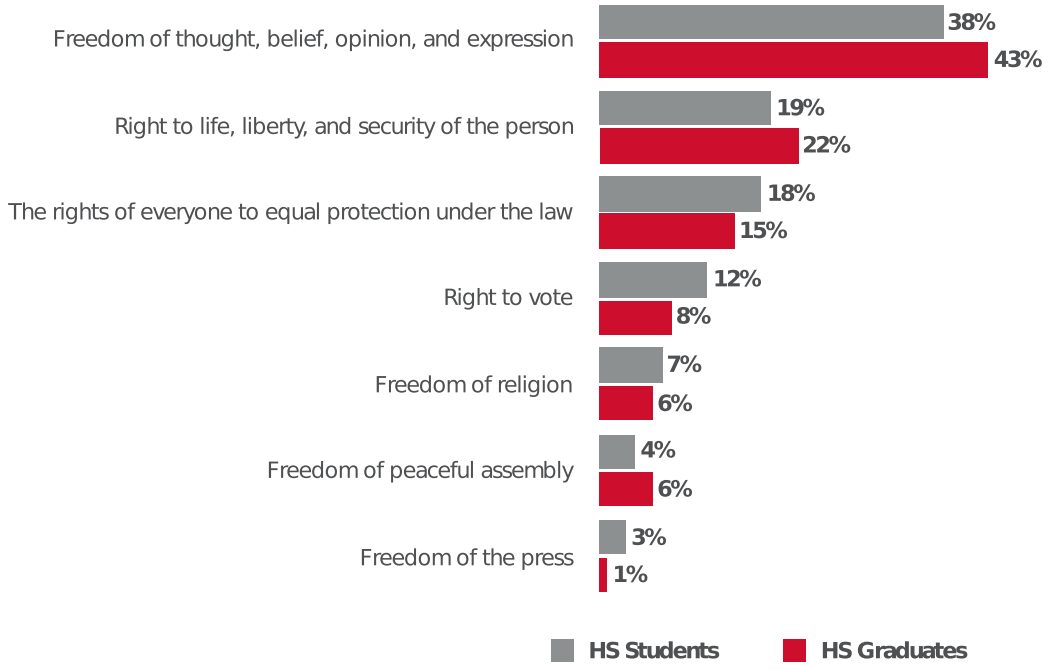
Fifty-two percent of high school students and 55% of high school graduates were either "very satisfied" or "somewhat satisfied" with the system of government in Canada. Another 31%-37% respectively from each group felt "somewhat dissatisfied" or "very dissatisfied" with the current system.

Level of Trust in Government to Do the Right Thing



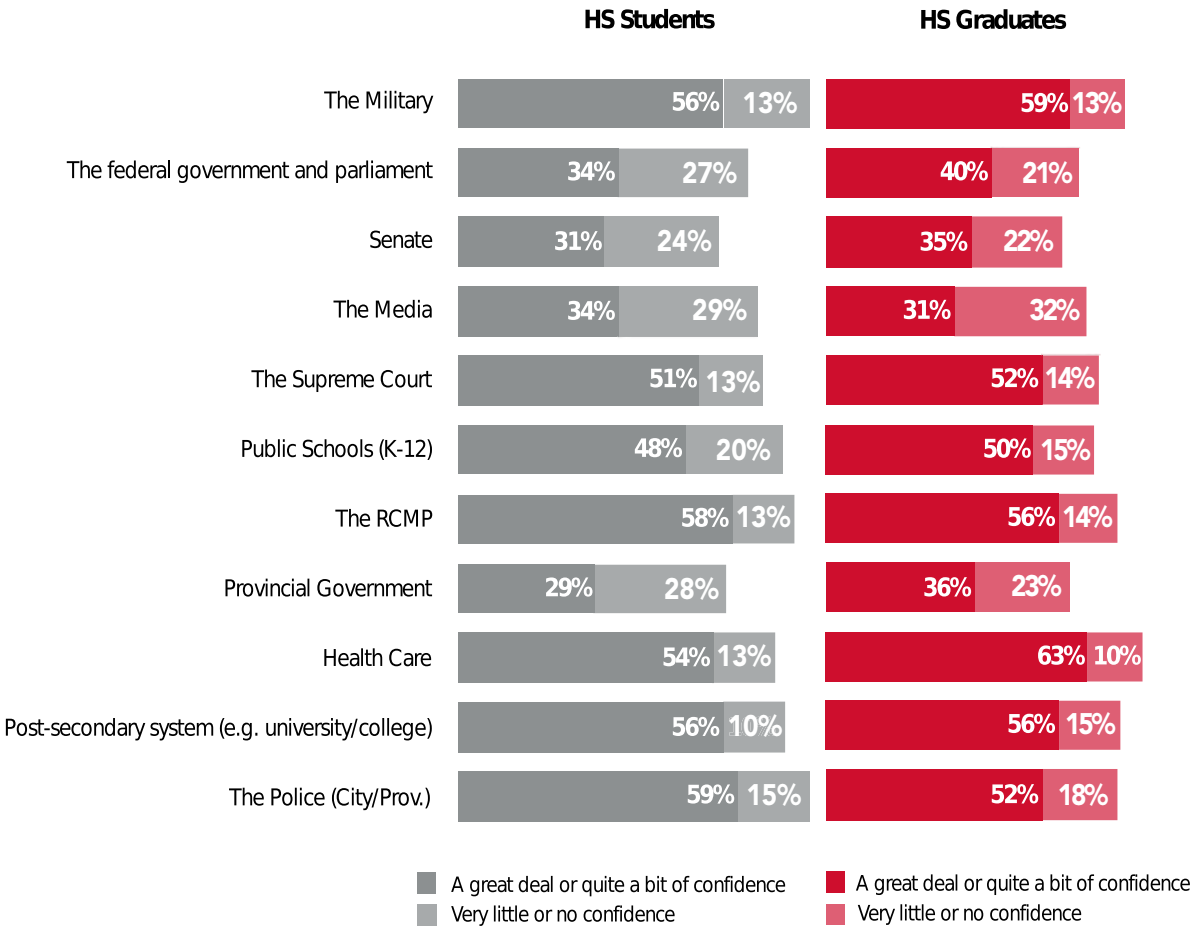
Young people's level of trust in the government, evident by their responses to the question "What is the amount of time you can trust the government to do what is right?" was indicative of the work ahead for Canadian leaders to build trust within this soon-to-be-voting population. Thirty-one percent of high school students and 32% of graduates felt they could trust the government most of the time, while 49% of students and 50% of graduates felt they could trust the government only some of the time. Fewer young people felt that they could never trust the government to do the right thing (e.g., 6% of students and graduates).

Most Important Freedom Canadians Enjoy



When asked what was the most important freedom that Canadians enjoy (e.g., Human Rights Code [Legislative Services Branch, 2017], the 1982 Charter of Rights and Freedoms [Legislative Services Branch, 2015]), for both high school students (38%) and high school graduates (43%) the most important was freedom of thought, belief, opinion, and expression. Another 19% of students and 22% of graduates valued the right to life, liberty, and security of the person. The rights of equality, evident as important to this generation, also emerge in their value of the rights of everyone to equal protection under the law (18% high school students and 15% high school graduates). The right to vote was ranked important by 12% of high school students and 8% of graduates. The freedom of conscience and religion (7% of students; 6% of graduates), freedom of peaceful assembly (4% of students; 6% of graduates), and freedom of the press (3% of students; 0.7% of graduates) were lowest ranked of the freedoms Canadians enjoy.

Level of Confidence in Canadian Institutions



In thinking about values that Canadian youth deem important, there was also a series of questions on their level of confidence in Canadian institutions, many of which are meant to protect, instill, or uphold these values and freedoms in society (e.g., the military, the government, senate, the police including the RCMP, provincial police, public K-12 schools, and post-secondary institutions).

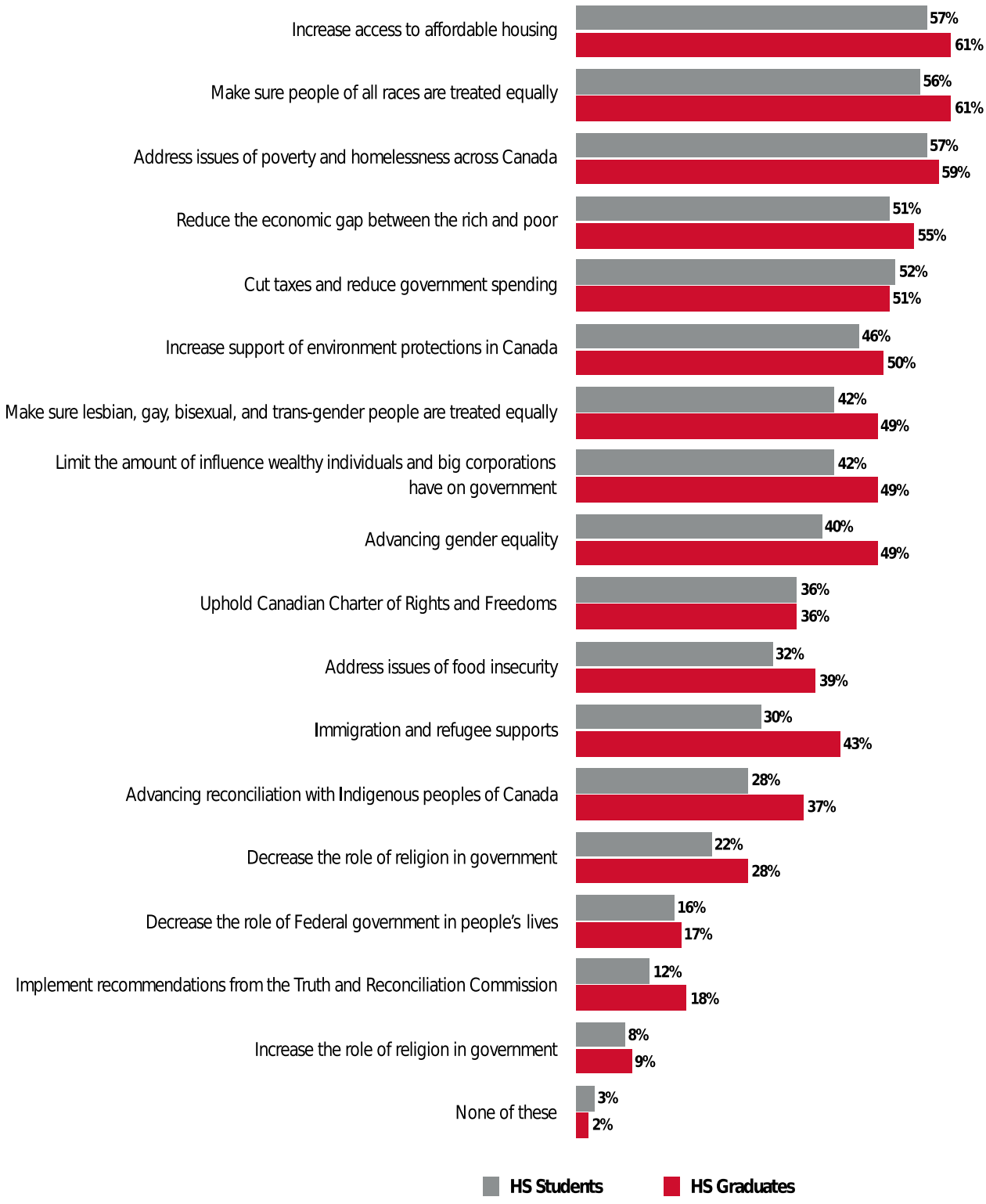
Fifty-four percent of high school students and 63% of graduates had a great deal or quite a bit of confidence in the Canadian health care system. They also indicated a fairly strong level of confidence with the national police force, the Royal Canadian Mounted Police (RCMP) (58% students and 56% graduates) and provincial/city police forces (59% students and 52% graduates), and the military (56% of students and 59% of graduates).

In terms of the Canadian educational system, 48% of high school students and 50% of graduates had a "great deal" or "quite a bit" of confidence in the K-12 public schools. Fifty-six percent of both current students and graduates had a "great deal" or "quite a bit" of confidence in the post-secondary system of universities and colleges.

However, parallel to their level of trust of government, current high school students and graduates expressed more variability in their level of confidence in the federal government and parliament. For example, 34% students held "a great deal" or "quite a bit of confidence" compared to 39% of students with "some confidence" and 27% with "very little confidence" or "no confidence at all" in the federal government and parliament. For those who had already graduated high school, 40% had a "great deal of confidence" (or "quite a bit"), 39% had "some confidence," and 21% had "very little" or "no confidence at all" in the federal government and parliament. In terms of the Canadian senate, 31% of high school students and 35% of graduates expressed strong confidence in the senate (i.e., "a great deal" or "quite a bit"), while more held "some confidence" (e.g., 45% and 44%), and 24% of high school students and 22% of graduates held "very little confidence" or "no confidence" at all in the senate.

Similarly, their level of confidence in the provincial government was also varied, 29% of high school students and 36% of graduates held "a great deal" or "quite a bit" of confidence in provincial government; more held "some confidence" (e.g., 43% and 40%), and fewer held "very little confidence" or "no confidence at all" in provincial government (e.g., students 28%; graduates 23%). An institution where young people held the least amount of confidence of all was the media; this is interesting given results discussed later in the report that pertain to the important role media plays in the lives of young people, particularly in terms of being their primary source of news. While 34% of high school students and 31% of graduates had a "great deal of confidence" in media; 29% and 32% of their peer group had "very little confidence" or "no confidence at all" in media.

Most Important Changes Ahead for Canada



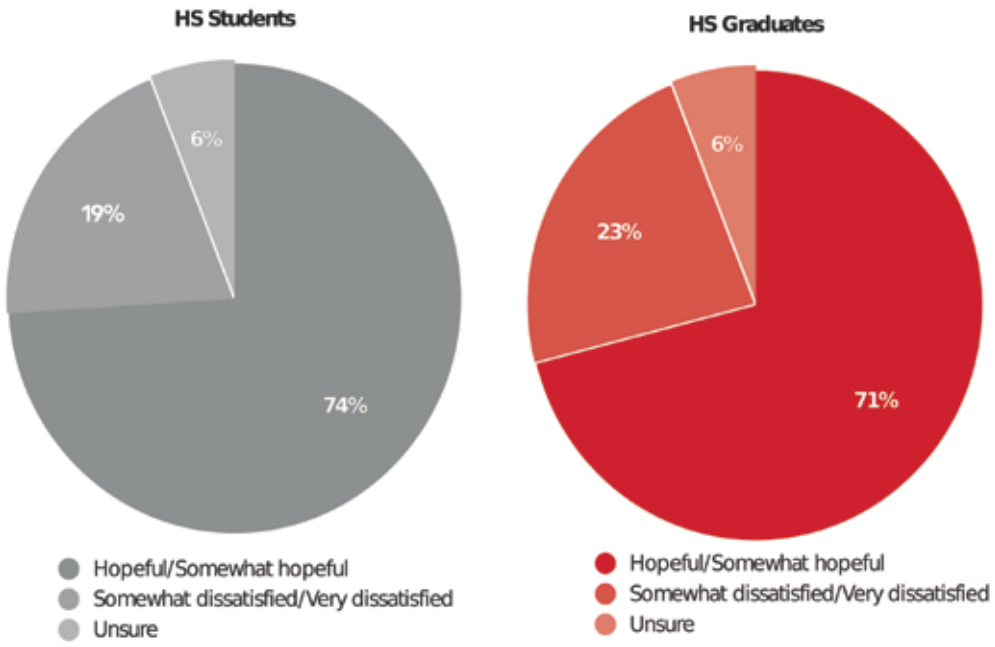
When asked to indicate what were the most important changes ahead for the country, the young people had a very clear sense of what was important to their futures and the future of all Canadians. For example, 57% of high school students and 61% of graduates felt more attention was needed to increase access to affordable housing. The second-most pressing issue of change was making sure that all races were treated equally (e.g., 56% of high school students; 61% of graduates). Linked to affordable housing and equity was addressing issues of poverty and homelessness with 57% of high school students and 59% of graduates feeling this was important to Canada's future.

Both high school students (51%) and graduates (55%) were also concerned with reducing the economic gap between the rich and poor in this country. Fifty-two percent of students and 51% of graduates felt that Canada needs to cut taxes and reduce government spending.

Forty-six percent of high school students and 50% of graduates wanted to see an increase in support of environmental protections in Canada in the future. Another 42% of high school students and 49% of graduates felt it was important to make sure lesbian, gay, bisexual, and trans-gender people are treated equally. Forty percent of high school students and 49% of graduates felt that gender equity should be advanced in this country. Forty-two percent of high school students and 49% of graduates also felt it was important to limit the amount of influence wealthy individuals and big corporations have on government.

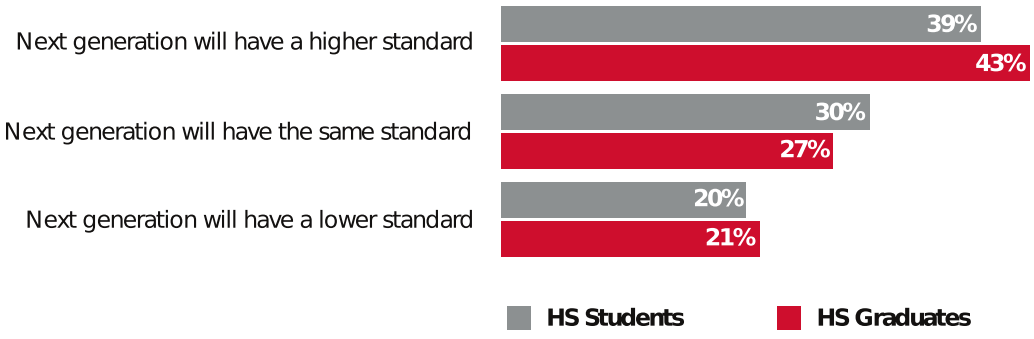
Thirty-six percent of youth, in both groups, felt it would be important for Canada to uphold its Charter of Rights and Freedoms. Also connected to reducing poverty, another 32% of high school students and 39% of graduates felt it important to specifically address food security. Also connected to equality and equity, 30% of high school students and 43% of graduates felt it important to address immigration and refugee supports. Twenty-eight percent and 37% respectively from these two groups felt it was important to advance reconciliation with Indigenous peoples of Canada. Interestingly, only 12% of students and 18% of graduates felt it was important to implement the recommendations from the Truth and Reconciliation Commission. Fewer young people felt that decreasing the role of religion in government was important, only 22% of high school students and 28% of graduates felt this was important. Other areas of importance (i.e., statements with less than 20% of responses in both groups) were: decreasing the role of the federal government in people's lives and increasing the role of religion in government. Only 3% of students and 2% of graduates felt that none of the options provided were important changes for the country.

Outlook on the Future of the Country



When asked about how optimistic they felt about the future of the country, 74% of the high school students and 71% of graduates were "hopeful" or "somewhat hopeful" for the future.

