
HIDDEN SECTOR, HIDDEN TALENT MAPPING CANADA'S CAREER DEVELOPMENT SECTOR

2024

EVIDENCE BASE



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FACTORY®



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CERIC is a charitable organization that advances education and research in career counselling and career development, in order to increase the economic and social well-being of people in Canada. It funds projects to develop innovative resources that build the knowledge and skills of diverse career and employment professionals. CERIC also annually hosts Cannexus, Canada's largest bilingual career development conference, publishes the country's only peer-reviewed journal, Canadian Journal of Career Development, and runs the CareerWise / OrientAction websites, providing the top career development news and views.

www.ceric.ca

ABOUT THE CANADIAN CAREER DEVELOPMENT FOUNDATION

The Canadian Career Development Foundation (CCDF) is a non-profit centre of excellence and leadership for the career development profession, committed to extending the sector's reach and impact. CCDF conducts rigorous research to strengthen the evidence-base, develops innovative career development programs and resources, creates educational/labour market policy solutions, and builds the capacity of the career development profession to offer timely, targeted, inclusive, and impactful services.

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To learn more about the lands you live and work on, visit www.native-land.ca and www.whose.land.

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EXECUTIVE SUMMARY

Much of Canada's career development sector is hidden from the people it serves. It is also largely invisible to policymakers, employers, and other interest holders who influence labour markets, workforces, Canadians' career and employment pathways, and the Future of Work. The career development sector can be a critical leader in shaping employment, work, education, purpose, and community across the country. To do this successfully, the sector requires basic comprehensive data about its own size, scope, and composition.

The purpose of this project is to identify who does career development work in Canada and where. We have produced insights that can influence the future of the sector and an evidence base that can be used and advanced in future research, programming, and other initiatives. Having this valid and credible information is necessary to inform policymakers, private sector leaders, the career development sector itself, and Canadians more broadly. With it, the sector's strengths can be channeled to address the wide range of issues impacting the careers of Canadians. Without it, showcasing the socioeconomic impact of career development, fully understanding career development professionals' learning needs, and advocating for public awareness and recognition of the value of career development will be impossible.

This report presents the sector's size, scope, and composition using the following sector mapping methods:

1. A Sector Scoping Model that defines the sector's membership (by 10 types of organizations and 15 personas that represent types of individuals)
2. A national portrait of the career development sector, including considerations about the state of Equity, Diversity, Inclusion, and Indigeneity (EDII) in the sector
3. Profiles of the career development ecosystems in Canada's 13 provinces and territories
4. A discussion of high-level impact metrics and recommendations

HOW BIG IS CANADA’S CAREER DEVELOPMENT SECTOR?

This research project set out to answer two key questions about the size of Canada’s career development sector (Table 1). The answers to both questions use a numerical range, due to the complexities of drawing together information from many different data sources across the country and working to reconcile and/or compare them.

Table 1. Two key research questions about the size of Canada’s career development sector

Research question	Answer
How many career development professionals are there in Canada?	<ul style="list-style-type: none">• As low as 16,000 core professionals• As high as 60,000 core professionals <p>The answer depends on how the sector’s membership is defined (i.e., who is considered part of the sector). Taking all the research findings into account, the most likely range is 40,000-60,000 core professionals.</p>
How many organizations provide career services in Canada?	<ul style="list-style-type: none">• 797-1,635 organizations <p>Taking all the research findings into account, the higher end of the range (n=1,635) is likely the stronger answer.</p>

In addition to answering the research questions, the findings identified significant weakness in how data related to the sector is gathered, tracked, and reported. This report discusses how the answers to these questions were reached, why we believe significant segments of the sector are not captured by these estimates, and what the difficulties in gathering data reveals about Canada’s sector.

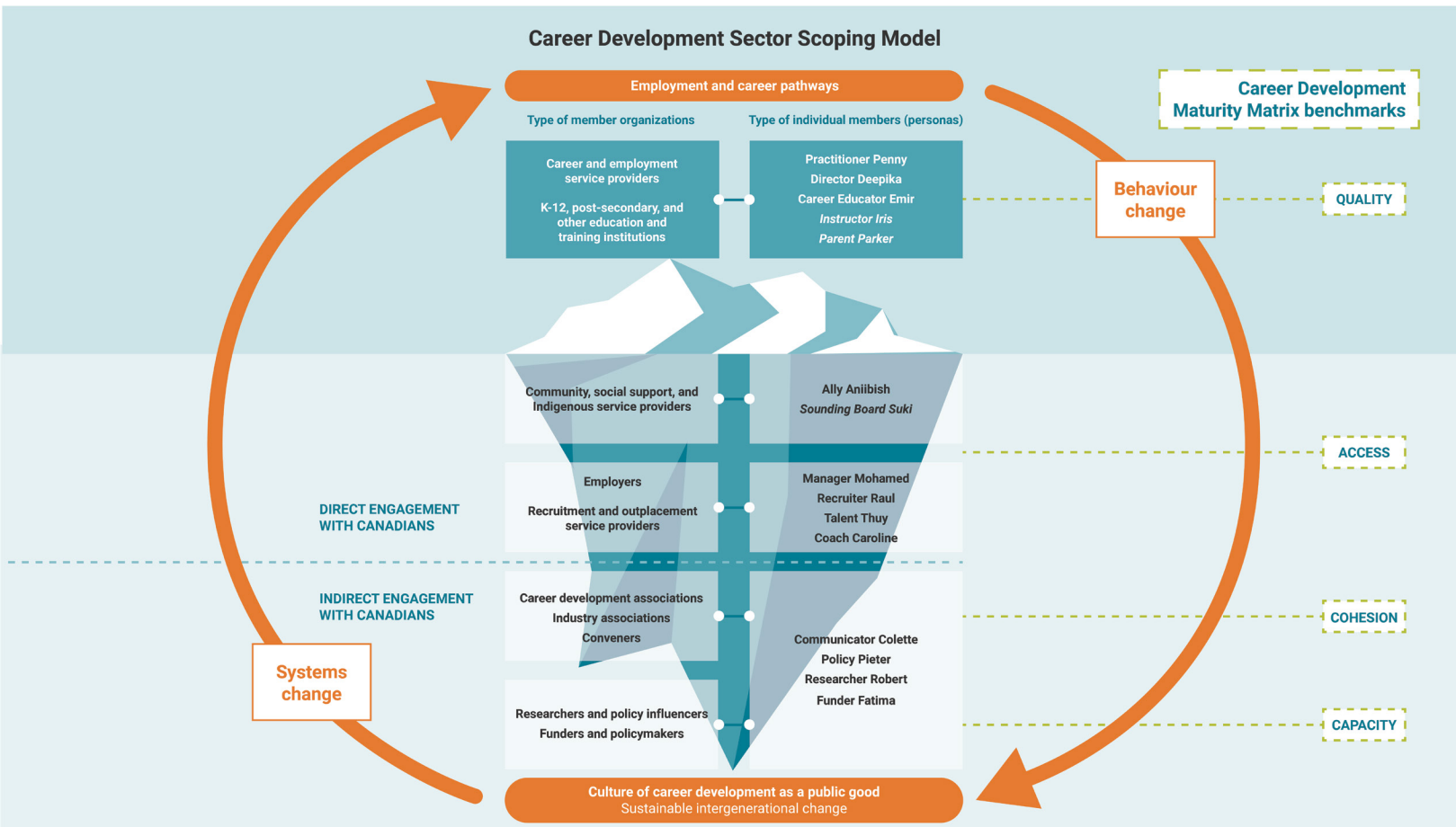
Overall, this research project demonstrates that there is no easy way to answer the questions of how many career development professionals and organizations there are in Canada. The career development sector is not regulated and organized at a national level, and there is no universal application of consistent job titles, sector member definitions, or sector data tracking systems. However, Labour Market Transfers from the federal government to each of the provincial and territorial governments do provide a pan-Canadian framework for how the majority of public funding and investment is allocated for training, upskilling, employment supports, career counselling, and job search assistance.

