

Country Name: **Canada**

**Country team** (names, positions, email addresses, telephone numbers):

Name	Position	Contact information
Sareena Hopkins	Co-Executive Director- Canadian Career Development Foundation;  Chair, Steering Committee - Canadian Council of Career Development Associations	Email: <a href="mailto:s.hopkins@ccdf.ca">s.hopkins@ccdf.ca</a> Telephone: +613-729-6164 ext: 203
Dr. Bryan Hiebert	Professor Emeritus of Education, University of Calgary;  Vice-President- International Association for Educational and Vocational Guidance;  Member- Canadian Research Working Group	Email: <a href="mailto:Hiebert@ucalgary.ca">Hiebert@ucalgary.ca</a> Telephone: +250-370-1415
Tannis Goddard	President- Training Innovations Inc;  Member- Transformational Technology Working Group- International Centre for Career Development and Public Policy	Email: <a href="mailto:tannis.goddard@training-innovations.com">tannis.goddard@training-innovations.com</a> Telephone: +604-298-4757 ext: 222
HRSDC: to be determined		Email: Telephone:

<b>Section 1</b>	<b>A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)</b>
	<p>Canada's population is 34 million and is highly diverse and multi-cultural, particularly in urban centres. Canada welcomes on average 222,000 new immigrants per year. Just over 1.1 million people reported having some Aboriginal ancestry in 2006, representing 3.8% of the total population. The country's two official languages are English and French.</p> <p>While the Federal government's role is to facilitate the coordination of exchanges on practices, to develop and maintain foundational information databases supporting the production of labour market information, and to invest in research and innovative projects, career development services (CDS) are mainly a jurisdictional responsibility at the provincial/territorial levels.</p> <p>Jurisdictions may differ with respect to the service delivery of career and employment services however, they are generally available in most colleges and universities and are found in most K-12 educational systems. In several jurisdictions however, these K-12 counselling services are not principally focused on career development, but rather respond to personal and behavioural issues.</p> <p>For adult services, delivery is predominantly provided by jurisdictional governments or third-party service providers funded by government. In general face to face services for individuals are provided in priority to those who are unemployed and/or have less attachment to the labour market. In most cases, we observe complementary services where initial intake and case management are done by government service centres and more in depth specialized services are provided by community organizations. However, some jurisdictions are indicating a movement towards a more inclusive delivery model where all services are offered in one contract.</p>

In most jurisdictions, private and non-profit organizations have created networks of service providers and/or associations of practitioners. These organizations offer conferences and training opportunities to further develop the career development sector. There are approximately 30 organizations at the jurisdictional level (covering almost every jurisdiction), and six national organizations who have CDS as part of their mandate<sup>1</sup>.

<p><b>Section 2</b></p> <p>** See ANNEX A for Abbreviation Dictionary</p>	<p><b>Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme (minimum 2 themes) in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).</b></p>	
<p><b>Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners</b></p>		
<p><b>Strength 1</b></p>	<p><b>Weakness 1</b></p>	
<p>The Canadian Standards and Guidelines for Career Development Practitioners (S&amp;Gs) provide national competency benchmarks and are increasingly being used by CDS and post-secondary institutions to ensure consistency and quality in service delivery and professional preparation. They have been adopted by several jurisdictions as the basis for training front-line staff in employment offices and are foundational to Canadian certification initiatives. As the S&amp;Gs are continually under revision, they represent a significant step toward consistent high quality services for Canadians.</p> <p>In Québec, the College of Career Counsellors<sup>2</sup> have developed a competency profile, which has been used to align current educational programs for career counsellors and assist counsellors in their lifelong learning assessment. The passing of Bill 21<sup>3</sup> has allowed counsellors in Québec to be considered as mental health professionals and practice regulated activities.</p>	<p>Career Development programs for practitioner training (outside of Québec) offered at the post-secondary level are often buried within departments of Education or Counselling Psychology. Therefore, Career Development is still not widely recognized as a specialized profession and the breadth and depth of preparatory training often remains lacking. Career Practitioner training in post-secondary institutions does not yet consistently reflect the S&amp;Gs nor does it encompass a multi-disciplinary approach to include elements such as adult education, instructional design, evaluation, policy/advocacy, economic/business and sociological studies, and management supervision.</p>	
<p><b>Strength 2</b></p>	<p><b>Weakness 2</b></p>	
<p>Recently, Canada has seen a significant growth in professional associations for career practitioners and the adoption of certification initiatives. Three provinces (QC, BC, AB) have certification in place while others (NS, ONT) are actively pursuing it.</p> <p>This year, the CCCDA was launched, bringing together the executive of jurisdictional</p>	<p>In Canada, the K-12 Educational system remains separate and, in many ways, isolated from the college/university and adult delivery systems. The Blueprint for Life/Work Designs is used in curriculum design, but the S&amp;Gs have not been widely adopted as a competency standard to inform professional preparation, professional development or scope of practice. The priorities of the policy body responsible for K-12 (CMEC)</p>	