Expectations on the Standard of Living of Canadians over the Next 10 Years

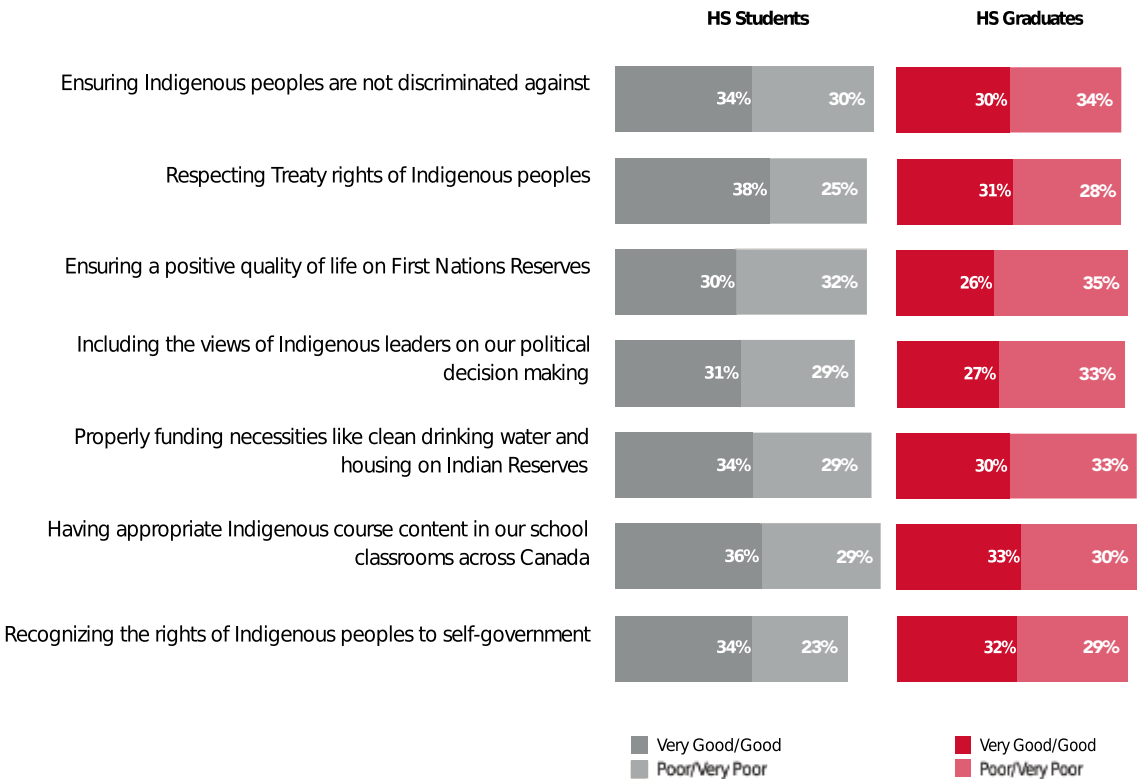


Young people were also optimistic that the standard of living will be higher for the next generation (e.g., 39% of high school students; 43% of graduates). Thirty percent of high school students and 27% of graduates felt the standard of living will remain the same for the next generation. Only 20% of students and 21% of graduates felt the next generation would be living at a lower standard.

3. INDIGENOUS PEOPLES, RESIDENTIAL SCHOOLS, & RECONCILIATION

Canada has more than 1 million people who self-identify as First Nations, Métis, or Inuit. Concern for their collective well-being (e.g., socioeconomic status, educational attainment, health and wellness) varies across segments of Canadian society. Attention to the well-being of this important Canadian population has been put to the forefront of the nation's mind with the recent Truth and Reconciliation (2015) report, and more specifically the 94 Calls to Action that asks all Canadians to recognize and understand the intergenerational impact residential school history has on First Nations, Métis, and Inuit families. Residential schools were government sponsored religious boarding schools that operated from 1831 to 1996 with the intent to assimilate Indigenous children into Euro-Western culture. More than 150,000 children attended these schools, and, as the Truth and Reconciliation Commission found, many of them experienced physical, emotional, and sexual abuse. Canada's relationship with its First peoples has a tumultuous legacy, hindered by policy and political lack of will or disinterest to enact societal and systematic change to empower Indigenous peoples' self-determination over their lands and territories, education, health, languages, and cultural lives.

How Well Canada Is Addressing Indigenous Issues



There has been increased attention given to improving non-Aboriginal Canadians' understanding of Aboriginal people's lives and cultures, historically and contemporarily through the 1972 Indian Control Over Indian Education (National Indian Brotherhood, 1972), the Royal Commission on Aboriginal Peoples (Royal Commission on Aboriginal Peoples, 1996), to the Indigenous Education Accord (Association of Canadian Deans of Education [ACDE], 2009) and the recent TRC (2015) Calls to Action. To gauge understanding of the importance of these issues, young people in this survey were asked a series of questions related to Indigenous peoples, their perceptions of Canada's support of Indigenous peoples and other questions related to the TRC (2015) Calls to Action and Reconciliation.

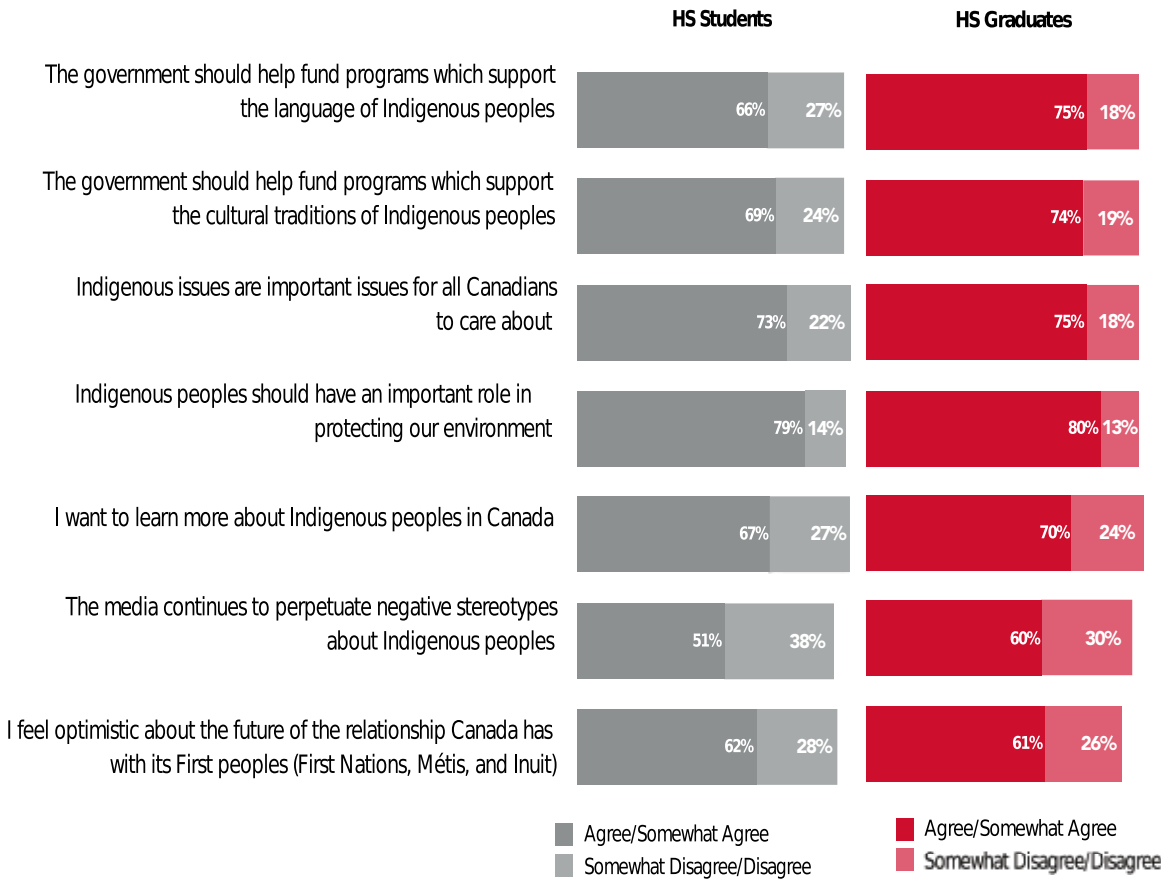
According to the young people's responses, there is roughly equal weighting on perceptions of how well Canada is addressing various issues facing First Nation, Métis, and Inuit peoples. At best, according to the high school students and graduates who responded to the survey Canada is scoring "average" in supporting Indigenous peoples; more young people felt that Canada was doing a "very poor" to "poor" job at ensuring a positive quality of life on First Nations Reserves (e.g., 32% high school students, 35% of graduates); while 30% and 26% of these two groups felt Canada was doing a "very good" to "good" job ensuring quality of life on-reserve.

Thirty-four percent of high school students and 30% of graduates felt that Canada was doing a "very good"/"good" job ensuring Indigenous peoples are not discriminated against. However, 30% of students and 34% of graduates rated Canada as being "very poor" or "poor" in dealing with discrimination against First Nations, Métis, and Inuit peoples.

Slightly higher levels of agreement were reported when asked if Canada has been doing better in having appropriate Indigenous course content in the school classrooms (e.g., 36% of high school students and 33% of graduates ranked this item as "very good"/"good"), while 29% of high school students and 30% of graduates felt that schools were doing "poor"/"very poor" on this issue. Furthermore, 34% of high school students and 32% of graduates felt that Canada was doing a "very good"/"good" job at recognizing the rights of Indigenous peoples to self-government. Fewer young people felt that the government was doing a "poor"/"very poor" job on recognizing this right (e.g., 23% of students; 29% of graduates).

Another 38% of high school students and 31% of graduates felt that Canada was doing a "very good"/"good" job at respecting treaty rights of Indigenous peoples (whereas 25% and 28% of these two groups felt the country is doing a "poor"/ very poor" job). There were slightly parallel rankings that Canada was doing a "very good"/"good" job (i.e., 31% students and 27% graduates respectively) to "poor"/"very poor" (i.e., 29% students and 33% graduates) job of including the views of Indigenous leaders on political decision making. Also, 29% of students and slightly more graduates (33%) felt that Canada has been doing a "poor"/"very poor" job of properly funding necessities like clean drinking water and housing on Indian reservations (e.g., compared to 34% of students and 30% of graduates who ranked it as a "very good" to "good" job).

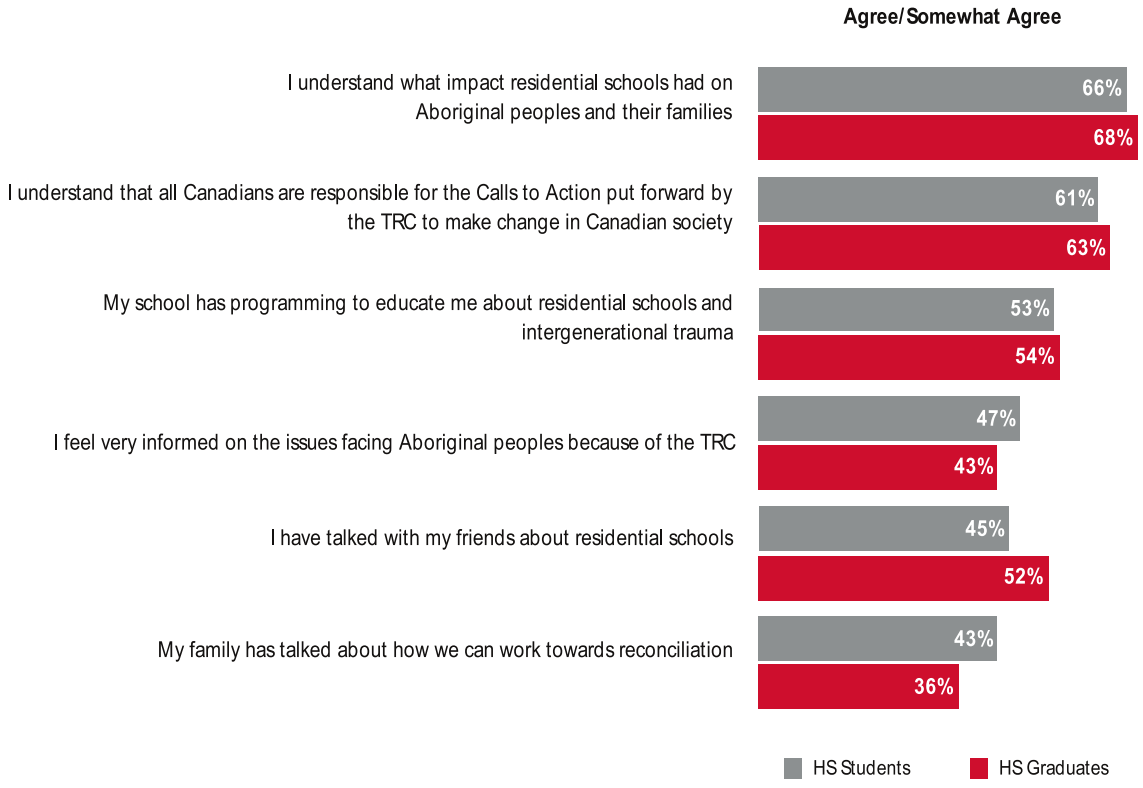
Level of Agreement with Various Statements Related to Indigenous Issues & Reconciliation



The survey asked a series of questions to understand young people's level of agreement (e.g., "agree," "somewhat agree," "somewhat disagree," or "disagree") with various aspects of Indigenous peoples and the responsibilities of government and Canada to Indigenous peoples. Seventy-nine percent of high school students and 80% of graduates "agree" or "somewhat agree" with the statement that Indigenous peoples should have an important role in protecting our environment. Seventy-three percent of high school students and 75% of graduates felt that Indigenous issues are important for all Canadians to care about. However, 51% of high school students and 60% of graduates "agreed" or "somewhat agreed" that the media continues to perpetuate negative stereotypes about Indigenous peoples. This latter point shows that there is still work to be done in changing perceptions towards Indigenous peoples, particularly in how media engages with Indigenous stories.

Indigenous language & culture matter. Sixty-six percent of high school students and 75% of graduates felt that the government should help fund programs which support the language of Indigenous peoples, while 69% of students and 74% of graduates felt the government should also fund programs which support the cultural traditions of Indigenous peoples. In addition, 67% of high school students and 70% of graduates agreed that they wanted to learn more about Indigenous peoples in Canada. Interestingly, connecting to the optimism young people had regarding Canada's future, 62% of high school students and 61% of graduates felt optimistic about the future of the relationship Canada has with its First peoples (First Nations, Métis, and Inuit).

The TRC, Residential Schools, & Reconciliation

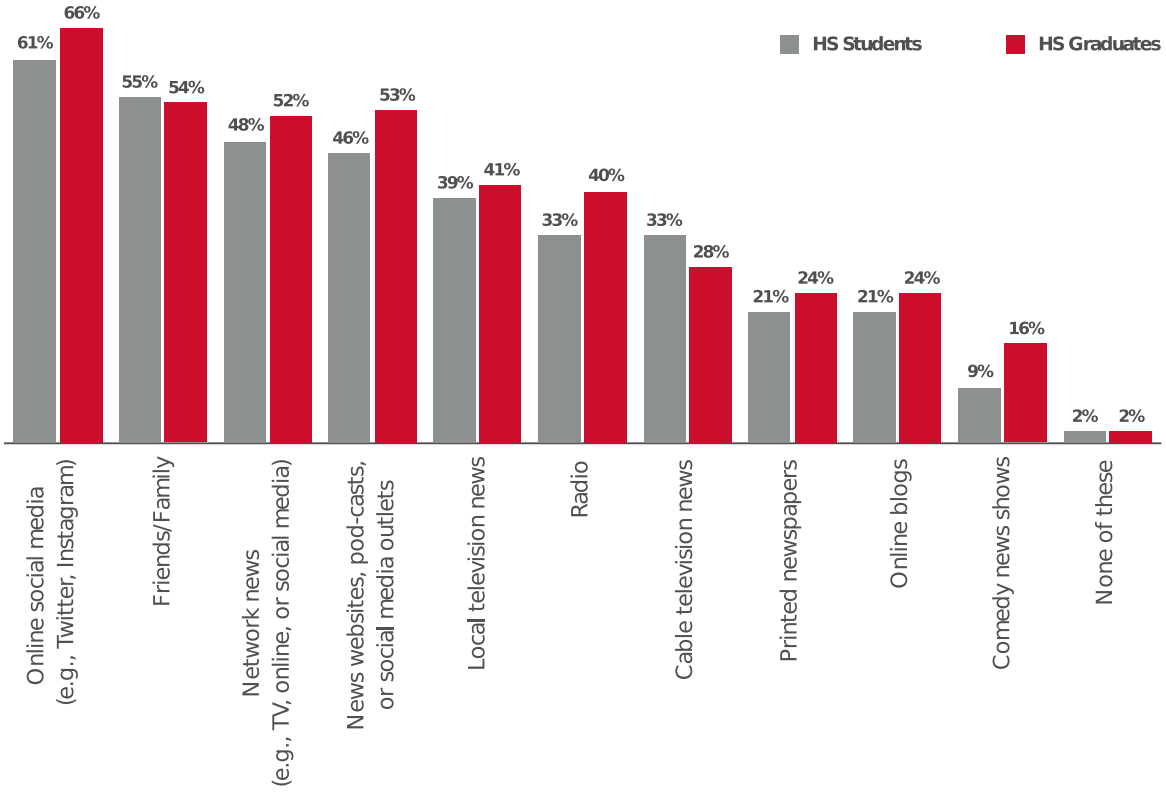


Reconciliation is being taken up by young people. Sixty-one percent of high school students and 63% of graduates felt that all Canadians are responsible for the Calls to Action put forward by the TRC to make change in Canadian society. Sixty-six percent of high school students and 68% of graduates felt they understood the impact residential schools had on Indigenous peoples and their families. Young people are talking about residential schools and reconciliation with their friends (e.g., 45% of students; 52% of graduates) more than with family members (e.g., 43% students; 36% graduates).

4. MEDIA, TECHNOLOGY, & ITS INFLUENCE

Recent published statistics show that 80% of young people (aged 18-34) are frequent users of social media (e.g., Facebook, YouTube) on a weekly basis (Statistica, 2018). Another study added evidence that Facebook, YouTube, and Twitter were used on a weekly basis by Canadians (McKinnon, 2018).