As a result, each province and territory has different career service providers, programs, and other supports, as well as accompanying monitoring, assessment, professional development, and reporting systems. Added to this complexity are different funding pathways for providing services and supports to specific population groups, such as newcomers and immigrants, people with disabilities, and individuals who identify as Indigenous. There are also private and independent providers of career services that are funded by the recipient of the service. These sector members do not receive funding through Labour Market Transfers, making them even more hidden because of the absence of public reporting or centralized sources of information about them.

Despite the complexities and nuances involved in determining the size of Canada’s career development sector, knowing the best answer available is a fundamental prerequisite for measuring, assessing, and advancing the sector’s impact.

A MODEL FOR UNDERSTANDING THE SECTOR'S SIZE, SCOPE, AND COMPOSITION

Figure 1. Sector Scoping Model iceberg diagram



Accurately mapping an entire sector and identifying its size is a complex undertaking. To accomplish this, a Sector Scoping Model was developed that meets four functional goals:

1. Define who is in the sector (10 types of organizations and 15 personas that represent types of individuals).
2. Highlight the interdependencies between sector members, between sector members and Canadians, and between sector members and the overall shared purpose of the sector.
3. Demonstrate how change can take place when a system of actors works together towards a preferred future.
4. Reflect that the system needs attention, and that the absence of attention jeopardizes a thriving economy, responsive workforce, and broader society.

For this project, the Sector Scoping Model also had two strategic goals:

1. Help everyone in the career development sector visualize and understand the makeup of its members and (potential) impact in the lives of Canadians, taking a “big tent” approach that encompasses anyone who engages in formal or informal career development.
2. Provide guardrails for the primary data collection that would take place in this project.



In developing the Sector Scoping Model, Canada's career development sector has been understood to be a "big tent." A "big tent" is an expansive and inclusive view of who does career development work across the country, and who should be part of discussions about advancing career development in Canada. It includes people who engage in unpaid career development work, don't participate in the professionalized field of practice, or don't identify as members of the sector.

The Sector Scoping Model's 15 personas (Figure 1), who represent the types of individuals who are members of the sector, are not meant to water down the sector's membership. Each persona has a distinct set of characteristics that may or may not include competencies, qualifications, scope of practice, expertise, knowledge, professional development needs, support needs, and more. This representation of the sector provides an opportunity to begin strengthening these characteristics strategically, ensuring supports are delivered to the appropriate groups across the country. It also enables considerations about a wider range of interest holders, activities, and components that contribute to or are affected by the sector. Lastly, it provides a more fulsome understanding of where Canadians get career advice and who influences their decision-making as they navigate their career and employment pathways.

In the context of this project's data collection activities, using personas was an effective method of validating whether everyone who is part of the sector had been identified. This involved an ongoing, iterative process of categorizing sector members by persona as they were encountered during data collection and interest holder engagement, determining any missing personas, and expanding, consolidating, and refining the definitions of each persona over the course of the project's duration.

“

Having this valid and credible information is necessary to inform policymakers, private sector leaders, the career development sector itself, and Canadians more broadly. With it, the sector's strengths can be channeled to address the wide range of issues impacting the careers of Canadians. Without it, showcasing the socioeconomic impact of career development, fully understanding career development professionals' learning needs, and advocating for public awareness and recognition of the value of career development will be impossible.

CONTENTS OF THE NATIONAL PORTRAIT

The national portrait presented in Section 3 focuses on distinctly federal and national jurisdiction elements of the sector, using federal and national information sources (with limited exceptions). It is not a complete “roll-up” of the provincial and territorial ecosystem findings presented in Section 4.

The national portrait includes the following:

- Overview of the number of core professionals in Canada’s career development sector, by dataset
- Considerations about the state of EDII in the career development sector
- Information about national-level career development organizations that contributes to understanding the size, scope, and composition of the sector
- Canada’s provincial career development associations that represent individual professionals
- Size of the sector according to the 2021 Census of Population
- Size of the sector according to LinkedIn
- Number of employment centres on Job Bank
- Estimated number of career development professionals working for organizations that are funded through the Indigenous Skills and Employment Training (ISET) Program
- Number of guidance counsellors in K-12 schools
- Number of individuals under the sector’s “big tent” for selected personas (Recruiter Raul, Talent Thuy, Instructor Iris, Manager Mohamed, Parent Parker)

KEY FINDINGS FROM THE NATIONAL PORTRAIT

- It is not easy to find a straightforward answer about the size, scope, and composition of Canada's career development sector. A national portrait that focuses on the distinctly federal and national jurisdiction elements of the sector, using federal and national information sources (with limited exceptions), is not sufficient on its own to find this answer. Building profiles of the career development ecosystems in each of Canada's 13 provinces and territories, using provincial and territorial information sources, is also vital to finding the answer.
- A preliminary assessment of EDII-related data indicates that career development professionals who deliver career services do not always reflect the demographics of the learners and clients they serve. The sector has age-based and gender-based disparities among members. Members who do not belong to a visible minority outnumber members who do belong to a visible minority. Educational counsellors (NOC 41320) who belong to a visible minority have a lower median income than those who do not belong to a visible minority.
- The national portrait of Canada's career development sector reveals the importance of considering how much stronger career supports might be if more of the sector's members with weak ties to the formal, professionalized field became frequent referral partners.
- Millions of Canadians provide informal career advice to their family members, friends, peers, colleagues, and other people they interact with through personal or professional relationships (such as a teenager's baseball coach or a first-time homebuyer's mortgage broker). The findings in the national portrait highlight the need to prioritize a national strategy on career development so that both formal and informal support provided to Canadians reflects current labour market realities and best practices. The findings also demonstrate that the smaller but mighty core of the sector's most engaged members do not have to carry the entire burden alone. There is a constellation of other members who could be engaged.
- The counts of members categorized as part of the sector's "big tent" (Instructor Iris, Manager Mohamed, Parent Parker, Recruiter Raul, Talent Thuy) are predominantly larger than any counts of core sector members (Practitioner Penny, Career Educator Emir, Director Deepika, and, to a lesser extent, Coach Caroline). The exception to this is Recruiter Raul.
- Ally Aniibish, Policy Pieter, and Funder Fatima—three personas that fall under the sector's "big tent"—are mapped to the attendees of Cannexus, CERIC's national career development conference. They do not appear elsewhere in the national portrait and have not been quantified in this report. These personas are important and should be included in future research.
- Sounding Board Suki—also from the sector's "big tent"—is the only persona not represented at all, qualitatively or quantitatively, in the national portrait. This is an area for future research that may open uniquely creative, unexpected possibilities and opportunities that have not yet been explored.
- Communicator Colette and Researcher Robert may be represented in the Census of Population (NOC 41321), but they cannot be disaggregated for analysis. Elsewhere in the national portrait, they appear only qualitatively. These two personas are especially important for the maturity of the sector, which is discussed in Section 5.