<sup>1</sup> [Inventory of Professional Associations](#)

<sup>2</sup> Ordre des conseillers d'orientation; <http://www.orientation.qc.ca/>

<sup>3</sup> <http://www.ordrepsy.qc.ca/en/public/projet-de-loi-21/index.sn>

<p>associations and Career Development organizations. The CCCDA serves as a national umbrella group and advocacy voice to promote professional identity, excellence and jurisdictional collaboration on common issues such as certification, training, practitioner mobility, quality service indicators and building the career development evidence base.</p>	<p>are not yet focused on Career Development. As a result, teacher preparation rarely includes courses focused specifically on Career Development.</p>
---	--

<b>Theme 4: Evidence-based practice; evidence-based policies</b>	
Strength 1	Weakness 1
<p>The foundational goal in evidence-based practice is to address concerns about what interventions work best with different targeted clientele (delivery circumstances, goals to be achieved, etc). Clients require access to services with predictable outcomes, based not on practitioner opinion but on evidence of the effectiveness of the services and their outcomes. Similarly, the foundational goal in evidence-based policy making is to provide policies that support the delivery of evidence-based services. Policy makers and practitioners are increasingly sharing a similar and mutually complementary goal that centers on increasing the predictability of desired outcomes from the services clients receive. This is becoming a more widely accepted philosophical foundation uniting policy makers, researchers, funders, and practitioners in Canada.</p> <p>In 2009, the Canada team reported four research projects being carried out in different jurisdictions, some of which now have results available.<sup>4</sup></p>	<p>Although there is growing acceptance of the general philosophy described in Strength #1, the sharing of knowledge pertaining to “what works” is dependent on the professional networks of the people involved in the demonstration projects. This has been effective, but rather limited in terms of the scope of dissemination pertaining to evidence-based practice and policy making.</p>
Strength 2	Weakness 2
<p>There is a growing awareness of the need for common indicators relevant across agencies, funders, government regulators, etc. While there will always be a need for indicators of success unique to particular jurisdictions, having some common ones will facilitate the sharing of data/evidence and promising practices and strengthen the voice for career initiatives in Canada.</p> <p>In some provinces (BC, AB, NS) initiatives are</p>	<p>Although many initiatives are underway pertaining to Strengths #1 and 2, the recent dissolution of the pan-Canadian CDSWG means there is no longer any formal governmental coordinating body to facilitate the sharing of knowledge and promising practices.</p> <p>Some jurisdictions report limited availability and inconsistency of data across programs and jurisdictions resulting in difficulty interpreting data that come from diverse sources and extrapolating</p>

<sup>4</sup> *Future to Discover* and *AVID*: [www.srdc.org/en\\_search.asp](http://www.srdc.org/en_search.asp)  
*Foundations for Success*: <http://malatest.com/CMSF%20FFS%20-%20FINAL%20Impacts%20Report.pdf>  
*LeNonet*: [www.web.uvic.ca/lenonet](http://www.web.uvic.ca/lenonet)  
*Making Education Work*: <http://www.edu.gov.mb.ca/mew/>

<p>underway to develop integrated client centered computer systems to provide a single data entry system where multiple users have access to relevant data pertaining to services they provide, but where client data are only entered once. Such systems have the potential to improve functionality, reduce costs, promote integrated services, and identify common outcomes. In some jurisdictions the use of a broader range of on-line delivery systems for client services is being explored, which would ultimately interface nicely with the on-line client tracking systems now being developed.</p>	<p>short term results over a long term. Furthermore, capacity issues seem to be hindering the implementation of policies that require agencies to develop indicators of client change and disseminate their findings to the broader career development community.</p>
---	---

<b>Section 3</b>	<b>Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)</b>
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p>Priority</p> <p>1    2    3    [4]</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p>Priority</p> <p>1    2    [3]    4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p>Priority</p> <p>1    [2]    3    4</p>
Evidence-based practice; evidence-based policies	<p>Priority</p> <p>[1]    2    3    4</p>