Sources of News



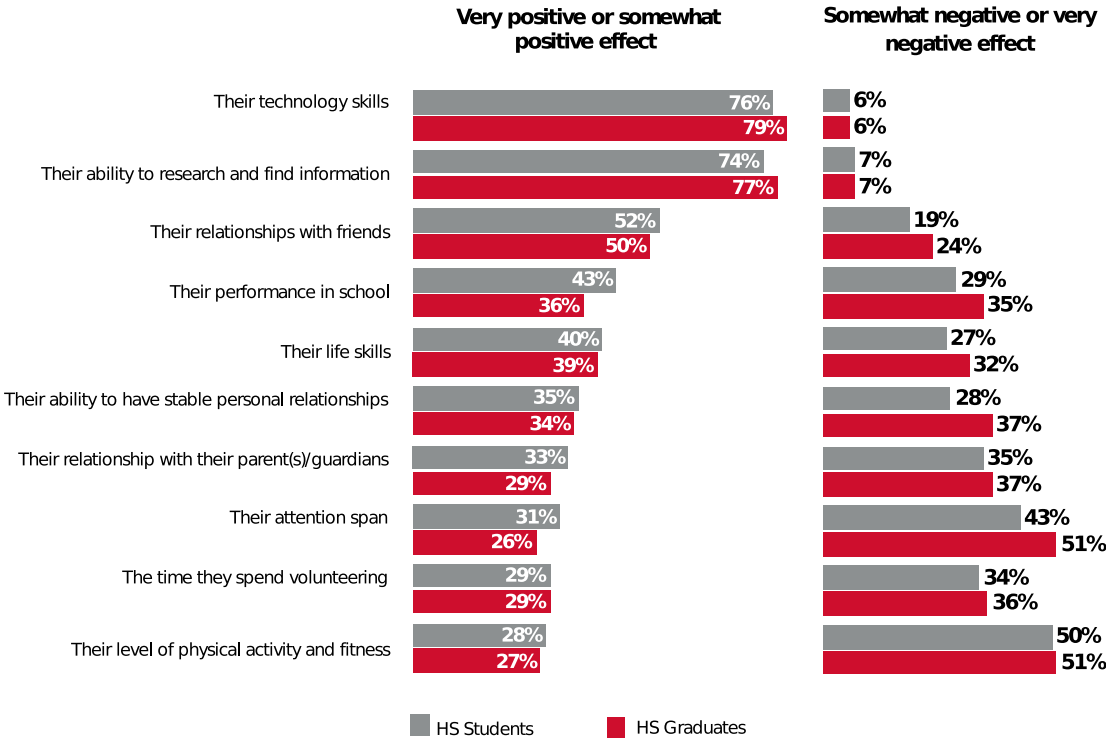
With the advent of smart phones, social media, and wider and faster access to information, young people have the world at their fingertips (McKinnon, 2018; Shaw RocketFund, 2017). McKinnon (2018) discussed the fact that youth are going online to learn, play games, and socialize. It therefore should not be surprising that 61% of high school students and 66% of graduates turn to social media (e.g., Twitter, Instagram) as an important source of news and information on what is going on in the world.

The next important source of young people's news was their family and friends (e.g., 55% of high school students; 54% of graduates). The Network News (e.g., TV, online, or social media) came in third as their source of news (e.g., 48% students; 52% graduates).

Forty-six percent of students and 53% of graduates turn to news websites, pod-casts, or social media outlets, while 39% of students and 41% of graduates turn to their local television news for sources of information. Radio still remains a source of news or what's going on for 33% of high school students and 40% of graduates; slightly fewer rely on cable television news (e.g., 33% students; 28% graduates).

The figure presenting sources of news clearly shows that young people are consulting with more than one source for their news, and many are using online platforms for accessing their news. Less common sources were printed newspapers or online blogs for their sources of news.

Effects of Technology



The positive & negative. The effect of technology on young people is a concern to many as their access is made increasingly easier with investment in internet access across the country. Young people responding to this survey recognized both the benefits and negative effects of technology. For example, 76% of high school students and 79% of graduates felt that using technology had a "very positive" to "somewhat positive" effect on their technology skills, while 74% of students and 77% of graduates felt that technology has helped their ability to research and find information. Furthermore, 43% of high school students and 36% of graduates felt technology had a "very positive" (or "somewhat positive") effect on their performance at school.

There were some areas of young people's lives where there was mixed reaction to how technology impacted them. For example, 40% of high school students and 39% of graduates felt technology had a "very positive" to "somewhat positive" effect on their life skills. But 27% of high school students and 32% of graduates felt the opposite, in that technology had a "somewhat negative" to "very negative" impact on young people's life skills.

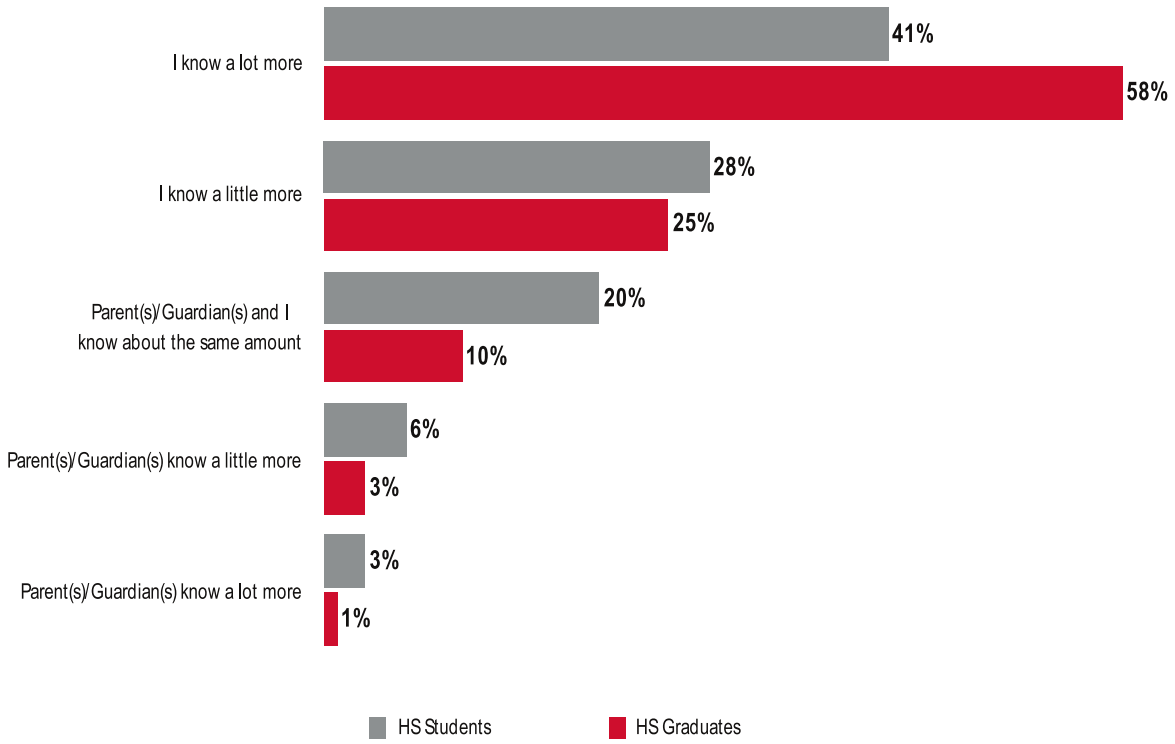
The tension of the "positive" and "negative" influences of technology was also evident in how young people responded to the impact of technology on their relationships with friends and their ability to have stable personal relationships. Fifty-two percent of students and 50% of graduates felt technology had a "very positive" to "somewhat positive" impact on their relationships with friends; another 19% of students and 24% of graduates felt it had a "somewhat negative" or "very negative" effect.

Thirty-five percent of high school students and 34% of graduates felt that technology had a "very positive" to "somewhat positive" effect on their ability to have stable relationships (compared to 28% and 37% of those who felt it had a negative impact). Thirty-three percent of high school students and 29% of graduates felt technology had a "very positive" or "somewhat positive" effect on their relationships with their parent(s)/guardian(s). Another 35% of students and 37% of graduates felt that technology had a "somewhat negative" to "very negative" effect on their relationships with their parent(s)/guardian(s). Forty-three percent of high school students and 36% of graduates felt that technology has a "very positive" to "somewhat positive" effect on their performance in school while 29% of students and 35% of graduates felt it had a "somewhat negative" to "very negative" effect on their school performance.

Technology also was perceived to have both positive and negative effects on the time young people spend volunteering. For example, approximately 29% of high school students and graduates felt it had a positive effect, while 34% of students and 36% of graduates saw technology having a negative impact on their volunteer work.

Although technology may help young people in school and to do research, it also was perceived to have a negative impact on young people's attention span and more so on young people's level of physical activity and fitness. For example, 43% of high school students and 51% of graduates felt that technology had a negative impact on young people's attention span (compared to 31% and 26% respectively who felt it had a "very positive" to "somewhat positive" effect), while 50% of high school students and 51% of graduates felt using technology had a "somewhat negative" to "very negative" impact on the physical activity and fitness of young people.

Parental Knowledge of Technology



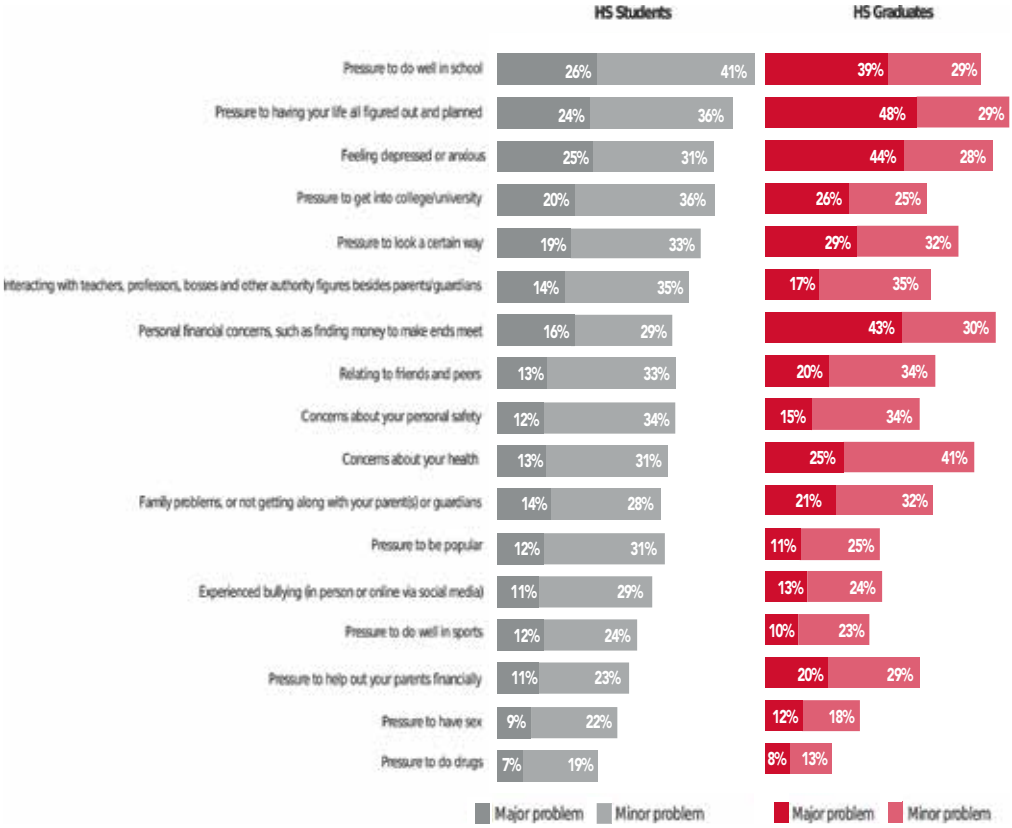
Young people were also asked to share how they rate their knowledge of technology in comparison to their parents.

Statistica (2017) reported that young people are more frequent users of social media compared to older Canadians (e.g., 82% of youth use Facebook weekly compared to 73% of 35–54-year-olds). Young people definitely felt they knew more about technology than their parents: 41% of high school students and 58% of graduates thought they knew a lot more than their parent(s)/guardian(s). Twenty-eight percent of students and 25% of graduates felt they knew a little more than their parent(s)/guardian(s). In both groups, a small minority felt their parents knew a little more (6% of students; 3% of graduates) than they did about technology and even fewer (3% of students; 1% of graduates) felt their parents knew a lot more about technology than they did.

5. FACING CHALLENGES & MANAGING STRESS

Young people today face a multitude of pressures and experience stress from pressure to look or act a certain way, having family problems, worrying about finances, mental health concerns, and/or their future (Heath & Shapiro, 2014; Vuchnich & Chai, 2018).

Problems & Issues Faced by Youth



Life concerns are the top problems and issues faced by youth today. High school students' (67%) top pressure was to do well in school, while graduates (77%) indicated their top pressure was to have their lives all figured out. **Academic concerns** are also on the minds of graduates, of whom 68% felt pressure to do well in school (i.e., ranked as a "major problem" or "minor problem"). High school students (60%) also felt the pressure to have their life figured out. Fifty-five percent of high school students and 51% graduates felt pressure to get into college and/or university. While more identified interacting with teachers, professors, bosses, and other authority figures as a minor problem, it was a "major"/"minor" problem for 49% of high school students and 52% of graduates. This is noteworthy in that if they are feeling pressure to do well in school (or get into post-secondary education), being comfortable with asking questions, getting help, and/or support from teachers/professors/bosses is an important life skill to have to navigate one's future.

Sources of pressure. Notably, for the high school graduates, in addition to the pressure to have their lives figured out and to do well academically, other problems they were experiencing included personal financial concerns, such as finding money to make ends meet (73%), feeling depressed or anxious (72%), concerns about their health (65%), and pressure to look a certain way (61%). It should be noted that more participants reported these as "major" problems rather than "minor" problems. The multiple pressures of finances, doing well in school, and social pressures are important to supporting these graduates after high school. Forty-nine percent of graduates also have the added pressure of helping out their family financially, whereas 61% of high school students reported this was not a problem for them (although 35% of students did note it as a problem).

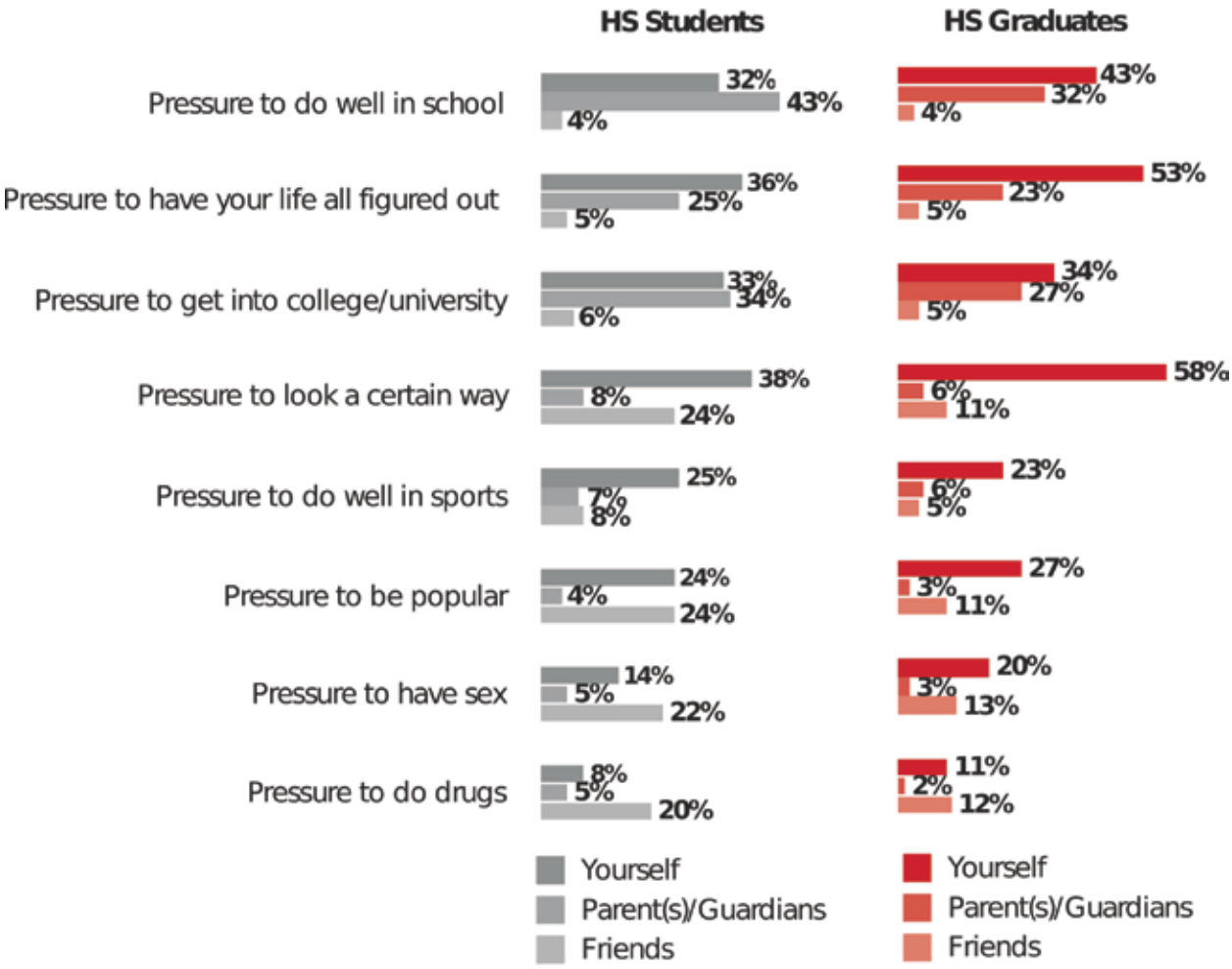
For high school students, their major/minor problems were feeling depressed or anxious (56%); pressure to look a certain way (52%); personal financial concerns, such as finding money to make ends meet (46%); and concerns about their health (44%).

Relationships are sometimes a problem. Forty-three percent of high school students and 53% of graduates reported that family problems or not getting along with your parent(s) or guardian(s) were a "major" or "minor" problem for them. In terms of relating to friends and peers, 46% of high school students and 53% of graduates felt this was a "major" or "minor" problem for them. Related to relationships is the pressure some young people feel to be popular. This was evident among the young people who responded to this survey, and was felt slightly more by high school students (42%) compared to graduates (36%) (whereas 55% of high school students and 60% of graduates reported this was not a problem for them).

Online & personal safety. While 57% of students and 60% of graduates reported that they had not had any problems with bullying (either in person or online via social media), 40% of high school students and 37% of graduates did report it was a "major" or "minor" problem for them. This is concerning given the rise in cyberbullying over the last decade (Rubin, 2014). Concerns over one's personal safety was almost equally noted by 46% of high school students and 49% of graduates.

Not feeling pressure. Seventy-one percent of high school students and 75% of graduates did not feel pressure to do drugs. Over 65% of high school students and graduates reported that they did not have a problem with pressure to have sex. Sixty-one percent of high school students and 63% of graduates reported that the pressure to do well in sports was not a problem for them.

Sources of Pressure for Today's Young People



Origin of Pressure

When asked about who is applying the pressure (e.g., themselves, parent(s)/guardian(s), friends, teachers, or coaches), young people responded to most items that it was a combination of themselves and parent(s)/guardian(s) or themselves and their friends. Within this figure, we omitted teachers and coaches as the data tables show these two groups were least likely to be the source of pressure on young people.