CONTENTS OF THE ECOSYSTEM PROFILES

Section 4 profiles the career development ecosystems in all 13 provinces and territories. It begins by outlining:

- The total number of core professionals in Canada's career development sector, by province and territory
- The total number of organizations providing career services in Canada, by province and territory

Then, each provincial and territorial profile includes the following:

- Summary of what's unique about the province or territory's career development ecosystem
- List of data sources used for the profile
- Overview of the number of organizations and core professionals providing career services
- Publicly funded career service providers and estimated number of career development professionals working for them
- Estimated number of career development professionals working in the education system
- Number of people under the career development sector's "big tent," by sector member
- Ecosystem spotlights, such as featured associations, resources, programs, or other notable elements of the province or territory's career development ecosystem

KEY FINDINGS FROM THE PROVINCIAL AND TERRITORIAL ECOSYSTEM PROFILES

- The size of Canada's career development sector is likely underrepresented in the profiles.
- Career services, programs, and professionals in public settings are more visible than in private settings. It is important to map who is working in public *and* private settings.
- Career services and programs that are delivered through government-run centres and/or community-based organizations predominantly require clients to meet specific eligibility conditions. The sector would benefit from raising awareness about the need and benefit for "average employed Canadians" to access professional career development support.
- Canada's career development sector is principally organized and structured at the provincial or territorial level. Understanding and mapping the sector requires familiarity with provincial and territorial government departments and ministries.¹
- Publicly accessible directories that list government employees or third-party career service delivery organizations are an important tool in mapping Canada's sector. Oftentimes, however, it is not possible to know how up to date they are.
- The role that municipal governments play in delivering career services is largely invisible, except two examples (in Alberta and Ontario) where they receive funding through provincial mechanisms.
- The personas from the Sector Scoping Model that are represented in the ecosystem profiles are the following:
 - » In detail: Practitioner Penny, Career Educator Emir, Director Deepika, and, to a lesser extent, Coach Caroline
 - » From the "big tent": Recruiter Raul, Talent Thuy, Instructor Iris, Manager Mohamed, and Parent Parker
 - » Indirectly: Funder Fatima (Every provincial and territorial government department or ministry mentioned in this report has one or more Funder Fatima roles.)
- The personas from the Sector Scoping Model that are not represented in the ecosystem profiles are Ally Aniibish, Sounding Board Suki, Communicator Colette, Researcher Robert, and, with one exception (in Ontario), Policy Pieter. Communicator Colette and Researcher Robert may be represented in the Census of Population (NOC 41321), but they cannot be disaggregated for analysis. All of these personas are important and should be included in future research.
- Career services in the Northwest Territories, Yukon, and Nunavut are more integrated into the fabric of communities, with a service delivery structure less defined and administered by the territorial government.
- To the best of our knowledge, the collection, monitoring, and reporting of data by public funders about the demographics of career development professionals is limited.

¹ See the key terms and definitions at the beginning of this report for more information about the names of provincial and territorial ministries and departments.

CONTENTS OF THE IMPACT DISCUSSION

Section 5 discusses the impact of Canada's career development sector, including the following:

- How career development professionals' expertise connects with critical social and economic issues facing Canadians
- The Government of Canada's skills and employment investments, and what these investments reveal about funding allocation per person and percentage of the population served
- A tool that can contribute to the sector's advancement and leadership, called the Career Development Maturity Matrix™
- Two sets of impact questions and recommendations for advancing career development in Canada, through behaviour change and systems change

KEY FINDINGS FROM THE IMPACT DISCUSSION

- Career development professionals' expertise connects to a range of critical social and economic issues facing Canadians, including job transitions, labour market participation and cycles of chronic underemployment and cyclical unemployment, labour market flexibility, mental wellness and social isolation, and social justice and equity.
- Understanding the sector is fundamental to realizing a strong ROI on current and future investments. The Government of Canada is investing billions to address skills and employment challenges. Current funding allocations indicate that no province or territory has a model that would enable a culture of basic, widespread career support—such as an annual career and labour market check-up—despite predicted widescale disruption to careers and skills. Before focusing on upskilling and reskilling, Canadians first need the tools and agency to assess their best next career move, then to select the best course of action, including training, possible internal migration, and other life or career interventions.
- The emphasis on only providing publicly funded career services to people experiencing career disruptions creates a general culture in which the average working adult believes they do not need career services. This trend does not exist in all countries. Canada's lower career services usage rate offers a significant area of opportunity. The evidence base in this report can help begin to shift the culture of career development in Canada, to align more with other countries in being proactive, ongoing, equitably accessible, and empowering. Revealing and recognizing the career development sector as a critical partner will accelerate policy priorities and foster stronger economies.
- This report provides an evidence base about the sector's size, scope, and composition and a Sector Scoping Model that defines the sector's membership. A third tool that can contribute to the sector's advancement and leadership in Canada's Future of Work is the Career Development Maturity Matrix. The Maturity Matrix identifies and measures the maturity of four sector benchmarks: quality, capacity, cohesion, and access. Each benchmark has three to five indicators. The Sector Scoping Model can be used to identify which members of the sector are best positioned to drive change in each of the Maturity Matrix's four benchmarks. Doing so can lead to more targeted and effective sector initiatives, as well as associated indicators and metrics that can be used to gauge progress.
- Canada needs a national careers strategy. There is a growing body of evidence and widespread consensus that the professionalized field of career development is essential to strengthening local and national workforces, labour markets, and employment transitions. Calls for national careers strategies have been made by a variety of actors in Canada and other countries.
- The 20 impact questions and 62 recommendations presented in this discussion identify specific actions that members of the sector can take to begin the work of affecting behaviour and systems change. They highlight where there's work to be done based on what we now know from the evidence base. They touch on a wide range of topics, including:
 - » Application of a career development lens during policymaking and funding decisions
 - » Benefits of different types of collaboration
 - » Canada's "fail-first" approach to career development
 - » Career literacy of all Canadians
 - » Equity, Diversity, Inclusion, and Indigeneity (EDII)
 - » Impact measurement across jurisdictions and areas of responsibility
 - » Importance of sector associations
 - » Role of certification and formal career development training
 - » The career development sector's "big tent"
- Many new future areas of exploration emerged as a result of this research project. These areas can be organized into four themes:
 1. Use the evidence base, Sector Scoping Model, and Career Development Maturity Matrix as the foundation for a new national careers strategy.
 2. Conduct additional mapping activities to better scope career service delivery that takes place in private settings (such as private education, career management/transition firms, independent career practitioners, and within private sector and corporate workplaces).
 3. Explore identified provincial and territorial data gaps and findings with a focus on learning from other jurisdictions and prioritizing key actions.
 4. Track additional assumptions and observations to consider in future research.