<b>Section 4</b>	<b>Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.</b>
<b>High-level key public policy/practice initiative 1</b>	
<p>In partnership with Working Groups of the FLMM, HRSDC has initiated research programs to develop a better understanding of the <i>Impact of Labour Market Information</i> and investigate <i>What Works in Career Development</i> (six projects funded to date). The objective of these initiatives is to examine the conditions and factors that contribute to positive results pertaining to occupational transition and integration to the labour market. While very positive, it coincides with the dissolution of several fully-funded research bodies.</p>	
<p>Linked most closely to: Theme 4- Evidence-based practice; evidence-based policies</p>	

<b>High-level key public policy/practice initiative 2</b>
<p>Work has been underway to show the socio-economic value of CDS. Service providers are examining the impact of CDS by exploring cost-benefit and social return on investment. Some of the work includes a program for social assistance recipients which monitors new taxes paid as a result of employment earnings and savings to social assistance.<sup>5</sup> The <i>Women Building Futures</i> initiative reports that every dollar invested returned \$6 in societal benefits<sup>6</sup>. Additionally, a study completed in partnership with the CRWG, the CCDF and the provinces of NB and SK on the impact of labour market information found that clients who received LMI specifically tailored to meet their needs demonstrated significant increases in knowledge and career planning skills. Furthermore, there was a 30% placement rate and a six-fold increase in the number of people who said their job was a good fit with their career goals<sup>7</sup>. A solid indication that CDS do not cost, but carry a return rate. Also, some work has been done to develop a proxy variable for employment status, namely employment equivalence, to calculate an employment equivalent for a variety of CDS.</p>
<p>Linked most closely to: Theme 4- Evidence-based practice; evidence-based policies</p>
<b>High-level key public policy/practice initiative 3</b>
<p>Canada has a pan-Canadian body representing Career Practitioner Associations (CCDA) and a pan-Canadian policy body which could focus on the infusion of Career Development into Education (body exists, but does not yet prioritize career/guidance services). Unfortunately, with the recent dissolution of the FLMM CDSWG, Canada lost its pan-Canadian forum for sharing innovative policy and practice. However, members of the group remain committed to maintaining contact and continuing to work toward a coordinated approach to CDS.</p>
<p>Linked most closely to: Theme 4- Evidence-based practice; evidence-based policies and Theme #2- Lifelong guidance policy as a part of integrated human resource development policies- challenges and opportunities</p>

<b>Section 5</b>	<b>Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (Write no more than 30 words).</b>
	<ul style="list-style-type: none"> <li>• Evidence-based practice; evidence-based policies.</li> <li>• Continue the development and the updating of the S&amp;Gs to include more national descriptions of practitioner competencies and some common indicators of expected client change that can be utilized to influence the practices of jurisdictions.</li> <li>• Having a K-12 system with relevant and age appropriate career awareness and planning components embedded in the regular curriculum that effectively support students in preparing for and integrating into the labour market.</li> <li>• Work toward establishing a pan-Canadian forum for the sharing of innovative CDS policy and practice initiatives.</li> </ul>

<sup>5</sup> <http://www.aeei.gov.sk.ca/>

<sup>6</sup> <http://www.womenbuildingfutures.com/Portals/49/pdf/reports/Final%20WBF%20SROI%20Report.pdf>

<sup>7</sup> <http://www.crwg-gdrc.ca/crwg/index.php/research-projects/lmi>

## ANNEX A

### Abbreviation Dictionary

CDS	Career Development Services
S&Gs	Canadian Standards and Guidelines for Career Development Practitioners
CCCDA	Canadian Council of Career Development Associations
CMEC	Council of Ministers of Education, Canada
CDSWG	Career Development Services Working Group
FLMM	Forum of Labour Market Ministers
CRWG	Canadian Research Working Group on Evidence-based Practice in Career Development
CCDF	Canadian Career Development Foundation

### Canada's Jurisdictions

HRSDC	Human Resources and Skills Development Canada
NL	Newfoundland and Labrador
NS	Nova Scotia
PEI	Prince Edward Island
NB	New Brunswick
QC	Québec
Ont	Ontario
MB	Manitoba
SK	Saskatchewan
AB	Alberta
BC	British Columbia
NWT	Northwest Territories
YK	Yukon