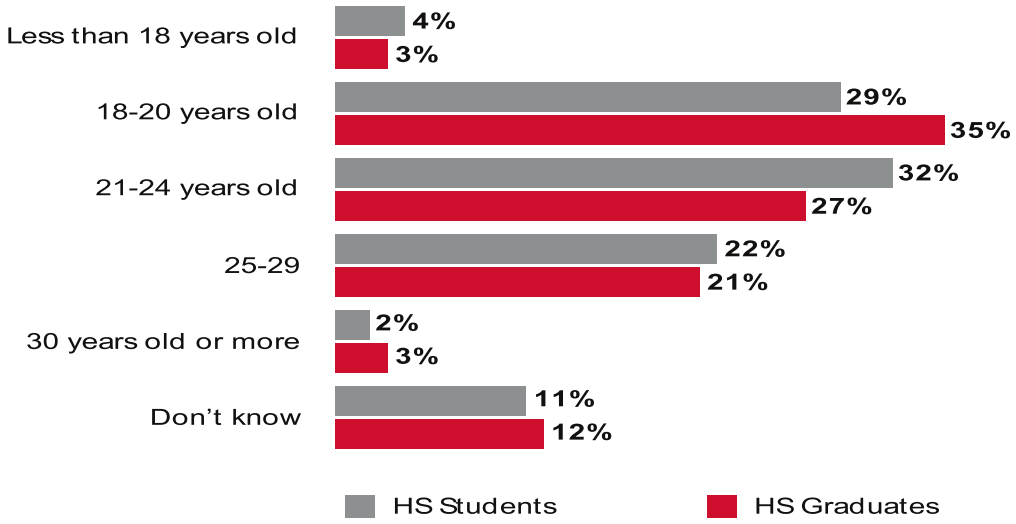
Self & parent(s)/guardian(s). Pressure to do well in school was a combination of the young people themselves (32% students; 43% graduates) and their parent(s)/guardian(s) (43% students; 32% graduates). Teachers and coaches were the least likely to be identified as putting pressure on students or graduates. Graduates also put a lot of the pressure on themselves to have their life all figured out and planned (53%), while

fewer reported that pressure came from their parent(s)/guardian(s) (23%). Whereas high school students reported that they felt the pressure came from themselves (36%) and their parent(s)/guardian(s) (25%) to have their life all figured out and planned. There also seemed to be similar self-pressure and parental/guardian-pressure put on young people to get into college or university. For example, one-third of high school students and graduates said that pressure came from themselves; another 34% of students and 27% of graduates attributed that pressure coming from their parent(s)/guardian(s).

Peers. Considering the earlier discussion on the pressures young people are facing, peer pressure is mostly felt by high school students to look a certain way (24%). Alternately, high school graduates felt they applied more pressure to themselves to look a certain way (58%), and felt less pressure from friends to do so (11%).

While the pressure to do drugs was less for both groups, both high school students (20%) and graduates (12%) indicated that any pressure to do drugs comes largely from their friends. Friends were also reported to put pressure on young people to have sex (22% students; 13% graduates) and to be popular (24% students; 11% graduates). However, young people reported they are also putting pressure on themselves to have sex (14% students; 20% graduates) and be popular (24% students; 27% graduates).

Age When One Should Become Financially Independent

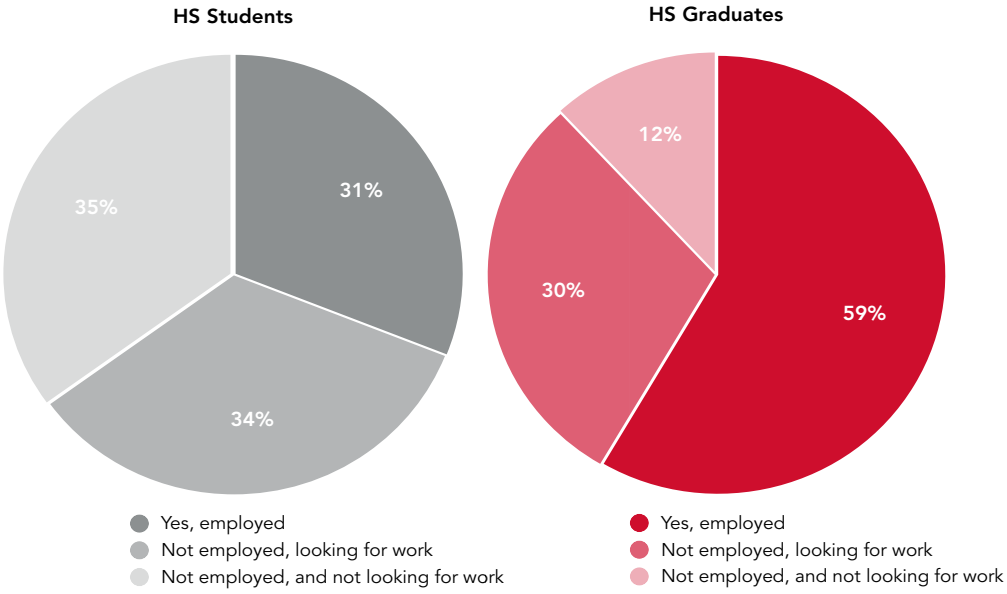


Given young people's desire to be well off financially and also their concerns related to funding their post-secondary education, it was important to understand at what age they thought young people should be financially independent from their parent(s)/guardian(s).

Polls have found that young people feel they should be financially independent by age 27 (Chevreau, 2014). Within this survey, the average age of financial independence was believed to be 22 years of age. However, more graduates (35%) felt the age of independence was between 18 and 20 years old than high school students (29%). More high school students (32%) compared to graduates (27%) felt the age of independence was 21–24 years old. Twenty-two percent of students and 21% of graduates felt the age of independence was 25–29 years of age. Three percent or less of each group felt one should become independent at 30 years or more.

Royal Bank Wealth Management Group (2016) reported that young people are underprepared for their financial futures. First, they need to understand the financial implications of debt repayment from incurring post-secondary education-related debt. Secondly, young people also must be prepared to deal with the financial implications from the likely realities they will inherit wealth from their parents. Consequently, many young people lack the financial literacy skills for budgeting, debt repayment, income management, spending, investments, and long-term planning for things like retirement (Carrick, 2018; Royal Bank Wealth Management Group, 2016).

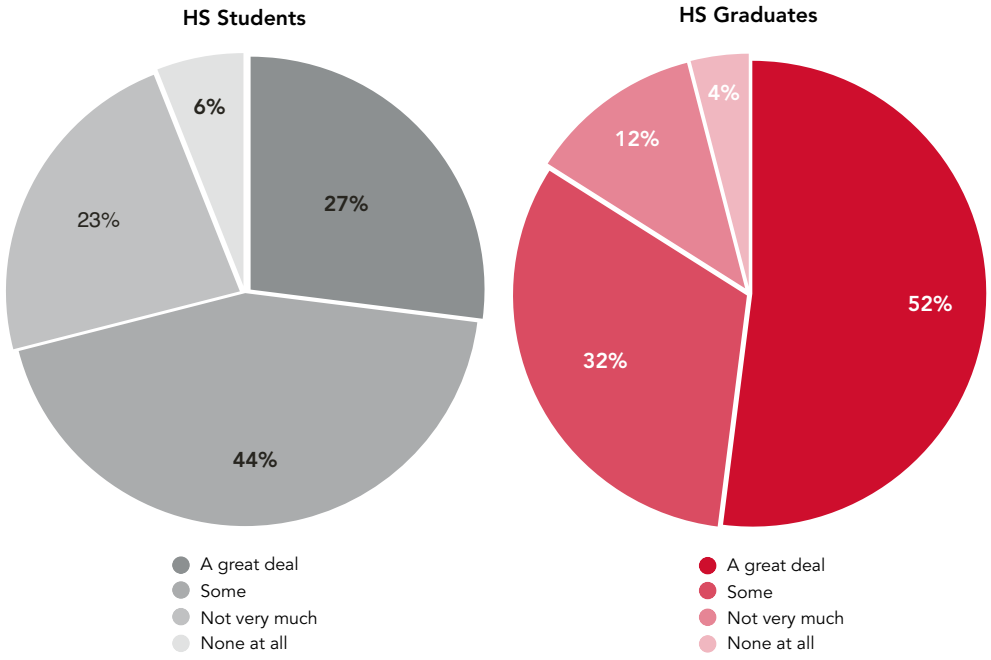
Current Status of Employment



Within one's aspirations for career and life, and even financial independence, more young people today are working to support themselves, and sometimes their families. In fact, 59% of graduates and 31% of high school students were working. It makes sense that most high school students are working part-time (84%), whereas the graduates reported working either full-time (50%) or part-time (50%).

Given the unemployment rate of young people in Canada (11.7% in 2018) ("Canada Youth Unemployment Rate 1976-2018," 2018), it was not surprising to see that 34% of high school students and 30% of graduates were not employed but looking for work. Only 35% of high school students and 12% of graduates reported being not employed and not looking for work.

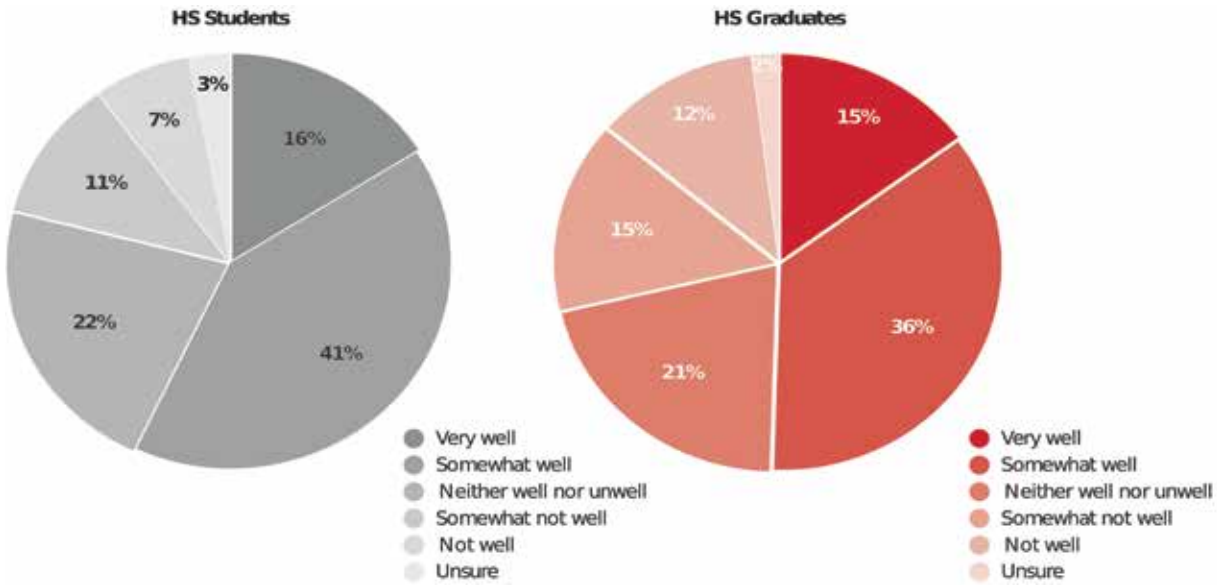
Amount of Stress Experienced over the Last Three Months



Stress & coping. It is no wonder that, given the multiple responsibilities, pressures, and expectations facing young people today, many of them are experiencing stress. Fifty-two percent of graduates reported having experienced a great deal of stress over the last three months, and an additional 32% of graduates experienced some stress over the same time period.

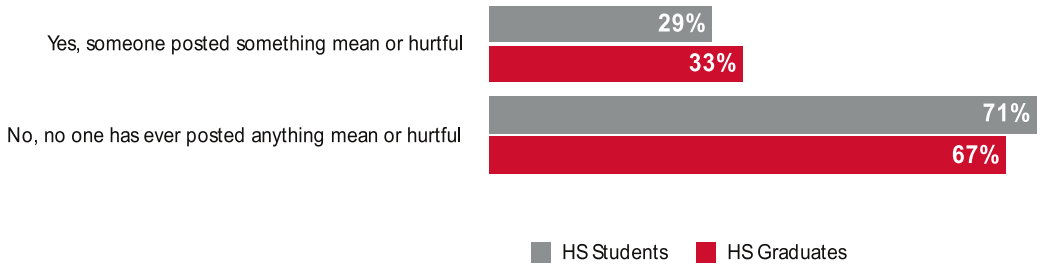
High school students were less likely to experience a great deal of stress (27%), compared to the graduates (52%), but they reported experiencing some stress (44%) over the last three months. The comparatively higher level of stress experienced by graduates may be connected to their pressures identified previously (e.g., financial pressures, having their life figured out, to do well in school, and look a certain way).

How Well Young People Manage Stress



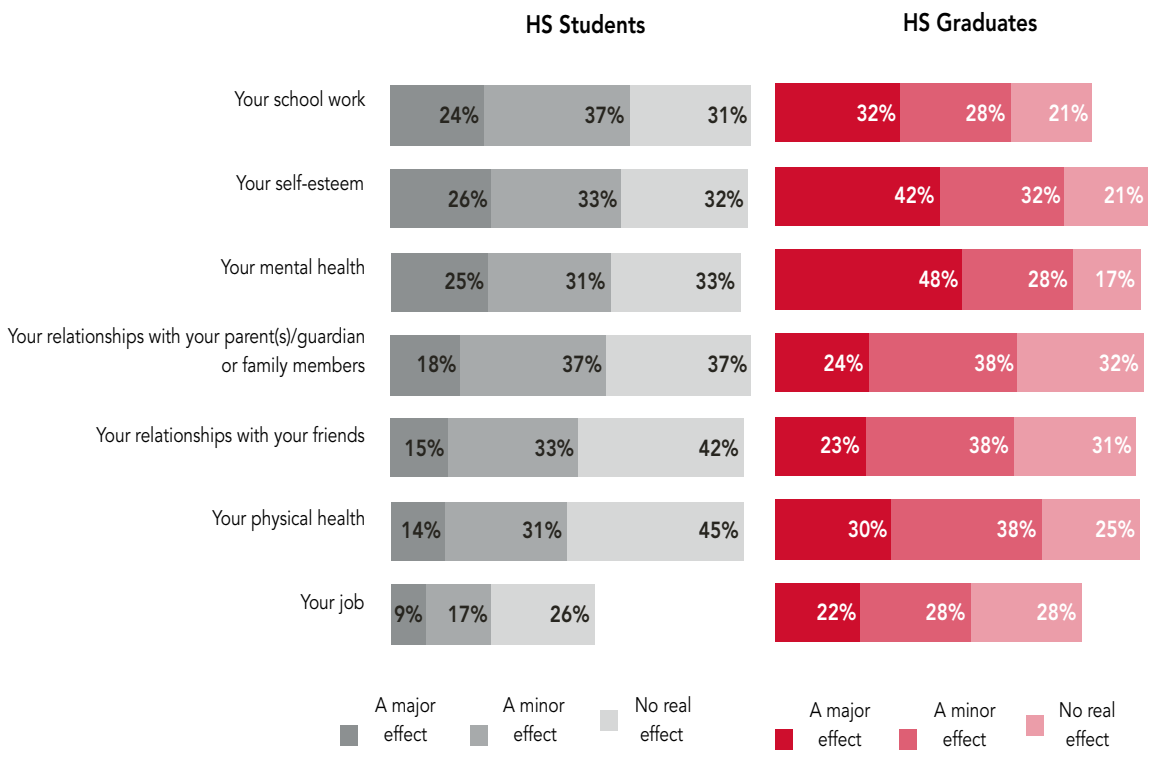
When asked how well they managed stress, 41% of high school students and 36% of graduates reported "somewhat well," while 22% of students and 21% of graduates reported "neither well nor unwell." Fewer young people felt they were doing "very well" at managing stress (16% students; 15% graduates). On the opposite end of the spectrum, 7% of high school students and 12% of graduates reported they were "not doing well" in managing the stress of their lives.

Incidents with Mean or Hurtful Online Postings



Related to the earlier discussion on technology use, an additional stressor young people face comes in the form of cyberbullying (Cassidy, Faucher, & Jackson, 2017; Faucher, Cassidy, & Jackson, 2015). In a separate question asking young people whether or not they had experienced someone posting something mean or hurtful about them online: 29% of high school students and 33% of graduates reported that indeed something negative about them had been posted online.

Effect of Stress on Young People's Lives



The effects of stress can impact multiple aspects of young people's lives from their school work, relationships with parent(s)/guardian(s), friends, job, to their self-esteem, mental and physical health (Heath & Shapiro, 2014; Racco, 2018; Vuchnich & Chai, 2018).

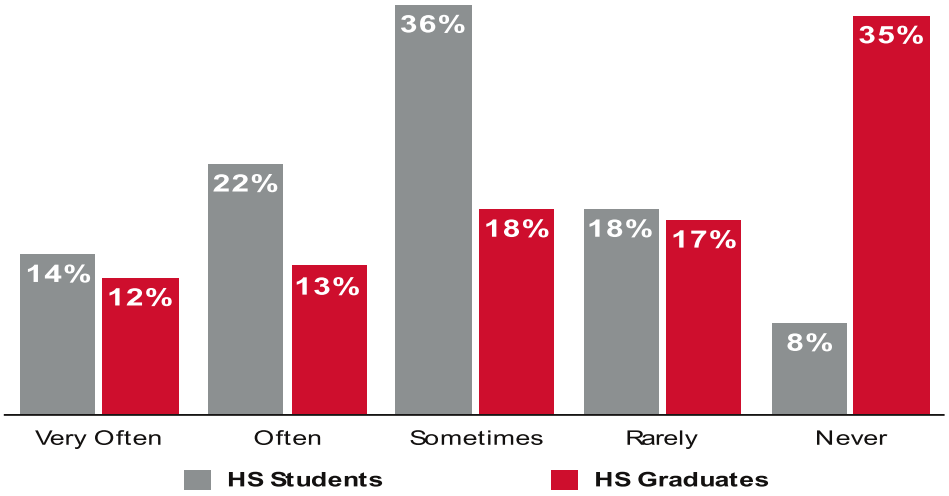
Stress is having an effect on young people's lives. High school graduates were more likely to have stress have a "major effect" or "minor effect" on their mental health (76%), self-esteem (74%), physical health (68%), relationships with parent(s)/guardian(s) or family members (62%), relationship with friends (61%), school work (60%), and job (50%).

Although high school students reported having less "major stress" than graduates, they are also experiencing stress. Mostly this stress is impacting their school work (61%), self-esteem (59%), mental health (56%), relationship with parent(s)/guardian(s) or family members (55%), relationships with friends (48%), physical health (45%), and their jobs (26%).