PROJECT METHODOLOGY

The project's methodological approach consisted of the following:

- Consolidating what was already known about Canada's career development sector to avoid duplicating work that has already been done
- Developing and testing a Sector Scoping Model of the sector's membership and structure
- Using and refining the Sector Scoping Model when identifying who does career development work across the country
- Providing a series of insights and recommendations based on the findings
- Relying on subject matter expertise of, and collaboration with, sector leaders

The following key phases of work were conducted:

1. Creation of the project's Career Development Steering Committee
2. Environmental scan of the existing market research about Canada's career development sector
3. Top-down and bottom-up data collection
4. Data collation, analysis, and validation
5. Report drafting, revision, and finalizing
6. Knowledge mobilization

To map Canada's career development sector, we collected information about career services, programs, and providers from each province and territory. Most of this research focused on publicly funded career services because they have more accessible sector data tracking systems.

Top-down data collection involved conducting outreach to members of the Forum of Labour Market Ministers (FLMM) and provincial and territorial labour department representatives to gain access to as many sector data tracking systems as possible. It also involved submitting two Freedom of Information (FOI) requests in Ontario and British Columbia, and engaging with the Job Bank Data Team at Employment and Social Development Canada to access their national database of employment centres across Canada.

Bottom-up data collection involved conducting outreach to members of Canada's national and provincial career development associations to access information about their memberships and request targeted information about the career development ecosystems in their jurisdictions. It also involved conducting an online survey about the state of EDII among sector members and whether those providing career services reflect the learners and clients they serve. Lastly, it involved collecting data from publicly available websites, including directories of government staff and third-party career service providers, post-secondary institutions, and LinkedIn Sales Navigator.

Research challenges, solutions, and lessons learned concerned overcoming sector data shortcomings, addressing significant jurisdictional differences, why FOI requests are not sufficient alone to map the sector, and how to collect EDII data about the sector.

KEY TERMS AND DEFINITIONS

“Big tent”

A broad, inclusive understanding of, and approach to, the career development sector’s membership. See Section 1.1. to learn more about the use of a “big tent” approach to develop a useable Sector Scoping Model.

Career development professional

A professional who provides supports and services to help individuals or organizations navigate career exploration, transitions, and pathways. In this report, the definition of career development professional is broader than career (development) practitioner, representing a wider array of job titles and professional activities. Not everyone represented in this report identifies as a career development professional.

Career development work

The act of advising, educating, or coaching another person or entity about their career during the lifelong process of blending and managing the paid and unpaid activities of learning (education), work (employment, entrepreneurship), volunteerism, and leisure time. See Section 1.1. to learn more about the use of this definition in this project.

Career services

In this report, career services refers to both career and employment services that are delivered to clients or learners.

Career service provider

In this report, career service provider refers to organizations, not individual professionals, who deliver career and/or employment services and supports.

Community-based organizations

In this report, community-based organizations are publicly funded career service providers that are operated by the staff of the organization, not the employees of a provincial or territorial government. Depending on the province or territory and funding/reporting source, community-based organizations may include non-profits, private for-profits, school boards, colleges, and First Nations. Not all of these are captured consistently across every provincial and territorial ecosystem profile.

Government-run centres

In this report, government-run centres are publicly funded career service providers that are staffed directly by the employees of a provincial or territorial government.

Guidance counsellor

Professionals who offer academic, social, career, and/or post-secondary advice and guidance to children in grades K-12. A guidance counsellor is employed by a school board, elementary school, or secondary

school. Key activities include providing guidance to students on personal- and learning-related issues. A major emphasis is post-secondary education and training choices with a minor emphasis on school-to-work related issues.

In Quebec, guidance counsellors (*Conseillers/conseillères d'orientation*) belong to a regulated profession and must be registered with the *Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)*. See Section 4.11. to learn more about the Quebec definition of guidance counsellor.

Interest holder

Any individual, group, or entity that holds a specific interest or concern in a particular matter or project, often in the context of business, law, or governance, and can influence or be influenced by its outcomes.

One step we can take towards reconciliation with the Indigenous peoples who were here before us, living on and caring for the lands on which we are grateful to live and work, is to educate ourselves about the colonial legacies, applications, or implications of certain words. At Challenge Factory, we strive to use the term “interest holder” instead of “stakeholder.”²

The following terms found in this report have been used verbatim from their original sources (such as provincial, territorial, or federal government sources):

- Aboriginal-controlled institute
- Band Council
- First Nations
- Indian Band
- Inuit
- Métis
- Tribal Council

Names of provincial and territorial ministries and departments

The names of provincial and territorial ministries and departments are used throughout the profiles of the career development ecosystems presented for each of Canada’s 13 provinces and territories (Section 4 of this report). These names are subject to frequent change as government administrations shift organizational priorities, mandates, and structures. As such, at the time of reading, references to ministries or departments may differ from their current name.

Notable acronyms

- EDII (Equity, Diversity, Inclusion, and Indigeneity)
- ISET (Indigenous Skills and Employment Training) Program
- NOC (National Occupational Classification)
- P/T (Provincial/Territorial)

² Here are two information sources where you can learn more about the term “stakeholder”: Province of British Columbia, “Terminology in Indigenous Content: Stakeholders,” <https://www2.gov.bc.ca/gov/content/governments/services-for-government/service-experience-digital-delivery/web-content-development-guides/web-style-guide/writing-guide-for-indigenous-content/terminology#:~:text='Stakeholder'>, accessed October 31, 2023; Research Impact Canada, “Switching From Stakeholder,” <https://researchimpact.ca/featured/switching-from-stakeholder/>, accessed October 31, 2023.

HOW TO NAVIGATE THE REPORT

This report presents a significant amount of information about Canada's career development sector. Much of it is data focused. The report was developed with two expectations in mind:

1. Multiple audiences have an interest in the report's findings and learnings.
2. Many readers may not explore the report from beginning to end.

Some readers will explore this report because they are part of the sector and want to see themselves reflected in it. Other readers will explore it because they set careers-related policy or deliver career services or programs. Still others will explore it as interest holders from outside Canada who want an international sector comparison.

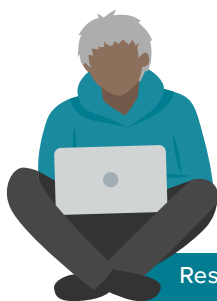
You can pick and choose which parts of the evidence base are of interest to you, such as the career development ecosystem profile of a specific province or territory. Understanding the full context may require further reading in another part of the report.

- **Sections 1-2** set the scene and provide the context you need to understand the data findings, knowledge sharing, and learning that come in Sections 3-5.
- **Section 3** is a national portrait of the sector. It focuses on distinctly federal and national jurisdiction elements of the sector, using federal and national information sources, with limited exceptions. It is not a complete “roll-up” of the provincial and territorial findings presented in Section 4.
- **Section 4** contains profiles of the career development ecosystems in each of Canada's 13 provinces and territories.
- **Section 5** provides a high-level discussion of the career development sector's impact in Canada, drawing on findings from Sections 1-4.



YOUR GUIDES TO THE SECTOR MAP

As you read, you'll encounter avatars of Researcher Robert and Communicator Colette. They are your guides to the report's findings, drawing your attention to key learnings and notable sector spotlights.



Researcher Robert



Communicator Colette

AREAS FOR FUTURE EXPLORATION

Throughout the report, you'll also encounter flags that identify areas for future exploration that fell outside the scope of this project. They are compiled by theme in Appendix D.





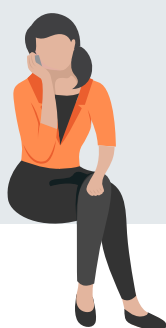
WHAT IS THE RETURN ON INVESTMENT (ROI) OF A STRONG CAREER DEVELOPMENT SECTOR?

From youth to newcomers, from special needs populations to older adults, from employed to underemployed to unemployed Canadians, career development impacts the economic and social well-being of the country and its citizens. It shapes individuals, families, and communities. It drives education, work, and life. It enhances Canada's productivity and innovation.³ A hidden career development sector can impede how Canadian talent connects to labour markets.

Key elements of the ROI for a strong career development sector include:

- Individual well-being
- Community well-being
- Health benefits
- Labour market stability
- Economic growth
- Productivity and innovation
- Equity, Diversity, Inclusion, and Indigeneity (EDII) in workplaces
- Advanced education for a skilled, learning population
- Reduced skills gaps, aligning education and training with industry needs
- Reduced poverty and dependency on social welfare programs⁴

See Section 5 for further discussion of the sector's impact.



SECTION 1

HOW TO MAKE A CAREER DEVELOPMENT SECTOR VISIBLE

1.0. INTRODUCTION: THE SECTOR CHALLENGE

Canada's career development sector is unique. Canadian sector leaders are well-known in the international ecosystem and actively contribute to the thought leadership of the field across borders. Canadians have been instrumental in the founding of global organizations, such as the International Centre for Career Development and Public Policy (ICCDPP). The Canadian Career Development Guidelines and Standards and more recent Pan-Canadian Competency Framework for Career Development Professionals are often cited or used as models by other countries in initiatives to professionalize the delivery of career services.⁵

At home, however, Canada's career development sector has a problem. It has long lacked basic comprehensive data about its overall size, scope, and composition. In past decades, many different efforts have been made to tackle the complex work of mapping Canada's career development sector. For a variety of reasons, these undertakings have been largely patchwork in nature and, ultimately, have failed to produce a reliable baseline dataset that could go on to inform future initiatives.

³ Modified from CERIC, "Why Career Development Matters," <https://ceric.ca/why-career-development-matters/>, accessed October 31, 2023.

Learn more about the ROI of a strong career development sector directly from sector leaders across the country.

⁴ Learn more from the Canadian Career Development Foundation, Future Skills Centre, and NPower Canada about the ROI of career development for poverty reduction: Donalee Bell, Sareena Hopkins, and Julia Blackburn, "Proving the Case: Career Development as a Lever for Poverty Reduction," *Future Skills Centre*, October 2023, <https://fsc-ccf.ca/poverty-reduction/>, accessed November 2, 2023.

⁵ Canadian Career Development Foundation, "Competency Framework for Career Development Professionals," 2022, <http://ccdp-pcdc.ca/en/cdp-competency-framework>, accessed October 3, 2023.

This gap in the sector’s evidence base is only half of the problem. At a national strategy level, Canada has a “fail-first” approach to supporting lifelong career development.⁶ A majority of Canadians only learn about and access formal career services when they experience a career disruption, such as a lay-off or injury. This means the sector—and its importance—is hidden from many Canadians, policymakers, and other interest holders.

How can the career development sector begin to change Canada’s national “fail-first” approach if it doesn’t have an evidence-based understanding of who is providing career services, where, and with what impact? It can’t. How can the career development sector shape its own future if it doesn’t have trustworthy tools and processes to identify its strengths, gaps, and needs? It can’t.

The challenge, then, is to create a map of Canada’s career development sector that increases the credible core intelligence available to leaders and the sector as a whole. This map, and the insights it produces, must be able to inform a range of future work related to determining the socioeconomic impact of career development, understanding the learning needs of career development professionals, and advocating for public awareness and recognition of the value of career development.

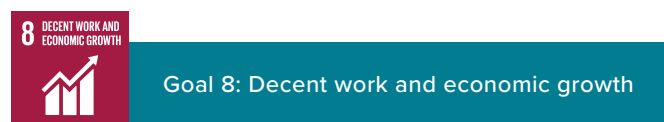
In this report, we tackle this urgent challenge by creating a composite understanding of the career development sector using three interrelated mapping methods:

1. A structural map, or Sector Scoping Model, of the sector’s membership (the rest of Section 1)
2. A national portrait (Section 3)
3. 13 provincial and territorial ecosystem profiles (Section 4)

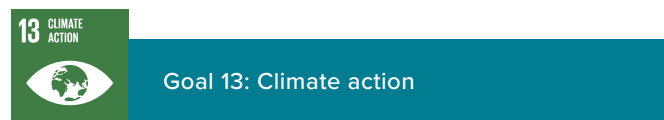
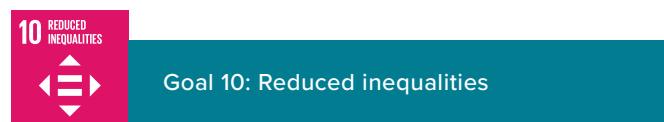
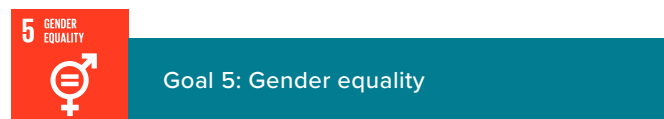
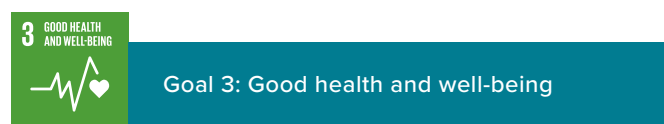
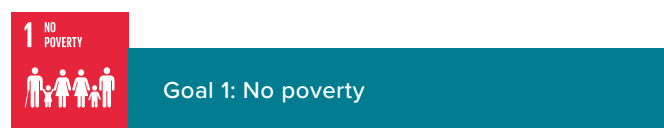
In addition to these three methods, Section 2 discusses the complexities of mapping a hidden sector, where the data required may or may not exist and, if it does, is distributed across jurisdictions. This discussion must come before the findings and analysis to ensure that readers of this report have the context required to understand the research process and evaluate the reliability and validity of the results presented in subsequent sections.