6. PARENTAL/GUARDIAN INVOLVEMENT

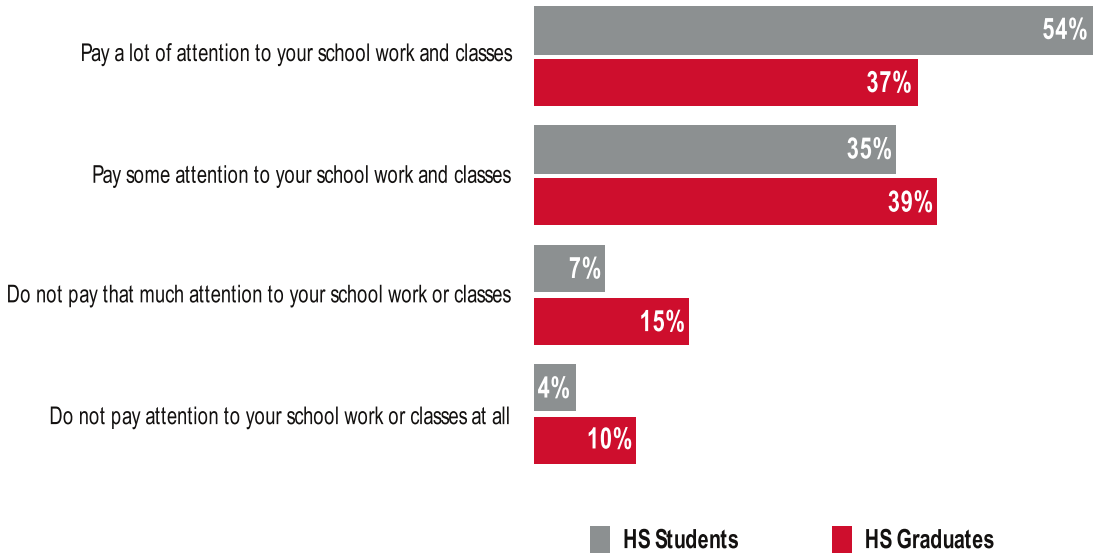
Parental/Guardian involvement in young people's lives can be both a source of support and a source of stress (as seen earlier when speaking of who is exerting pressure on young people). Youth responding to the survey were asked to reflect on their parent(s)'/ guardian(s)' involvement in their lives and levels of concern they had towards different aspects of the youths' lives. The results provide important information regarding the role Canadian parent(s) and guardian(s) play in their children's development, aspirations, and overall lives. For example, one way parents are involved in their children's lives is through their schooling, specifically at the K-12 level, particularly by talking to their children's teachers.

Frequency Parent(s)/Guardian(s) Talk to Teachers



High school students reported that their parents spoke to their teachers "very often" (14%), "often" (22%), "sometimes" (36%), "rarely" (18%), and "never" (8%). Parents for this age group were more likely to talk to teachers than parents of those who had graduated high school, which makes sense given they are no longer in high school. For example, among graduates, 35% reported that parents "never" spoke to their teachers, 12% reported "very often," 13% said "often," 18% reported "sometimes," and 17% indicated their parents "rarely" spoke to their teachers.

Level of Interest of Parents in Aspects of Young People's Lives

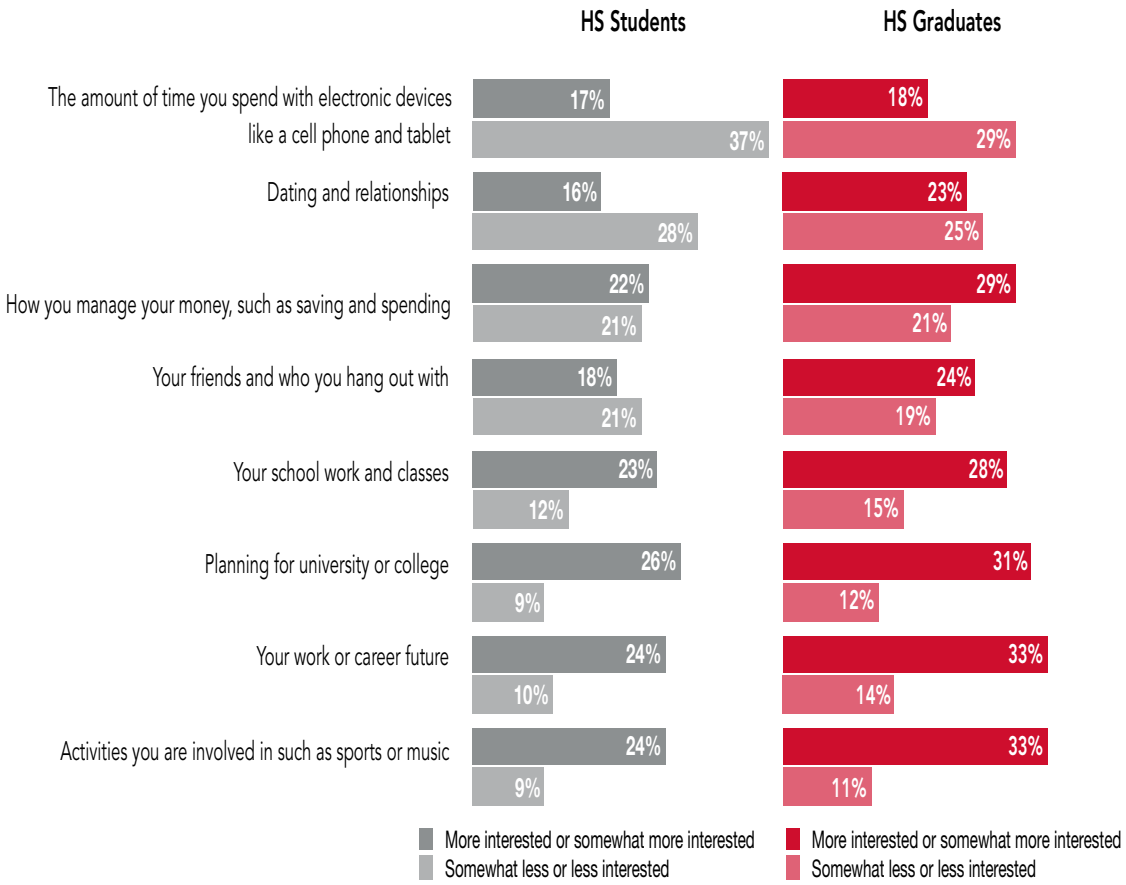


Another way parent(s) or guardian(s) express interest in their children's lives is through inquiring about school work and their academic performance.

For high school students, 54% felt their parent(s)/guardian(s) paid a lot of attention to their school work and classes with another 35% reporting they felt their parents paid some attention to their school work and classes. Eleven percent of high school students felt their parents paid little or no attention to their schooling or academic performance.

For graduates, 37% of them said their parent(s)/guardian(s) paid a lot of attention to their school work and classes; slightly more (39%) felt their parent(s)/guardian(s) paid some attention to their school work and classes. And 25% of graduates felt their parent(s)/guardian(s) paid little to no attention to their school work or classes.

Desire for Parent(s)/Guardian(s) Interest

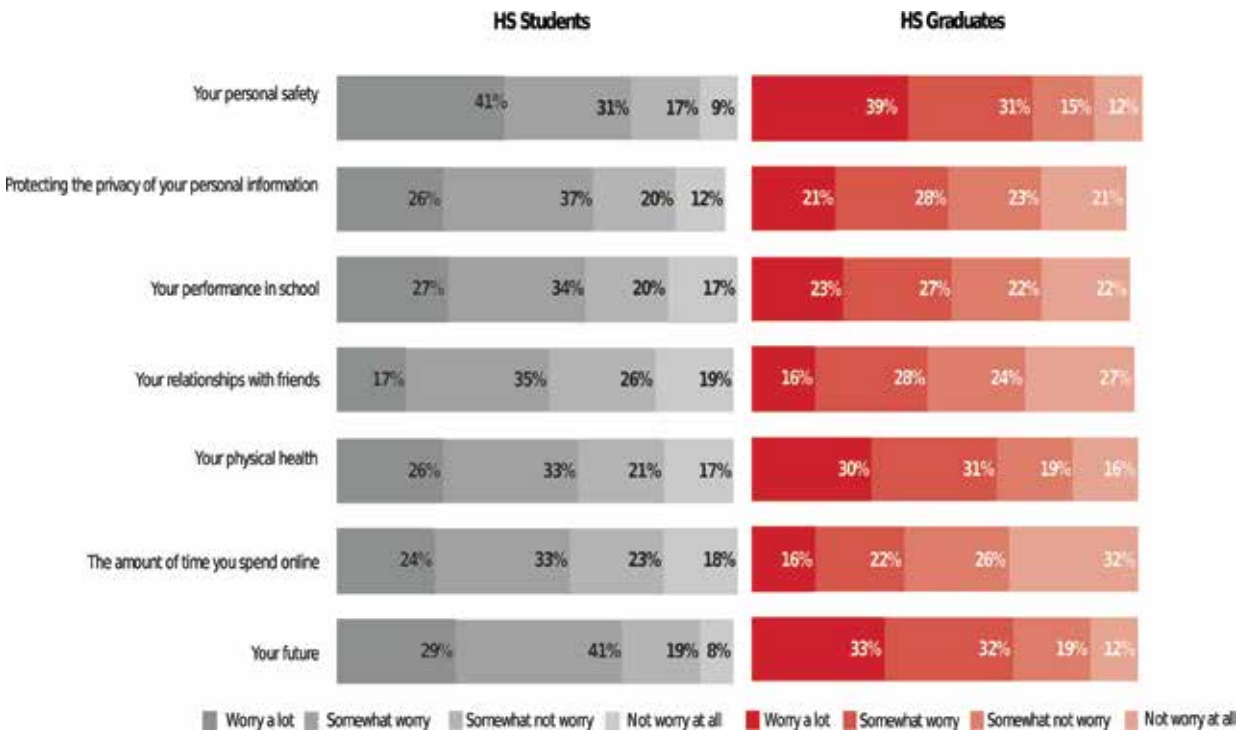


Other aspects of young people's lives where parents express some interest include school work, friends and social circles, career futures, and educational plans. When asked whether or not they wished their parents were "more interested," "somewhat more interested," or "somewhat less interested," or "less interested" in various aspects of their lives, it may not be surprising that most of the high school students and graduates (e.g., 50% or more) felt their parent(s) or guardian(s) had "just about the right amount of interest already." This was particularly related to parental/guardian interest in their school work and classes (62% students; 52% graduates) as well as the friends they hung out with (58% students; 52% graduates). They also felt their parent(s)/guardian(s) were just about right in the level of interest directed to their work or career future (62% students; 48% graduates) and planning for university or college (60% students; 50% graduates).

Parental/guardian level of interest is "about the right amount already." While many survey respondents were okay with the current interest of parents in their future careers, 24% of high school students and 33% of graduates wished their parent(s)/guardian(s) were "somewhat more interested" or "more interested" in their work or career future. At the same time, 21% of both students and graduates wished their parents were "somewhat less interested" or "less interested" in their money management skills; whereas 22% of students and 29% of graduates wished their parent(s)/guardian(s) were more interested in how they managed money. Another aspect of their lives, outside of those who were content with the level of parental/guardian interest, was those planning for university or college: 26% of students and 31% of graduates wished their parents were more interested in this aspect of their lives.

It may not be surprising that young people would prefer their parent(s)/guardian(s) to be "less interested" (or at least "somewhat less interested") in their dating and relationships. For example, 28% of high school students and 25% of graduates wished their parents were a little less interested in their love lives. They also expressed that they wished to have their parents "somewhat less interested" or "less interested" in the amount of time they spend with electronic devices (37% students; 29% graduates). Less than 20% of these two groups of young people wished for more interest from their parents in this regard. Another area where young people wanted more parental/guardian interest was related to the activities they are involved in (e.g., sport, music) especially for graduates (33%, versus 24% of students).

Amount of Worry Parent(s)/Guardian(s) Have



Young people know their parent(s)/guardian(s) worry. It was evident from young people's responses to the survey, they know that parent(s)/guardian(s) worry. Seventy-two percent of high school students and 69% of graduates felt that their parent(s)/guardian(s) "worry a lot" or "somewhat worry" for their personal safety.

Elsewhere in this report, young people shared their stresses and worries about their future and performing well in school. Seventy percent of high school students and 65% of graduates shared they felt their parent(s)/guardian(s) "worry a lot" or "somewhat worry" about their future. Their parent(s)/guardian(s) also express this worry to them, whether "a lot" or "somewhat," regarding academic performance (e.g., 60% high school students; 50% of graduates). According to survey responses, 52% of high school students and 43% of graduates felt their parent(s)/guardian(s) also "worry a lot" or "somewhat worry" about their relationships with their friends.

Fifty-nine percent of high school students and 61% of graduates also felt their parent(s)/guardian(s) worry (either "a lot" or "somewhat") about their physical health. High school students (63%) also felt their parent(s)/guardian(s) worry about protecting the privacy of their children's personal information, and 57% said their parent(s)/guardian(s) worry about how much time they spend online. Whereas slightly fewer graduates felt that their parent(s)/guardian(s) worried about these two aspects of their lives, with 49% indicating their parent(s)/guardian(s) "worried a lot" or "somewhat" regarding their privacy, only 37% felt their parent(s)/guardian(s) worried about how much time they spent online.

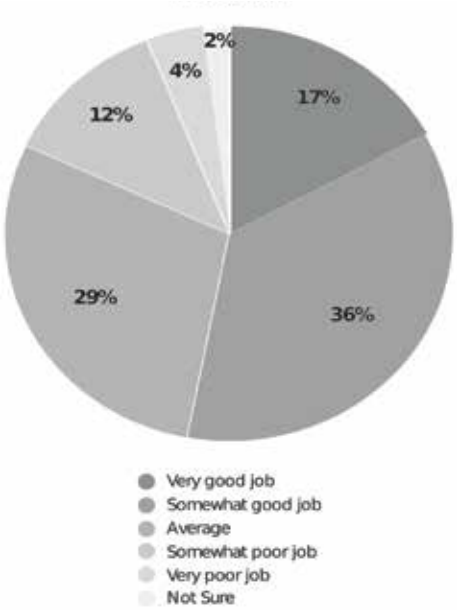
7. EDUCATION PATHWAYS & FUTURE PLANS

Education is a pathway to a better quality of life. Individuals who attain a post-secondary degree enjoy myriad advantages in terms of employment opportunities, lifetime earnings, health and well-being, and overall higher quality of life (Frenette, 2014). Twenty-five percent of working-aged Canadians have a university degree, and another 32% have a post-secondary college diploma or certificate (Statistics Canada, 2017a). The next section of this report discusses how high school students feel about their high school education and then discusses high school students and graduates' aspirations for further education.

High school students & schooling for life.
To foreground the discussion of post-secondary aspirations and plans, high school students were asked to report on their schooling experiences and, more specifically, what they felt they should be learning in high school to prepare them for life.

Schools receive a "B." When asked what letter grade they would give to their school, 46% of the high school students gave their school a B. Twenty-four percent of students ranked their school as performing at an A-level, whereas 20% gave their school a C grade. Only 7% of students felt their schools deserved a D, and fewer (3%) failed their schools entirely.

How Well Schools Are Teaching High School Students



Life skills. When asked how well schools were teaching high school students the skills needed to be successful in life, 17% felt the schools were doing a "very good job," while more (36%) felt their schools were doing "somewhat a good job," hence the B grade given earlier. Although 29% felt their schools were doing an "average" job of preparing them with skills needed in life, 12% felt their school was doing a "somewhat poor job," and another 4% thought the schools were doing a "very poor job."

High school students were also asked about the most important contributors to the quality of education they were receiving from their schools. Twenty-four percent of students felt that their teachers were the most important factor in their learning. Another 20% valued the variety and quality of the courses they could take. Around 14% of high school students suggested their schools did a good job at providing job training, and 11% appreciated the quality of college preparation they were receiving in school. Another 10% of high school students felt their quality of education was also due to the up-to-date technology in their school. Respectively 6% and 5% of students valued the athletic and music and arts programs. Fewer students (4%) felt the security

and personal safety they had at school helped their education, and fewer credited the counsellors within their schools (3%).

Wish to learn. Returning to how education can help prepare young people with the skills they need in life: high school students were asked what they wished they were learning in school to be more successful in life. As an open-ended response this question elicited a variety of different viewpoints.

First, students want life skills. Twenty-two percent of high school students made some form of comment related to learning basic life skills in school, which included things like cooking, cleaning, and other household skills.

Second, connected to their worries and concerns about finances and wanting to be financially well off later in life, 20% of high school students commented that they want to have more financial literacy offered in schools, where financial literacy encompasses money management, saving, budgeting, taxes, and investing.

Third, career preparation was desired among 6% of students. Career preparation for students includes learning about careers, developing more job skills, and basic skills such as resume building.

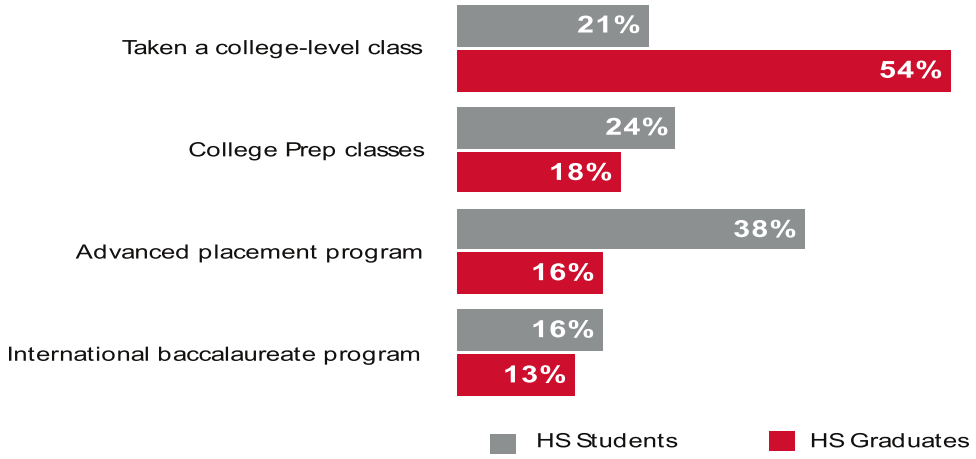
Plans for post-secondary education. As we learned from the young people, approximately half of the group had parents who either went to college or university and the majority of their parents had completed their degree, diploma, or certificate. Young people expressed stress and worry about their future lives, performing well in school, and the desire to complete some form of post-secondary education.

In the self-reporting of their grades from their last report card, most of the high school students indicated they were doing well in school (e.g., 25% of them received mostly As, 33% received a mix of As and Bs, 14% had mostly Bs, and 18% had a mix of Bs and Cs). Less than 6% of the entire group had received Cs or lower. In thinking about preparing to go to post-secondary education, of those who had the option within their K-12 schooling, 23% of high school students and 64% of graduates had completed some form of college-prep courses.

Desire for further education over their lifetime. Among those who plan to attend post-secondary education, 36% of students and 39% of graduates indicated a university degree. However, young people are also not just going to stop at completing a university degree: 30% of high school students and 32% of graduates also intend to complete a graduate degree (e.g., master's, doctorate) or professional degree (e.g., medicine, law, nursing, teaching).

Another 21% of high school students and 20% of graduates indicated the highest level of education they wanted to complete was a college or vocational certificate and/or diploma. Twelve percent of high school students and 8% of graduates wished to complete a community college degree. Fewer high school students (0.3%) and graduates (0.3%) wished to complete trade school/apprenticeship. However, this may not reflect those who wish to complete their trades training through a community college program.