Section 5 ends the report with a high-level discussion of the impact of the career development sector, including insights and recommendations that will be of use to professional associations, educational institutions and employers who provide leadership and support to the field of career development, and government policymakers who work on related policies, programs, and funding.

Importantly, this project is only the beginning. The career development sector can be a critical leader in shaping a sustainable Future of Work where no one is left behind. As a country, Canada is increasingly adopting the United Nations Sustainable Development Goals (SDGs) as a framework to understand what a better future must include.⁷ While the country has a long way to go to achieve its SDG goals, ensuring access to quality career development for all Canadians would have an immediate impact on:



Universal access to quality career development also contributes to the achievement of many other SDGs, including:



⁶ Lisa Taylor and Taryn Blanchard, “It’s Time for a National Strategy on Adult Career Guidance in Canada,” *Challenge Factory*, 2022, <https://community.challengefactory.ca/its-time-for-a-national-strategy-on-adult-career-guidance-in-canada/>, accessed October 3, 2023.

⁷ United Nations, “The 17 Goals,” <https://sdgs.un.org/goals>, accessed October 3, 2023.

With less than a decade until the original 2030 deadline to achieve the ambitious SDGs, all solutions to advance them are important.⁸ The career development sector is not being used to unlock the potential in all of the SDGs listed above. At the same time, the sector itself has been advancing many topics, key learnings, and awareness of EDII by career development professionals. This project plays an important role not only in providing a view of the sector overall, but also as a baseline to assess whether those providing career services reflect the learners and clients they serve (Section 3.3.). If we are going to advocate for the value of career development and its role in the Future of Work, we must first know more about the people on the frontlines delivering services, including who is underrepresented within the field.

1.1. DEVELOPING A USEABLE SECTOR SCOPING MODEL

Accurately mapping an entire sector is a complex undertaking. To help us do this, we developed and tested a Sector Scoping Model that accomplishes four functional goals:

1. Define who is in the sector (both its organizations and individual professionals).
2. Highlight the interdependencies between sector members, between sector members and Canadians, and between sector members and the overall shared purpose of the sector.
3. Demonstrate how change can take place when a system of actors works together towards a preferred future.
4. Reflect that the system needs attention, and that the absence of attention jeopardizes a thriving economy, responsive workforce, and broader society.

For this project, the Sector Scoping Model also has two strategic goals:

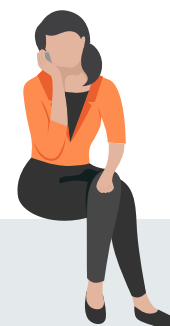
1. Help everyone in the career development sector visualize and understand the makeup of its members and (potential) impact in the lives of Canadians, taking a “big tent” approach that encompasses anyone who engages in formal or informal career development.
2. Provide guardrails for the primary data collection that would take place in this project.

Aligning with our “big tent” approach, the definition of “career development work” used to develop the Sector Scoping Model is as follows:

The act of advising, educating, or coaching another person or entity about their career during the lifelong process of blending and managing the paid and unpaid activities of learning (education), work (employment, entrepreneurship), volunteerism, and leisure time.⁹

Together, the “big tent” approach and definition of “career development work” allow us to identify the difference between:

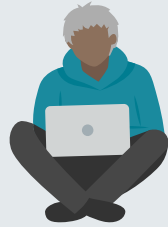
1. core members of the sector who substantively undertake formal career development work and participate in a professionalized field of practice; and,
2. other members of the sector who knowingly or unknowingly advise on careers more informally, casually, or infrequently as part of a broader set of activities.



This distinction between sector members is important! It carries through the entire report, even when it is not restated.

⁸ United Nations, “Transforming Our World: The 2030 Agenda for Sustainable Development,” <https://sdgs.un.org/2030agenda>, accessed October 3, 2023.

⁹ This definition draws on CERIC’s Guiding Principles of Career Development: CERIC, “Guiding Principles of Career Development,” <https://ceric.ca/publications/guiding-principles-of-career-development/>, accessed October 3, 2023.



WHAT IS A "BIG TENT"?

In this project, we understand Canada's career development sector to be a "big tent," an expansive and inclusive view of who does career development work across the country. As a result, our interest in and understanding of who does career development work is not limited only to the most evident members of the sector, such as frontline caseworkers in career service centres. This approach allows us to consider a wide range of interest holders, activities, and components that contribute to or are affected by the sector.

In developing a Sector Scoping Model, we identified additional members of the "big tent" that should be part of the discussion about advancing career development in Canada, including those who engage in unpaid career development work, don't participate in the professionalized field of practice, or don't identify as members of the sector.

WHY USE A "BIG TENT" TO MAP THE CAREER DEVELOPMENT SECTOR?

Career development is, or should be, found in many settings. It plays a role in the Future of Work, education, labour markets and economies, employment, individual purposes and livelihoods, family, and community. A "big tent" approach serves several functions for mapping the sector:

1. Captures the complexity of interconnected elements (people, purpose, relationships, etc.) to better understand how they interact and influence each other
2. Intentionally builds a holistic understanding of the sector to foster collaboration and innovation, which thrive at the intersection of many different sectors, areas of expertise, and practices
3. Builds recognition of the role that all career influencers play in how Canadians navigate their careers, and the importance of overall career literacy to everyday Canadians (family members, friends, peers, etc.)
4. Enables new knowledge (trends, needs, challenges, engagement, etc.) to emerge in unexpected places
5. Cultivates inclusion and effective decision-making by engaging a diverse range of interest holders, ensuring the perspectives of various groups are seen and known
6. Embraces flexibility in order to ensure the "big tent" can continue to be adapted and evolve in a rapidly changing world

While a "big tent" approach has advantages, it can also be resource-intensive and challenging to manage due to the complexity of gathering and analyzing diverse data and perspectives. It is important to strike a balance and tailor the approach to the specific goals and needs of the sector mapping project.



“

Personas keep our focus on people. Canadians make career decisions every day. Who they turn to, have access to, and trust can make a big difference in the choices they make.

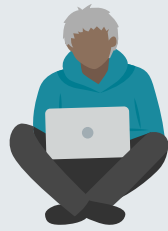
SCOPING THE SECTOR BY ORGANIZATIONS AND INDIVIDUAL MEMBERS

For this project, we developed a Sector Scoping Model using two categories of membership: members that are organizations and members that are individuals. Below, Figure 1.1.1. presents the sector’s membership by type of organization, and Figure 1.1.2. presents the sector’s membership by type of individual member.