College-Prep-Type Courses

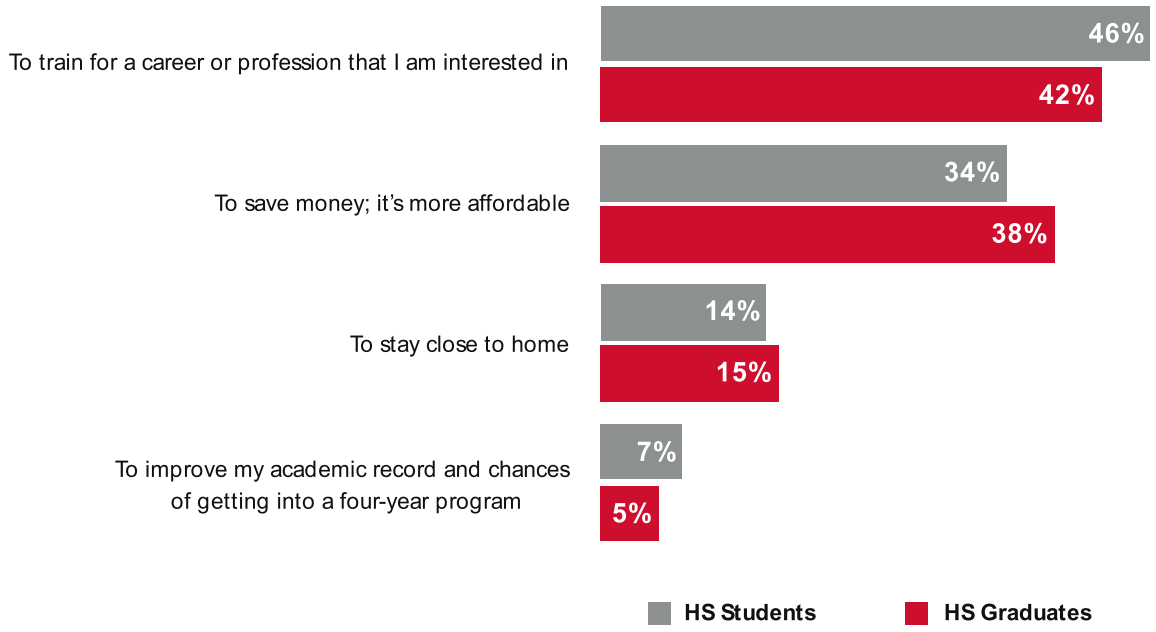


College-prep courses. Of respondents who had participated in college-prep-type courses, over half of the graduates and 21% of high school students had completed a college-level class. Another 24% of students and 18% of graduates had taken college-prep classes. Thirty-eight percent of high school students and 16% of graduates had completed an advance placement program. Another 16% of students and 13% of graduates had enrolled and completed an international baccalaureate program.

Between their grades and completing some form of college-prep coursework, it is not surprising that 88% of high school students and 68% of graduates plan to complete some form of post-secondary education. Twenty-four percent of the graduates had already completed some form of post-secondary education. Eight percent of both students and graduates indicated they had no plans to pursue further education.

When asked whether or not they had plans to enter university immediately after graduation from high school, 83% of high school students and 76% of graduates indicated they wished to enter university directly after high school. However, others indicated they would attend another post-secondary institution.

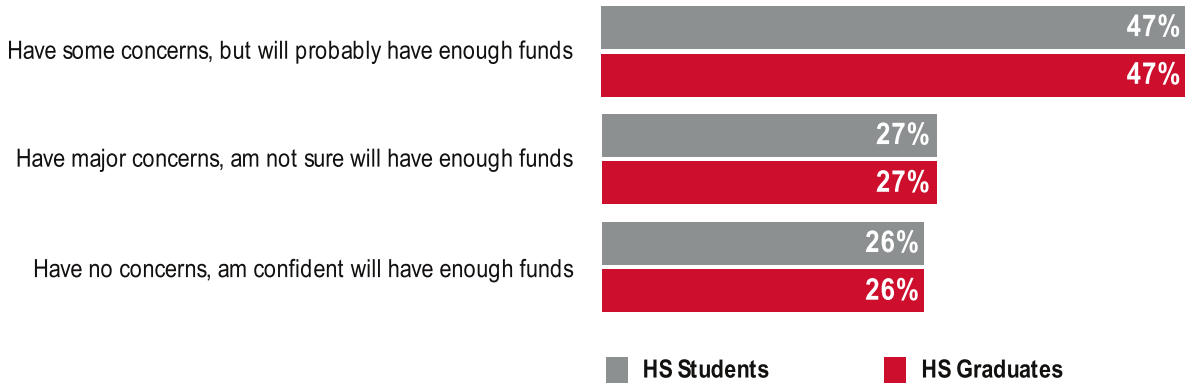
Reasons for Choosing to Complete Vocational Certificate or Community College Degree



Why choose college. Of those who indicated they wanted to complete a community college/vocational certificate, diploma, or degree, 46% of high school students and 42% of graduates felt they wanted to train for a particular career or profession of interest. Another 34% of students and 38% of graduates indicated they wanted to save money as community college is more affordable. Staying close to home, which also connects to affordability, was important for 14% of high school students and 15% of graduates. Fewer students (7%) and graduates (5%) wished to attend college to improve their academic record and chances of getting into a four-year program.

Research shows us that students after high school may take multiple pathways to and through post-secondary education (Andres, 2009; Childs, Finnie, & Martinello, 2017; Wyn & Andres, 2010). The group of young people who participated in the current study reflect the larger society: 25% of high school students and 23% of graduates indicated they definitely will enroll in some form of other post-secondary education before enrolling in university.

Financing Post-Secondary Education



Having the desire, drive, and academic requirements to enter higher education are just part of the puzzle to completing a degree, certificate, or diploma. One must also think how students will pay for their post-secondary education. The full cost of attending post-secondary education goes beyond tuition, and includes living expenses, food, residence fees (or rent), transportation, books, and supplies (Employment and Social Development Canada, 2015).

According to Statistics Canada (2017b) the tuition fees associated with post-secondary degree programs increased in 2017–2018. The actual cost that students pay, however, depends on their program of study, and the grants and assistance they may receive. Tuition for undergraduate programs for Canadian full-time students was, on average, $6,571 in 2017–2018, up 3.1% from the previous academic year. The average cost for graduate programs was $6,907, a 1.8% increase over 2016–2017 (Statistics Canada, 2017b).

In their review of the Canadian Student Loan Programs from 2015 to 2016, at the time of leaving post-secondary education, the average debt load was $12,783 (up 2.4% since 2014). University students had the highest debt load upon completion of their degree, where the debt load incurred by completing a college diploma or certificate was lower (Employment and Social Development Canada, 2018). There were 488,781 full-time borrowers and 12,086 part-time borrowers using the Canada Student Loan Program to pay for their post-secondary education (Employment and Social Development Canada, 2018).

Worried won't have enough money. Young people are concerned about their ability to cover the costs of their education. Twenty-six percent of both high school students and graduates had no concerns and were confident they would have enough funds for their education. However, 47% of students and graduates had some concerns, but felt they would probably have enough funds, and 27% of students and graduates had major concerns, and they were not sure they would have enough funds to cover the costs for their education.

Debt aversion is real with young people today. Research has documented a trend of debt aversion among young people and their families (Allentuck, 2016; Finnie, 2010; Frenette, 2014; Johnson & Montmarquette, 2011). Debt aversion is defined as "the personal calculation that the sacrifice of debt accumulation and repayment are not worth the return one will get from post-secondary education"(Canadian Federation of Students, 2012). When examining the details of financial barriers to participation in Canada, research has found that debt aversion is strong among non-attendees (i.e., those who do not attend post-secondary education), cited by one in four who said that financial issues were preventing their enrollment (Canadian Federation of Students, 2012).

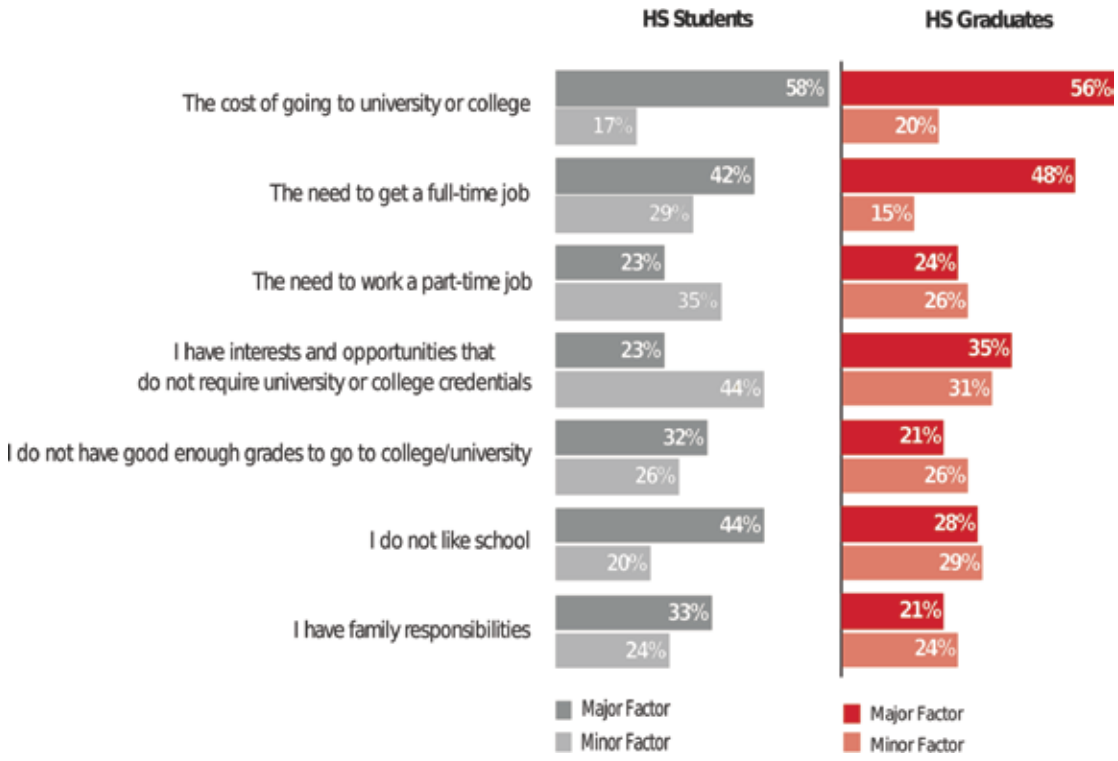
Although many young people who responded to this survey are planning to attend post-secondary education, and many are also worried about having enough money to cover their costs, less than 20% of students and graduates wanted to take out loans and other forms of financial aid they had to repay. The desire to invest in education seems to be connected to how young people intend to pay for further education. For example, many note they intend to use family resources, including parent(s) or guardian(s) and relatives (32% of students; 30% of graduates) to pay for their post-secondary education. Twenty-four percent of high school students and 28% of graduates also had their own resources, such as money from work or work-study programs to rely on for financing their education. Another 24% of students and 22% of graduates were going to seek financial support in the form of scholarships and grants. Less than 2% of students and graduates had some form of other funds (e.g., RESP, band funding, own savings, military service).

Not always an option. However, not all young people will go on to post-secondary education immediately after graduation. Some choose (or have) to wait for their opportunity to pursue higher education. Of those who indicated they would not enroll directly after high school, they were asked to indicate factors that influenced their thinking.

Continuing from the earlier discussion of finances, it was very evident that the cost of going to university or college was a "major factor" for over half of high school students (58%) and graduates (56%); an additional 17% of students and 20% of graduates felt the cost was a "minor factor" in their decision not to enroll in post-secondary education right away. This means that approximately 75% of young people who are choosing to delay entering post-secondary education are doing so due to financial concerns.

Also connected to finances, and the desire to support themselves financially, 71% of high school students and 64% of graduates indicated they needed to work a full-time job before they went to college or university. Furthermore, 58% of high school students and 50% of graduates felt they needed to get a part-time job prior to going on to post-secondary education.

Reasons Why Young People Will Not Pursue Post-Secondary Education after Graduation



Finances and the need to work may be some reasons young people do not go on to post-secondary education right after high school. Some young people also have family responsibilities that prevent them from going on to university or college right away. For example, 57% of high school students and 46% of graduates indicated their family responsibilities were a "major factor" or "minor factor" in their decision to delay entry.

For other young people—67% of students and 66% of graduates—having interests and opportunities that do not require university or college credentials undergirded their intentions not to pursue post-secondary education. In addition, 63% of high school students and 57% of graduates stated their dislike of school was a "major factor" or "minor factor" in their decision not to pursue post-secondary education after high school. Fifty-eight percent of students and 47% of graduates felt that they did not have good enough grades to go to college/university.

RESEARCH METHODS

The 2018 Horatio Alger Voices of Our Youth survey was conducted as a collaborative effort between Nanos Research and Simon Fraser University's Centre for the Study of Educational Leadership and Policy. The report was prepared by Dr. Michelle Pidgeon, with the assistance of CSELP research assistant, Ms. Andrea Leveille, on behalf of the Horatio Alger Association of Canada.

Nanos Research conducted the survey in both English and French. The survey met the standards set forth by the MRIA (http://mria-arim.ca/polling) and also underwent ethical review process at Simon Fraser University. [See Technical Report prepared by Nanos Research in Appendix A.]

From June 21 to July 23, 2018, 2,070 Canadian high school students and high school graduates between 14 and 23 years of age participated in an online survey, administered by the Nanos Research Group. Participants were screened prior to their accessing the survey to ensure they met the criteria (between ages of 14–23; current high school student or high school graduate). Excluded from the survey were youth younger than 14 and older than 23 years of ages and individuals not attending high schools or not having graduated from high school.

The online survey had 156 questions (e.g., forced choice, Likert scale, open ended responses). The questions were focused around what factors youth deemed important when thinking about education and career goals, their satisfaction with the system of government, and confidence in various Canadian institutions (e.g., military, police, senate); youth's perception of Canada's support of Indigenous peoples and the Truth and Reconciliation (TRC) report. Questions also explored where they get their news, perceptions of standard of living over the next 10 years, post-secondary aspirations, level of worry parent(s)/guardian(s) had for them and interest in their lives, the effect of technology on young people, and problems and issues faced by youth.

Demographic Summary

The results were weighted by region and by age within each region using the latest 2016 Census information and the sample is geographically stratified to ensure a distribution across all regions of Canada: Atlantic region (5.8%, inclusive of NL 1.3%, NB, 1.8%, NS, 2.5%; PEI 0.4%), Quebec (20.6%), Ontario (40.7%), Manitoba (4.1%), Saskatchewan (3.4%), Alberta (11.6%), and British Columbia (13.7%).

Distribution of Participants by Province

Participants in this study were represented across genders (e.g., 54% of high school students and 68% of graduates were female; 46% of students and 31% of graduates were male; and 0.6% of both groups identified as other).

Diversity represented in Canada was also reflected in who responded to this survey. Seventy-one percent of high school students and 61% of graduates identified as White/Caucasian; the remaining ~30% and 40% of participants represented various ethnic groups (e.g., Asian, Black/African, South Asian, and Middle Eastern). Also, approximately 9% of students and graduates self-identified as being First Nations, Métis, or Inuit.

Participants also were spread out in terms of where they live. Around 36% of high school students and 34% of graduates were living in a large city. Twenty-eight percent of students and 31% of graduates were living in a medium-to-small city. Almost 20% of both groups were living in a suburb near a city. Around 10% of high school students and 8% of graduates indicated they were living in a small town not near a city. Approximately 7% from each group shared they were living in a rural or remote area. Less than 1% of students and graduates were living on-reserve.

While the majority of young people responded they were not religious (55% of high school students; 60% of graduates), of those who indicated their religion the most prevalent was Roman Catholic (27% of students; 21% of graduates). Another 10% of high school students and 8% of graduates were Protestant. Another 3-4% of students and graduates identified as Anglican. Another 4% and 5% of each group respectively indicated they were Muslim and less than 2% of participants were Jewish.

In terms of parent education level, slightly more than half of the parent(s)/guardian(s) of high school students and graduates had attended university, and of those, over approximately 85%-89% of these parent(s)/guardian(s) completed a degree.

Fifty-eight percent of high school students and 54% of graduates indicated their parent(s)/guardian(s) had attended college. Of those parent(s)/guardian(s), approximately 90% of them also completed a college degree or diploma.

Although data analysis was conducted comparing responses for the total sample and also between groups (e.g., ages, gender, geographic region), this report focuses on the comparison of responses between those who were enrolled in high school (i.e., high school students) and those who had graduated from high school.

DATA TABLES

Distribution of High School Students and Graduates by Age, Sex and Ethnicity

	HS Students %	HS Graduates %
Age		
14	24.2	0.2
15	24.2	0.2
16	24.1	0.7
17	17.1	5.1
18	4.4	12.3
19	1.0	15.4
20	2.0	15.4
21	0.9	16.7
22	1.1	16.9
23	1.0	17.1
Gender		
Female	53.6	68.2
Male	45.8	31.2
Other	0.6	0.6
Ethnicity/Race		
White/Caucasian	70.9	60.6
Asian	7.8	14.5
Black/African	5.5	7.2
South Asian	6.1	7.6
Middle Eastern	2.3	3.8

Note: 3.0% preferred not to identify their race/ethnicity

Distribution of High School Students and Graduates by Living Area, Parental Education, and Religious Beliefs

	High School Students %	High School Graduates %
Living Area		
Large city	35.9	34.0
Medium-to-small city	27.6	30.5
Suburb near a city	18.9	19.6
Small town not near a city	9.7	8.2
Rural or remote area	7.4	7.1
On-reserve	0.6	0.7
Parent(s)/Guardian(s) Education		
YES - Attended university	53.2	55.9
~ Completed University	86.9	89.1
YES - Attended College	58.5	53.9
~ Completed College	90.7	89.3
Religious Background/Beliefs		
Not religious/Don't belong to an organized church	55.2	60.5
Roman Catholic	27.1	21.3
Anglican	3.4	3.5
Jewish	1.3	1.2
Muslim	3.5	5.1
Protestant	9.5	8.4

Self-Identify as First Nations, Métis, or Inuit

	High School Students %	High School Graduates %
Yes, First Nations, Métis, Inuit	8.9	8.7
No, not Aboriginal	91.1	91.3

Whom They Live With

	High School Students %	High School Graduates %
Whom They Live With		
Mother	86.5	61.8
Father	72.9	48.3
Guardian(s)	2.6	4.2
Stepfather	7.8	3.7
Stepmother	3.7	2.1
Sister(s)	39.1	27.2
Brother(s)	41.5	25.4
Grandparent(s)	7.7	6.5
Friends	1.9	5.4
Foster Parents	0.3	0.6
Spouse/Significant other	1.0	13.2
Roommates	1.0	9.1
Live Alone	1.1	10.4

Where They Went to High School

	High School Students %	High School Graduates %
Type of High School		
Public (non-religious)	66.3	54.6
Religious public	9.8	10.4
Private religious	4.8	6.4
CEGEP	2.3	10.1
Private non-religious	3.8	3.5
International Baccalaureate	3.6	5.4
Home/Taught by Parent(s)/ Guardian(s)	2.0	1.5
Boarding	0.9	2.2

Languages Spoken At Home

	High School Students %	High School Graduates %
Language		
English	29.1	52.8
French	21.5	25.5
Spanish	3.1	3.6
Cantonese	1.9	4.7
Mandarin	1.9	3.6
Hindi	1.3	2.6
Punjabi	1.1	2.6
Tagalog	1.3	2.4
Urdu	1.7	1.2
Arabic	0.3	2.5
Italian	0.9	1.5
Japanese	0.6	1.7
German	0.5	1.1
Korean	0.4	1.9
Tamil	0.1	1.2
Vietnamese	0.6	1.3
Creoles	0.3	1.1
Aboriginal languages	0.3	1.1
Ukrainian	0.9	0.4
Romanian	0.4	0.8
Persian	0.7	0.4
Portugese	0.3	0.7
Serbian	0.4	0.5
Turkish	0.3	0.3
Polish	0.2	0.4
Somali	0.2	0.3
No other languages	1.8	2.4

Important Factors When Thinking About Education, Career, and Life Goals

	Important %	Somwat Important %	Somwhat Unimportant %	Unimportant (%)	Unsure (%)
Making a contribution to science					
HS Students	24.2	33.1	21.8	12.1	8.9
HS Graduates	30.4	32.3	19.3	13.0	5.0
Becoming successful in a business of your own					
HS Students	34.4	31.9	16.2	8.1	9.4
HS Graduates	36.5	31.6	17.7	9.3	4.9
Raising a family					
HS Students	41.0	33.4	10.9	7.3	7.4
HS Graduates	49.5	22.6	11.8	11.4	4.7
Being very well off financially					
HS Students	48.8	35.6	9.1	2.9	3.6
HS Graduates	55.1	32.7	7.5	2.4	2.3
Participating in one of the fine arts (e.g., writing, acting, singing, dancing)					
HS Students	24.7	27.2	20.3	22.4	5.4
HS Graduates	30.4	28.4	19.8	17.2	4.2
Becoming involved in programs to clean up environment					
HS Students	31.7	43.7	14.7	5.6	4.4
HS Graduates	36.2	39.7	15.8	4.8	3.6
Helping to promote equity issues (e.g., race, gender, sexuality)					
HS Students	35.5	38.7	12.9	9.4	3.5
HS Graduates	43.9	34.5	10.6	7.0	4.0
Serving and protecting society and my community					
HS Students	32.7	42.8	13.0	5.1	6.4
HS Graduates	37.1	41.1	14.3	4.1	3.5
Integrating religion or spirituality into your life					
HS Students	20.2	28.1	20.5	25.9	5.4
HS Graduates	26.3	23.1	19.0	27.1	4.6

Important Factors When Thinking About Education, Career, and Life Goals (Con't)

	Important (%)	Somewhat Important (%)	Somewhat Unimportant (%)	Unimportant (%)	Unsure (%)
Having cultural traditions and practices part of your life					
HS Students	25.4	38.2	19.3	11.2	5.9
HS Graduates	30.2	35.0	17.1	12.8	5.0
Helping others who are in difficulty					
HS Students	43.4	41.6	9.0	2.8	3.2
HS Graduates	52.4	34.0	7.7	2.9	3.0
Making an ongoing contribution to Reconciliation with Indigenous Peoples					
HS Students	21.1	31.4	20.1	15.6	11.8
HS Graduates	25.5	33.1	17.3	14.0	10.1

What Is More Important for Success? Luck or Hard Work

	HS Students %	HS Graduates %
Hard work	79.3	79.1
Luck	12.8	14.7
Unsure	7.9	6.2

Level of Satisfaction with System of Government

	HS Students %	HS Graduates %
Very satisfied	11.7	10.7
Somewhat satisfied	40.5	44.4
Somewhat dissatisfied	20.5	26.6
Very dissatisfied	10.5	10.4
Unsure	16.7	7.9

Amount of Time Can You Trust the Government to Do What Is Right.

	HS Students %	HS Graduates %
Just about always	5.3	7.2
Most of the time	31.3	31.9
Only some of the time	49.3	50.1
Never	6.2	6.0
Unsure	8.0	4.8

Most Important Freedom that Canadians Enjoy

	HS Students %	HS Graduates %
Single Most Important Freedom		
Freedom of thought, belief, opinion, and expression	38.0	42.7
Right to life, liberty, and security of the person	19.1	22.2
The rights of everyone to equal protection under the law	17.6	14.7
Right to vote	11.8	8.4
Freedom of conscience and religion	6.8	5.7
Freedom of peaceful assembly	4.2	5.6
Freedom of the press	2.6	0.7

Level of Confidence in Canadian Institutions

	A great deal of confidence	Quite a bit of confidence	Some confidence	Very little confidence	No confidence at all
The Military					
HS Students	25.3	31.1	30.8	8.3	4.6
HS Graduates	23.2	35.3	28.9	8.9	3.8
The federal government and parliament					
HS Students	8.5	25.8	39.1	19.5	7.1
HS Graduates	9.7	30.3	38.7	15.6	5.6

Level of Confidence in Canadian Institutions (con't)

	A great deal of confidence	Quite a bit of confidence	Some Confidence	Very little Confidence	No confidence at all
Senate					
HS Students	6.9	24.1	45.0	16.9	7.2
HS Graduates	7.8	27.1	43.5	16.4	5.1
The Media					
HS Students	8.7	24.8	37.7	22.5	6.3
HS Graduates	8.5	22.6	37.1	22.9	9.0
The Supreme Court					
HS Students	16.9	33.8	36.1	9.8	3.4
HS Graduates	16.6	35.4	34.4	10.5	3.2
Public Schools (K-12)					
HS Students	13.6	33.9	33.0	15.3	4.2
HS Graduates	14.2	35.4	35.7	10.0	4.7
The RCMP					
HS Students	20.1	38.1	29.3	8.7	3.8
HS Graduates	19.8	36.6	29.8	9.4	4.4
Provincial government					
HS Students	8.0	20.5	43.3	20.7	7.4
HS Graduates	9.7	26.7	40.2	17.6	5.8
Health Care					
HS Students	21.4	32.9	32.7	10.7	2.3
HS Graduates	24.3	39.1	26.8	7.1	2.8
Post-secondary system (e.g. university/colleges)					
HS Students	18.0	38.0	34.3	7.9	1.8
HS Graduates	18.3	37.7	29.5	10.9	3.5
The Police (City/Prov)					
HS Students	17.9	41.0	25.8	10.6	4.8
HS Graduates	17.6	34.7	29.6	12.1	6.0

Most Important Changes for the Country

	HS Students %	HS Graduates %
Increase access to affordable housing	56.5	61.2
Make sure people of all races are treated equally	55.7	61.2
Address issues of poverty and homelessness across Canada	56.5	58.6
Reduce the economic gap between the rich and poor	51.3	54.7
Cut taxes and reduce government spending	51.5	50.9
Increase support of environment protections in Canada	45.8	49.7
Make sure lesbian, gay, bisexual, and trans-gender people are treated equally	42.1	49.4
Limit the amount of influence wealthy individuals and big corporations have on government	42.1	49.0
Advancing gender equality	39.6	48.6
Uphold Canadian Chapter of Rights and Freedoms	35.6	35.7
Address issues of food insecurity	31.8	39.3
Immigration and refugee supports	29.8	43.3
Advancing reconciliation with Indigenous peoples of Canada	27.7	36.5
Decrease the role of religion in government	22.3	28.3
Decrease the role of Federal government in people's lives	16.3	17.0
Implement recommendations from the Truth and Reconciliation Commission	12.2	17.5
Increase the role of religion in government	8.0	9.4
None of these	2.5	2.2

How Youth Perceive Canada's Support of Indigenous Peoples

	Very Good %	Good %	Average %	Poor %	Very Poor %	Unsure %
Ensuring Indigenous peoples are not discriminated against						
HS Students	12.2	22.2	29.8	18.7	11.5	5.7
HS Graduates	11.4	18.8	29.1	19.2	14.7	6.7
Respecting Treaty rights of Indigenous peoples						
HS Students	11.3	26.3	29.6	15.4	9.3	8.1
HS Graduates	11.7	19.2	31.7	17.8	10.3	9.3
Ensuring a positive quality of life on First Nations Reserves						
HS Students	9.8	19.7	30.5	17.0	14.7	8.3
HS Graduates	10.4	15.2	29.9	17.9	17.0	9.5
Including the views of Indigenous leaders on our political decision making						
HS Students	9.4	21.8	31.8	19.5	8.9	8.6
HS Graduates	9.6	17.2	29.2	20.1	13.3	10.7
Properly funding necessities like clean drinking water and housing on Indian Reserves						
HS Students	11.0	22.7	27.5	16.3	12.3	10.1
HS Graduates	10.9	19.2	25.7	18.4	14.4	11.3
Having appropriate Indigenous course content in our school classrooms across Canada						
HS Students	12.7	23.7	28.3	19.1	9.4	6.8
HS Graduates	12.4	20.4	29.7	15.7	14.0	7.8
Recognizing the rights of Indigenous peoples to self-government						
HS Students	11.8	22.5	34.2	15.3	7.9	8.4
HS Graduates	12.1	19.5	30.5	18.6	10.1	9.2

Level of Agreement with Various Aspects of Indigenous Issues in Canada

	Agree %	Somewhat Agree %	Somewhat Disagree %	Disagree %	Unsure %
The government should help fund programs which support the language of Indigenous peoples					
HS Students	33.6	32.7	16.7	10.0	7.0
HS Graduates	41.0	34.2	10.8	6.8	7.2
The government should help fund programs which support the cultural traditions of Indigenous peoples					
HS Students	33.3	35.9	13.3	10.5	7.0
HS Graduates	40.1	33.5	12.2	6.9	7.3
Indigenous issues are important issues for all Canadians to care about.					
HS Students	36.2	36.4	13.9	7.7	5.8
HS Graduates	44.3	31.1	11.1	7.2	6.4
Indigenous peoples should have an important role in protecting our environment					
HS Students	38.2	40.3	9.8	4.6	7.1
HS Graduates	45.7	33.9	8.0	4.7	7.7
I want to learn more about Indigenous peoples in Canada					
HS Students	29.2	37.9	14.3	12.3	6.1
HS Graduates	39.1	31.3	13.4	10.5	5.8
The media continues to perpetuate negative stereotypes about Indigenous peoples					
HS Students	19.3	31.5	22.8	15.4	10.9
HS Graduates	24.6	34.9	19.1	11.3	10.1
I feel optimistic about the future of the relationship Canada has with its First peoples (First Nations, Métis, and Inuit).					
HS Students	19.2	42.5	19.2	8.5	10.5
HS Graduates	18.9	42.1	17.0	8.6	13.4

Level of Understanding/Discussion of the TRC's Report, Residential Schools, and Reconciliation

	Agree %	Somewhat Agree %	Somewhat Disagree %	Disagree %	Unsure %
My school has programming to educate me about residential schools and intergenerational trauma					
HS Students	24.0	29.2	15.9	18.3	12.5
HS Graduates	25.8	27.7	16.5	19.3	10.7
My family has talked about how we can work towards reconciliation					
HS Students	16.5	26.0	18.7	30.0	8.8
HS Graduates	13.3	22.9	17.2	36.4	10.1
I have talked with my friends about residential schools					
HS Students	20.2	24.5	19.1	28.8	7.3
HS Graduates	26.1	26.3	14.6	25.2	7.8
I feel very informed on the issues facing Aboriginal peoples because of the TRC					
HS Students	16.7	30.0	20.1	20.6	12.6
HS Graduates	15.7	27.3	25.4	20.4	11.3
I understand that all Canadians are responsible for the Calls to Action put forward by the TRC to make change in Canadian society					
HS Students	26.5	34.7	11.3	9.3	18.2
HS Graduates	28.4	34.2	13.2	8.7	15.5
I understand what impact residential schools had on Aboriginal peoples and their families					
HS Students	32.5	33.1	12.6	9.3	12.5
HS Graduates	39.5	28.8	12.1	10.0	9.7

Outlook Toward the Future of the Country

	HS Students %	HS Graduates %
Hopeful	31.5	30.3
Somewhat hopeful	42.8	40.5
Somewhat dissatisfied	13.7	16.9
Very dissatisfied	5.7	6.5
Unsure	6.3	5.8

Standard of Living of Canadians over Next 10 Years

	HS Students %	HS Graduates %
Next generation will have a higher standard	38.5	43.2
Next generation will have the same standard	29.7	26.9
Next generation will have a lower standard	20.2	21.2
Unsure	11.6	8.7

Important Sources for Getting News

	HS Students %	HS Graduates %
Online social media (e.g., Twitter, Instagram)	61.4	65.7
Friends/Family	54.9	54.1
Network news (e.g., TV, online, or social media)	48.0	51.7
News websites, pod-casts, or social media outlets	45.6	52.5
Local television news	39.3	41.1
Radio	32.8	39.9
Cable television news	32.8	28.3
Printed newspapers	20.9	23.7
Online blogs	20.9	23.5
Comedy news shows	8.8	15.5
None of these	1.7	2.2

Current Grade Given to Schools

	HS Students (%)
A	24.1
B	46.0
C	20.3
D	7.0
F	2.6

How Well Schools Are Teaching High School Students the Skills Needed to Be Successful in Life

	HS Students (%)
Very good job	16.9
Somewhat good job	35.5
Average	29.4
Somewhat poor job	12.1
Very poor job	4.4
Not sure	1.7

Current High School Students' Opinion on the Most Important Quality of Education They Are Receiving From Their Schools

	HS Students %
Teachers	23.9
Variety and quality of courses	20.2
Job training	13.7
College preparation	11.1
Up-to-date technology	9.8
Athletic programs	5.7
Music and Arts programs	5.2
Security and personal safety	4.3
Counsellors	3.2
Clubs and societies	2.0
Other	0.6
Unsure	0.2

What High School Students Wish They Were Learning in School to Be More Successful in Life (open ended response)

	HS Students %
Money/saving/budges/taxes/investing	20.3
Basic life skills (e.g., cooking, cleaning, household skills)	22.0
Prepare us for careers/more job skills/resume building	5.5
Math/Science	4.0
More/better teachers/more help for students	3.9
Computer skills/programming/technology	3.6
More hands on training/education/field trips	3.0
Social skills/communication skills	2.7
History/more accurate history/Aboriginal history	2.6
More discipline/reality check for poor students/allow us to fail	2.0
Prepare us for post secondary/the future	1.9
More discussion/choice in what we learn	1.8
Teach us more about the world	1.7
Mentorship/guidance	1.7
Teach more about politics/government	1.5
Mental/physical/sexual health	1.3
Writing/reading/literacy	1.1
Art/music/acting/creative skills	0.9
Teach more languages/additional languages	0.9
Other	5.6
Nothing else/have what I need	6.5
Unsure	5.6

Grades Received from Last Report Card (Self-reported data)

	HS Students %
Mostly As	24.9
A mix of As and Bs	33.2
Mostly Bs	14.3
A mix of Bs and Cs	17.9
Mostly Cs	3.2
A mix of Cs and Ds	1.6
Mostly Ds	0.5
A mix of Ds and Fs	0.1
Mostly Fs	0.3
Unsure/Can't remember	4.1

Participation in College Prep Type Courses

YES	HS Students 22.6%	HS Graduates 64.2%
College Prep classes	24.4	17.5
Advanced placement program	38.0	15.6
International baccalaureate program	16.4	13.2
Taken a college-level class	21.2	53.7

Plans to Complete Post-Secondary Education

	HS Students %	HS Graduates %
Yes, plan to complete degree/diploma/certificate	87.9	67.6
Already completed degree/diploma/certificate	4.0	24.2
No, do not plan to complete degree/diploma/certificate	8.1	8.2

Activities Participated in as High School Student during 2017-2018 School Year

	HS Students %	HS Graduates %
I participated in band, choir, or orchestra	28.8	15.6
I played organized or competitive sports	45.3	27.1
I participated in the fine arts (e.g, acting, dancing)	31.7	33.8

Highest Degree Intended to Earn in Lifetime (by those who plan to attend PSE)

	HS Students %	HS Graduates %
University degree	36.2	38.6
Graduate (e.g., master's or doctorate) or professional degree (e.g., medicine, law, nursing, teaching)	29.9	31.9
College/Vocational certificate or diploma	20.9	20.2
Community college degree	11.5	8.4
Trade school/apprenticeship	0.3	0.3
High school	0.1	0.2
Military	0.1	0.0
Unsure	1.0	0.3

Reasons Why Choosing to Complete Vocational Certificate or Community College Degree

College/Vocational certificate or diploma	HS Students %	HS Graduates %
To train for a career or profession that I am interested in	45.5	41.6
To save money; it's more affordable	34.0	38.0
To stay close to home	13.8	15.2
To improve my academic record and chances of getting into a four-year program	6.7	5.2

Plans to Enroll in Other PSE* Before Enrolling in University

	HS Students %	HS Graduates %
Definitely will enroll	24.9	22.5
Probably will enroll	29.4	23.2
Probably will NOT enroll	34.1	26.0
Definitely will NOT enroll	11.6	28.1

Note: Other PSE= Vocational or technical program, community college or two year program.