To feasibly identify the types of individuals who are members of the sector, we defined a comprehensive set of 15 personas. As a starting point, we referenced six previously developed marketing personas used by CERIC to better understand their priority audiences. These existing personas were already anchored in demographic research and tested through CERIC’s networks, providing an effective foundation to build on, alter, and clarify based on this project’s distinct needs and objectives, as well as on the data that was collected and analyzed as the research progressed.

Using these personas, we were also able to delineate core and secondary members of the sector. The methodological purpose of this delineation was to prioritize where our research focus needed to be during this initial project, given finite time and resources and the risk of an ever-expanding research scope that could become unfeasible without proper guardrails. It also offers a way to raise awareness about core and secondary sector members to each other and to identify potential target groups for future research, program exploration, and career development professionalization and advancement.

In Figure 1.1.2., the 15 personas in the Sector Scoping Model that represent the members of Canada’s career development sector are defined, as well as example job titles for each. The job titles listed are not exhaustive. Remember that we have defined the sector’s membership using a “big tent” approach. These personas are not meant to water down the sector’s membership. Each persona has a distinct set of characteristics that may or may not include competencies, qualifications, scope of practice, expertise, knowledge, professional development needs, support needs, and more. This representation of the sector provides an opportunity to begin strengthening these characteristics strategically, ensuring supports are delivered to the appropriate groups across the country.



WHAT IS A PERSONA?

A persona is an archetype or generalized profile that represents behaviours and identity traits which have been observed during research. Personas can be created for users or customers of a product or service, members of a social group as part of community-based research, employees of a workplace when building development programs, and so on. Personas create “characters” that can be specific and diverse that lead us to ask better questions or imagine a variety of potential futures that might play out.¹⁰

WHY USE PERSONAS TO MAP THE CAREER DEVELOPMENT SECTOR?

Using personas in a Sector Scoping Model gives us an efficient method to validate how well we have identified everyone who is a member of the career development sector. This involves an ongoing, iterative process of categorizing sector members by persona as we encounter them during data collection and interest holder engagement, determining any missing personas, and expanding, consolidating, and refining the definitions of each persona over the course of the project’s duration. Of particular importance is sharing the list of personas and their definitions with members of the sector to solicit feedback and assess whether they see themselves represented in the Sector Scoping Model.

More broadly, personas keep our focus on people. Canadians make career decisions every day. Who they turn to, have access to, and trust can make a big difference in the choices they make. Some of the personas identified in the Sector Scoping Model have significant awareness of good career development practices. Others are unaware that such standards or approaches exist. But they all influence how Canadians navigate their careers. By focusing on who Canadians turn to when facing career disruption and change, we can identify where there may be more appropriate, cost effective, or impactful ways to build a strong and supportive system.

¹⁰ Challenge Factory, “Behind the Scenes: Challenge Factory Discusses How to Unlock Empathy Using Data,” *Workforce Architecture* (Spring/Summer 2023), <https://community.challengefactory.ca/behind-the-scenes-challenge-factory-discusses-how-to-unlock-empathy-using-data/>, accessed October 4, 2023.

Figure 1.1.1. Types of organizations in Canada's career development sector

Career and employment service providers

- Public, non-profit, for-profit organizations
- Specialize in providing career, employment, and/or job-related supports

Education and training institutions

- Elementary and secondary schools (K-12)
- Post-secondary schools (universities, colleges, polytechnics, private career colleges, vocational and trade schools, apprenticeship programs)
- Provincial and territorial apprenticeship and certification authorities (Red Seal Program administration)¹¹

Community, social support, and Indigenous service providers

- Public, non-profit, for-profit organizations
- Indigenous nations and governments
- Provide career, employment, or job-related supports as part of a broader range of services
 - » Housing supports
 - » Health supports
 - » Food security supports
 - » Disability supports
 - » Immigration and newcomer supports
 - » Youth and family services
 - » Childcare and elder care
 - » Legal and public safety supports
 - » Transportation supports
 - » Other community or economic supports

Employers

- Public, non-profit, for-profit organizations
- Day-to-day responsibility and opportunity to discuss career development and education options with staff

Recruitment and outplacement service providers

- Public, non-profit, for-profit organizations
- Specialize in providing recruitment and/or outplacement supports

Career development associations

- Member-benefit professional associations
- Designation-granting associations
- Certifying bodies
- Professional regulatory bodies

Industry associations

- Also known as professional organizations, professional associations, or professional bodies
- Exist to advance a particular profession, support the interests of people working in that profession, and serve the public good
- Certifying bodies

Conveners

- Public, non-profit, for-profit organizations
- Specialize in bringing together interest holders (people, groups, organizations) for the purpose of facilitating and advancing discussions, collaborations, or events about career development
- Act as a catalyst, connector, and organizer, often to promote dialogue, information sharing, cooperation, and problem solving
- Neutral or impartial parties that work to create a conducive environment for productive interactions among participants

Researchers and policy influencers

- Public, non-profit, for-profit organizations
- Applied research organizations that advance careers-related intellectual property and career practices across Canada
- Economic development organizations, such as Boards of Trade and Chambers of Commerce

Funders and policymakers

- Government agencies
- Government departmental programs
- Independent agencies
- Public and private foundations

¹¹ Red Seal Program, "Provincial and Territorial Apprenticeship and Certification Authorities," 2018, https://www.red-seal.ca/eng/contact/c_4nt.1ct.shtml, accessed October 3, 2023.

Figure 1.1.2. Types of individuals in Canada’s career development sector, represented by personas

Practitioner Penny

Practitioner Penny provides careers- and/or employment-specific support to clients in publicly funded settings or private practice. Common types of support provided include job search, resume development, interview preparation, skills and needs assessment, and more. They identify as members of the career development sector.

Example job titles: employment counsellor, employment advisor, career counsellor, job developer, career practitioner, resume writer



Director Deepika

Director Deepika manages government-funded employment agencies and post-secondary career centres across Canada. They are responsible for programming, finances, and staff. They are concerned with both the client/student experience and accountability to funders. They may or may not identify as members of the career development sector.

Example job titles: director, executive director, manager, CEO, COO



Career Educator Emir

Career Educator Emir works in schools of all types (K-12, post-secondary, private career colleges, etc.) and campus career centres. Their core responsibility is to advise and educate students about careers. Some Career Educator Emirs work in classrooms teaching careers-specific courses. They do not teach other subjects like math, science, English, and history. In campus career centres, they also provide career services to school faculty and staff. An important subcategory within the Career Educator Emir persona is the guidance counsellor who works in elementary and high schools. They may or may not identify as members of the career development sector.

Example job titles: career educator, career counsellor, career advisor, guidance counsellor, instructor, professor



Instructor Iris

Instructor Iris is a teacher, instructor, or professor in schools of all types (K-12, post-secondary, private career colleges, etc.). They teach subjects not directly related to careers, such as math, science, English, and history, that have an indirect impact on students’ future career choices. They do not identify as members of the career development sector.