Plans to Enter University Immediately after Graduation from High School

	HS Students %	HS Graduates %
Yes, plan to enter immediately after graduation	82.7	75.6
No, do not plan to enter immediately after graduation	17.3	24.4

Financing Post-Secondary Education

	HS Students %	HS Graduates %
Have no concerns, am confident will have enough funds	25.6	26.4
Have some concerns, but will probably have enough funds	47.0	46.6
Have major concerns, am not sure will have enough funds	27.4	27.0

Sources of Finances for Post-Secondary Education

	HS Students %	HS Graduates %
Family resources, including parent(s) or guardians, and relatives	31.8	30.4
Your own resources, such as money from work or work-study programs	24.2	28.2
Financial aid that you will not need to repay, such as grants and scholarships	23.5	22.4
Loans and other forms of financial aid that you will need to repay	18.6	17.7
Other (e.g., RESP, Band funding, Own savings/ Other family, Military service)	1.9	1.4

Factors in Decision Not to Enroll in Post-Secondary Education after Graduation

	Major Factor %	Minor Factor %	Not Really a Factor %	Unsure %
The cost of going to university or college				
HS Students	57.5	16.6	8.8	17.1
HS Graduates	55.6	20.4	18.0	6.1
The need to get a full time job				
HS Students	41.7	29.3	18.4	10.6
HS Graduates	48.3	15.2	26.9	9.5
The need to work a part-time job				
HS Students	22.6	35.1	27.0	15.3
HS Graduates	24.1	26.2	38.0	11.8
I have interests and opportunities that do not require university or college credentials				
HS Students	23.2	43.6	20.0	13.2
HS Graduates	34.8	31.3	20.8	13.1
I do not have good enough grades to go to college/university				
HS Students	32.4	25.7	26.9	15.1
HS Graduates	20.8	26.2	42.6	10.4
I do not like school				
HS Students	43.7	19.5	24.5	12.3
HS Graduates	28.0	28.7	37.7	5.6
I have family responsibilities				
HS Students	32.9	23.6	35.4	8.2
HS Graduates	21.3	24.3	46.5	7.9

Age When One Should Become Financially Independent of Parents

	HS Students %	HS Graduates %
Less than 18 years old	3.5	3.3
18-20 years old	29.3	34.7
21-24 years old	32.2	26.9
25-29	21.8	20.7
30 years old or more	2.4	2.7
Don't know	10.9	11.7
Average expected age	21.7	21.6

Current Employment Status

	HS Students %	HS Graduates %
Yes, employed	30.8	58.6
Not employed, looking for work	34.4	29.5
Not employed, and not looking for work	34.8	12.0

Status of Employment

	HS Students %	HS Graduates %
Employed full-time	16.2	49.7
Employed part-time	83.8	50.3

Frequency that Parent(s)/Guardian(s) Talk to Teachers

	HS Students %	HS Graduates %
Very Often	13.7	12.0
Often	21.5	13.3
Sometimes	36.3	18.0
Rarely	18.1	17.1
Never	7.9	34.6
Unsure	2.5	5.0

Level of Parent(s)/Guardian(s) Worry

	Worry a lot %	Somewhat worry %	Somewhat not worry %	Not worry at all %	Unsure %
Your personal safety					
HS Students	41.0	30.9	16.6	8.8	2.7
HS Graduates	38.5	30.5	14.7	12.4	3.8
Protecting the privacy of your personal information					
HS Students	`26.1	37.3	20.1	11.8	4.7
HS Graduates	21.0	27.6	22.8	21.4	7.2
Your performance in school					
HS Students	26.5	33.8	20.4	16.8	2.5
HS Graduates	23.2	27.2	22.3	22.1	5.2
Your relationships with friends					
HS Students	17.1	34.5	25.9	19.4	3.1
HS Graduates	15.8	27.5	24.3	27.1	5.3
Your physical health					
HS Students	25.6	33.2	21.1	16.6	3.6
HS Graduates	29.8	31.4	18.7	16.2	3.9
The amount of time you spend online					
HS Students	23.7	33.1	23.4	17.5	2.3
HS Graduates	15.6	21.8	25.7	31.9	5.1
Your future					
HS Students	28.6	40.9	18.6	8.2	3.7
HS Graduates	33.1	31.7	19.2	11.6	4.4

Desire for Parent/Guardian Interest

	Wish they were more interested %	Wish they were somewhat more interested %	Interest is about the right amount already %	Wish they were some-what less interested %	Wish they were less interested %	Unsure %
Your friends and who you hang out with						
HS Students	8.8	9.4	57.5	13.8	6.8	3.8
HS Graduates	10.4	13.7	51.9	11.0	7.6	5.3
The amount of time you spend with electronic devices, like a cell phone and tablet						
HS Students	8.0	9.1	42.4	19.6	17.2	3.6
HS Graduates	8.6	9.6	46.2	16.9	12.2	6.5
Your school work and classes						
HS Students	8.9	13.8	62.1	8.7	3.7	2.8
HS Graduates	12.5	15.4	51.7	10.6	4.2	5.6
Dating and relationships						
HS Students	7.3	8.3	47.3	17.7	10.5	9.0
HS Graduates	11.8	11.4	44.3	14.1	11.2	7.1
Activities you are involved in such as sports or music						
HS Students	9.7	13.8	62.3	5.6	3.3	5.4
HS Graduates	14.4	18.9	48.6	6.9	3.9	7.3
How you manage your money, such as saving and spending						
HS Students	8.8	13.2	52.4	14.7	6.6	4.4
HS Graduates	12.1	16.8	45.4	13.6	7.5	4.6
Your work or career future						
HS Students	9.6	14.4	61.6	6.7	3.2	4.5
HS Graduates	14.9	18.3	47.8	9.9	4.4	4.7
Planning for university or college						
HS Students	10.5	15.5	59.8	6.4	2.5	5.3
HS Graduates	15.4	15.4	50.1	7.2	5.1	6.8

Effect of Technology on Young People

	Very Positive Effect %	Somewhat Positive Effect %	No Effect Either Way %	Somewhat Negative Effect %	Very Negative Effect %	Unsure %
Their technology skills						
HS Students	38.5	37.8	13.9	4.9	1.3	3.6
HS Graduates	49.1	30.2	11.1	3.8	1.8	3.9
Their ability to research and find information						
HS Students	44.9	29.4	15.2	5.8	0.7	3.9
HS Graduates	49.6	27.0	12.7	4.5	2.1	4.1
Their life skills						
HS Students	13.9	26.4	27.4	22.4	5.0	4.9
HS Graduates	16.0	23.4	22.7	23.9	8.4	5.7
Their performance in school						
HS Students	14.7	28.2	22.7	24.8	4.5	5.4
HS Graduates	14.5	21.6	22.8	27.3	7.6	6.1
Their relationships with friends						
HS Students	17.8	34.3	23.1	15.6	3.5	5.8
HS Graduates	17.7	32.5	20.7	17.4	6.1	5.5
Their relationship with their parent(s)/guardians						
HS Students	12.4	20.2	25.7	29.9	5.6	6.3
HS Graduates	14.9	13.8	27.5	28.5	8.7	6.7
Their attention span						
HS Students	11.8	19.1	20.8	28.2	15.2	4.9
HS Graduates	11.3	14.4	16.1	32.3	19.0	6.9
Their level of physical activity and fitness						
HS Students	11.2	16.4	18.7	30.1	19.5	4.1
HS Graduates	11.0	16.3	17.0	31.5	19.8	4.3
Their ability to have stable personal relationships						
HS Students	12.6	22.4	30.9	22.9	5.4	5.7
HS Graduates	13.1	20.7	22.5	26.6	10.2	7.0
The time they spend volunteering						
HS Students	11.2	17.9	28.0	20.2	13.7	8.9
HS Graduates	14.0	15.1	26.6	21.3	14.4	8.6

Interest of Parent(s)/Guardian(s) in School Work and Academic Performance

	HS Students %	HS Graduates %
Pay a lot of attention to your school work and classes	54.2	36.5
Pay some attention to your school work and classes	34.5	39.0
Do not pay that much attention to your school work or classes	7.4	14.7
Do not pay attention to your school work or classes at all	4.0	9.8

Technology Knowledge Compared to Parent(s)/Guardian(s)

	HS Students %	HS Graduates %
I know a lot more	40.5	57.8
I know a little more	27.7	24.9
Parent(s)/Guardian(s) and I know about the same amount	19.7	10.3
Parent(s)/Guardian(s) know a little more	6.1	2.9
Parent(s)/Guardian(s) know a lot more	2.8	1.0
Unsure	3.2	3.0

Problems and Issues Faced by Youth

	Major problem for me %	Minor problem for me %	Not a problem for me %	Unsure %
Family problems, or not getting along with your parent(s) or guardian(s)				
HS Students	14.3	28.2	54.8	2.6
HS Graduates	20.8	31.7	44.0	3.5
Pressure to look a certain way				
HS Students	19.0	33.0	44.9	3.1
HS Graduates	28.8	32.4	35.4	3.4
Pressure to help out your parents financially				
HS Students	11.3	23.4	60.5	4.9
HS Graduates	20.3	28.9	47.1	3.8
Concerns about your personal safety				
HS Students	11.7	34.0	50.7	3.6
HS Graduates	15.3	33.6	47.8	3.3
Concerns about your health				
HS Students	12.9	31.0	53.2	2.9
HS Graduates	24.5	40.6	31.7	3.1
Personal financial concerns, such as finding money to make ends meet				
HS Students	16.4	29.4	48.6	5.6
HS Graduates	42.9	30.4	23.3	3.4
Relating to friends and peers				
HS Students	12.7	33.0	50.7	3.6
HS Graduates	19.6	33.7	43.5	3.3
Feeling depressed or anxious				
HS Students	24.6	31.4	41.1	2.9
HS Graduates	43.9	27.7	25.5	2.9
Experienced bullying (in person or online via social media)				
HS Students	11.2	28.6	56.9	3.3
HS Graduates	13.1	24.1	59.9	3.0

Problems and Issues Faced by Youth (con't)

	Major problem for me %	Minor problem for me %	Not a problem for me %	Unsure %
Interacting with teachers, professors, bosses and other authority figures besides parent(s)/guardian(s)				
HS Students	13.7	35.1	48.3	2.9
HS Graduates	16.7	34.9	44.5	3.9
Pressure to do well in school				
HS Students	25.5	40.9	31.0	2.6
HS Graduates	39.3	29.3	28.1	3.3
Pressure to get into college/university				
HS Students	19.5	35.7	40.6	4.3
HS Graduates	26.3	24.7	45.6	3.4
Pressure to have sex				
HS Students	8.6	22.3	64.6	4.4
HS Graduates	12.0	18.2	65.2	4.6
Pressure to be popular				
HS Students	11.7	30.5	54.6	3.3
HS Graduates	11.3	24.8	60.2	3.6
Pressure to do well in sports				
HS Students	12.2	23.7	60.6	3.5
HS Graduates	9.6	22.5	63.2	4.6
Pressure to do drugs				
HS Students	6.5	19.0	70.5	3.9
HS Graduates	8.1	12.8	75.2	4.0
Pressure to having your life all figured out and planned				
HS Students	24.3	35.9	35.9	3.9
HS Graduates	47.8	28.9	19.9	3.4

Origin of Pressure

	Yourself %	Parent(s)/ Guardian(s) %	Friends %	Teachers %	Coach %	N/A %
Pressure to look a certain way						
HS Students	37.5	8.1	23.6	2.3	0.0	28.5
HS Graduates	58.1	6.3	11.4	1.0	0.6	22.5
Pressure to do well in school						
HS Students	31.5	43.0	4.0	6.8	0.5	14.2
HS Graduates	42.6	32.3	4.1	4.6	0.7	15.7
Pressure to get into college/university						
HS Students	32.9	33.7	6.1	4.0	0.3	23.1
HS Graduates	34.4	26.8	5.3	2.7	0.5	30.2
Pressure to have sex						
HS Students	13.5	4.5	21.5	2.5	0.1	57.9
HS Graduates	19.7	3.1	12.8	3.0	0.5	60.9
Pressure to be popular						
HS Students	23.8	3.8	23.8	1.5	1.1	46.1
HS Graduates	26.7	2.6	11.0	2.3	1.8	55.6
Pressure to do well in sports						
HS Students	25.3	7.2	8.0	3.3	9.8	46.4
HS Graduates	23.3	5.9	4.8	2.5	5.1	58.4
Pressure to do drugs						
HS Students	8.1	4.5	19.9	1.1	1.8	64.8
HS Graduates	11.0	1.9	12.2	2.0	1.8	71.1
Pressure to having your life all figured out and planned						
HS Students	36.2	25.2	4.7	4.0	0.4	29.5
HS Graduates	52.5	22.8	4.5	4.3	0.6	15

Amount of Stress Experienced Over Last Three Months

	HS Students %	HS Graduates %
A great deal	27.2	51.8
Some	43.7	32.2
Not very much	23.2	12.3
None at all	5.9	3.7

Ability to Manage Stress

	HS Students %	HS Graduates %
Very well	16.3	14.6
Somewhat well	40.9	35.6
Neither well nor unwell	22.4	20.7
Somewhat not well	10.8	15.2
Not well	6.8	12.3
Unsure	3.0	1.5

Incidents with Mean or Hurtful Online Postings

	HS Students %	HS Graduates %
Yes, someone posted something mean or hurtful	28.7	33.2
No, no one has ever posted anything mean or hurtful	71.3	66.8

Effect of Stress

	A major effect %	A minor effect %	No real effect %	N/A %
Your school work				
HS Students	24.0	37.4	31.1	2.5
HS Graduates	31.7	28.2	20.7	19.4
Your relationships with your parent(s)/guardian(s) or family members				
HS Students	17.8	36.7	36.9	8.5
HS Graduates	24.3	38.0	31.7	6.0
Your relationships with your friends				
HS Students	14.5	33.4	42.1	10.0
HS Graduates	23.0	38.4	30.9	7.6
Your job				
HS Students	8.7	17.0	26.1	48.1
HS Graduates	22.1	27.5	28.2	22.2
Your self-esteem				
HS Students	25.7	33.4	31.7	9.2
HS Graduates	41.6	32.3	20.7	5.5
Your mental health				
HS Students	24.9	31.2	32.9	10.9
HS Graduates	48.4	27.6	17.3	6.8
Your physical health				
HS Students	14.3	30.8	44.7	10.2
HS Graduates	30.1	38.1	25.1	6.7

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APPENDIX A: TECHNICAL NOTE

TECHNICAL NOTE

Element	Description
Organization who commissioned the research	The Horatio Alger Association of Canada.
Final Sample Size	2,070 Canadian high school students and high school graduates between 14 and 23 years of age.
Margin of Error	Not applicable.
Mode of Survey	Online survey.
Sampling Method Base	Canadian high school students and high school graduates (14 to 23 years of age).
Demographics (Captured)	Atlantic Canada, Quebec, Ontario, Prairies, British Columbia; Men and Women; 14 to 23 years of age. Six digit postal code was used to validate geography.
Fieldwork/Validation	Not applicable.
Number of Calls	Not applicable.
Time of Calls	Not applicable.
Field Dates	June 21st to July 23rd, 2018.
Language of Survey	The survey was conducted in both English and French.
Standards	This meets the standards set forth by the MRIA which can be found here: https://mria-arim.ca/polling

Element	Description
Weighting of Data	The results were weighted by region and by age within each region using the latest Census information (2016) and the sample is geographically stratified to ensure a distribution across all regions of Canada. See tables for full weighting disclosure.
Screening	Participants were screened to ensure they were 14 to 23 years of age; screened to ensure they are high school students or recent high school graduates. Only participants that met the above criteria were invited to participate.
Excluded Demographics	Individuals younger than 14 years old and older than 23 years of age; Individuals not attending high school or not having graduated from high school.
Stratification	By age and gender using the latest Census information (2016) and the sample is geographically stratified to be representative of Canada.
Estimated Response Rate	Not applicable.
Question Order	All questions were asked in the order they were written in the questionnaire.
Question Content	All questions in the questionnaire were asked of individuals.
Question Wording	The questions in the tabulations are written exactly as they were asked to individuals.
Survey Company	Nanos Research.
Contact	Contact Nanos Research for more information or with any concerns or questions. http://www.nanos.co Telephone:(613) 234-4666 ext. 237 Email: info@nanosresearch.com.

THE HORATIO ALGER ASSOCIATION OF CANADA

OVERVIEW

The Horatio Alger Association of Canada is a charitable organization dedicated to the belief that hard work, honesty and determination can conquer all obstacles.

The Association honours the achievements of Canadians who have succeeded in spite of adversity and who encourage young people to pursue their dreams through higher education. These exceptional individuals receive the prestigious International Horatio Alger Award and are inducted into the Horatio Alger Association of Canada as lifelong Members. Through its Members, the Association educates Canadian youth about the economic and personal opportunities afforded to them by the free-enterprise system.

Members of the Association include Alain Bouchard, Dominic D'Alessandro, Murray Edwards, Serge Godin, Wayne Gretzky, the Right Honourable David Johnston, Rebecca MacDonald, the late G. Wallace F. McCain, the Right Honourable Brian Mulroney, Jim Pattison, Gerald W. Schwartz, Isadore Sharp, Prem Watsa and Rick Waugh.

The Association also awards need-based scholarships annually to deserving students across Canada, who have financial need and who have persevered through adversity. In addition, the Association mentors its Scholars and underscores the importance of helping others. Members work directly to provide promising young people with the support, education and confidence needed to realize their aspirations.

MISSION

- To induct as Members of the Association contemporary role models whose experiences exemplify that opportunities for a successful life are available to all individuals who are dedicated to the principles of integrity, hard work, perseverance and compassion for others.
- To provide scholarship assistance to deserving young Canadians who have demonstrated integrity and determination in overcoming adversity, academic potential, and the personal aspiration to make a unique contribution to society.
- To mentor scholarship recipients and educate all youth about the limitless possibilities that are available through the free market system, while underscoring the importance of service to others.

HISTORY

The Horatio Alger Association of Canada was founded in 2009 to inspire individual Canadians to reach their highest potential, thereby strengthening Canadian society as a whole. The Association was created to recognize men and women of outstanding achievement and to educate young Canadians about the limitless opportunities that exist through the free market system.

The Horatio Alger Association bears the name of renowned author Horatio Alger, Jr., whose tales of overcoming adversity through unyielding perseverance and basic moral principles captivated the public in the late 19th century.

The Horatio Alger Association of Canada is the Canadian affiliate of the Horatio Alger Association of Distinguished Americans, Inc. The American Association was created in 1947 with the goal of reigniting hope among younger generations and educating people about the economic and personal opportunities afforded them by the free-enterprise system.

In 2012, Horatio Alger Members founded the Association's first Canadian scholarship program for students in Ontario. The following year, a new scholarship program was established in Quebec in honour of former Prime Minister and Association Member, The Right Honourable Brian Mulroney. In 2014, the Association expanded its scholarship reach to Alberta and British Columbia with two new scholarship programs in honour of Horatio Alger Member, Jim Pattison.

Thanks to the generosity of Horatio Alger Members, a $10 million endowment was created to enable the Association to expand its scholarship support nationally. Since 2015, scholarships of up to $10,000 are available to students from all Canadian provinces and territories through the Horatio Alger Canadian Scholarship Program. As of 2019, the Association will award 200 scholarships to deserving young Canadians, doubling its previous financial commitment to $1.2 million per year.

Along with the American Association, the Horatio Alger Association of Canada has awarded more than $159 million in scholarships to 25,000 students since 1984.

HORATIO ALGER MEMBERS	SCHOLARSHIP PROGRAM	2017 SCHOLAR PROFILE		
13 Members Inducted **$10 MILLION** Endowment Fund	**645** Scholars Since 2012 **$3.19 MILLION** Awarded Since 2012	**$25,145** Average Family Income **3** Average Family Size **89%** Average High School Grade	**100%** Financial Need **54%** Divorce of a Parent/Guardian **51%** Abandonment by Parent/Guardian **45%** Physical, Mental or Sexual Abuse **40%** Drug/Alcohol Abuse in Household	**25%** Disability or Serious Illness **1%** Death of a Parent or Guardian **12%** Incarceration of Parent/Guardian **8%** Ward of State/Foster Care **8%** Experienced Homelessness

$650K

in scholarships awarded to 130 Scholars in 2018

INCLUDING:

$400K
Canadian

$200K
Fairfax Financial

$50K
Entrepreneurial

MENTORING | **INTERNSHIPS** | **FINANCIAL ADVISING** | **SUPPORT AND REFERRAL LINE** | **ALUMNI ASSOCIATION**

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