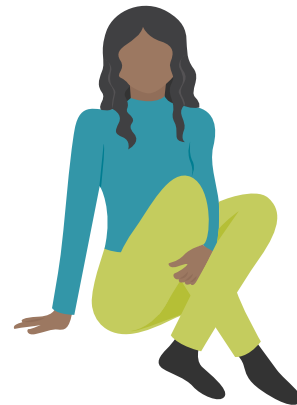
Example job titles: math teacher, biology professor, English sessional instructor



Ally Aniibish

Ally Aniibish works in community service and social support roles in non-profit, for-profit, and government-funded organizations that provide some career support as part of their overall responsibilities. Ally Aniibish is a client caseworker serving Indigenous populations, newcomers and immigrants, people with disabilities, at-risk youth, people experiencing homelessness and poverty, and others. Practitioner Penny and Ally Aniibish refer clients to one another as members of a holistic ecosystem of community support services. They do not identify as members of the career development sector.

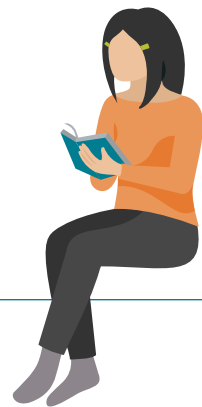
Example job titles: settlement counsellor, youth specialist and advocate, community connections specialist



Sounding Board Suki

In the context of another professional endeavour or client-/service-based relationship, Sounding Board Suki provides advice or education about careers or work in a way that falls outside the primary scope of their practice. They do not identify as members of the career development sector.

Example job titles: financial planner, insurance provider, real estate agent, divorce lawyer, librarian, sports coach, loan officer, microlender



Coach Caroline

Coach Caroline provides professional coaching services to individuals. The careers work they do with clients may be one of several coaching topics they cover together. Coach Caroline may coach executives, business leaders, business owners, entrepreneurs, and others at any stage of their career. They do not advise students in campus career centres, elementary and secondary schools, or employment centres. They build private practices and coaching businesses as entrepreneurs. Coach Caroline may also work as in-house coaches within large enterprises, public sector organizations, outplacement services, and employee assistance program (EAP) providers. Some become a Canadian Certified Counsellor through the Canadian Counselling and Psychotherapy Association (CCPA), or a Credentialed Coach through the International Coaching Federation (ICF). They may or may not identify as members of the career development sector.

Example job titles: executive coach, leadership coach, life coach, career consultant



Manager Mohamed

Manager Mohamed engages employees directly in career conversations. They are supervisors, frontline managers, or senior executive leaders across sectors (public, private, non-profit) and industries. They do not identify as members of the career development sector.

Example job titles: supervisor, manager, director, CEO



Recruiter Raul

Recruiter Raul is a talent recruitment professional who helps define the profile of people that a company needs to hire and identifies and makes candidate matches from the labour market. They work for organizations as an internal employee or external contractor (of a talent recruitment agency or firm, for example) and get paid commission based on successfully filling a job requirement. Recruiter Raul may help job applicants with resume writing and interview prep, but they are paid by the company, not the jobseeker. They may or may not identify as members of the career development sector.

Example job titles: recruitment specialist, talent acquisition specialist, recruiting manager



Talent Thuy

Talent Thuy is an HR or talent management professional within organizations across sectors (public, private, non-profit) and industries. They develop careers-related or professional development programs and set careers-related or professional development policy within organizations. They do not identify as members of the career development sector.

Example job titles: HR advisor, HR consultant, talent management specialist, learning and development specialist, organizational development director



Policy Pieter

Policy Pieter is a policy analyst in any sector (public, private, non-profit) who has indirect influence on the careers of Canadians through their areas of focus and policy portfolios. Policy Pieter might be an analyst at the Department of Transportation working on policy related to electric vehicles or funding mechanisms for mass and public transit in major city centres. They do not identify as members of the career development sector.

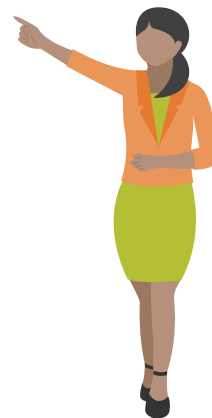
Example job titles: policy analyst, policy advisor, policy development officer, business intelligence analyst, research associate



Funder Fatima

Funder Fatima is a funder or policymaker. In the public sector, they are found at all levels of government (federal, provincial, territorial, and municipal). In the non-profit and private sectors, they are leaders who make decisions about investments and grants related to workforces, careers, and skills. They may or may not identify as members of the career development sector.

Example job titles: minister, deputy minister, associate/assistant deputy minister, foundation executive director, charitable giving manager



Parent Parker

Parents and guardians help their children navigate their lifelong career development, especially throughout their formal education years. They provide career exploration, advice, and support, as well as build their own (typically informal) knowledge of career development. They do not identify as members of the career development sector.



Researcher Robert

Researcher Robert is a researcher working in primary investigator roles in any sector (public, private, non-profit) on research topics and/or policy portfolios that have a direct focus on careers. Researcher Robert may have completed or be completing their PhD in a careers-focused subject area. They might be a government economist forecasting the impact of demographic change on labour markets to create policy recommendations for job strategies in remote and rural communities. They may or may not identify as members of the career development sector.

Example job titles: professor/sessional instructor, PhD candidate/teaching assistant, research analyst, primary investigator, economist, data scientist, business intelligence analyst



Communicator Colette

Communicator Colette is a thought leader, sponsor, advocate, or influencer in the career development sector who works or volunteers their time as part of formal or informal sector organizations, associations, charities, networks, and other bodies. They communicate about careers and career development to fellow members of the sector, to niche audiences (by region or topic), to media, or within the more holistic ecosystem of community support services. They identify as members of the career development sector.



YOUR GUIDES TO THE SECTOR MAP

As you read, you'll encounter avatars of [Researcher Robert](#) and [Communicator Colette](#). They are your guides to the report's findings, drawing your attention to key learnings and notable sector spotlights.

In the rest of this discussion, keywords are bolded that appear in the Sector Scoping Model's iceberg diagram. As you read, use these visual cues to identify the features of the iceberg diagram presented in Figures 1.1.3.–1.1.5.



BUILDING AN ICEBERG DIAGRAM OF THE SECTOR SCOPING MODEL

After identifying the members of Canada's career development sector, by organization and individual member, we set out to graphically visualize the sector as a cohesive, holistic system of actors that can work together towards a preferred future. It has to highlight the interdependencies between sector members in a non-hierarchical way, between sector members and Canadians (i.e., if sector members engage directly or indirectly with Canadians), and between sector members and the overall shared purpose of the sector. It also has to demonstrate how change can take place when this system of actors works together. Lastly, it has to reflect that this system needs attention, and the absence of attention jeopardizes a thriving economy and responsive workforce.

Figures 1.1.3.–1.1.5. present the iceberg diagram of the Sector Scoping Model in three layers, from simplest to most complex. Importantly, the number of people in the sector, and more broadly the size of each membership segment (for example, how many career and employment service providers there are compared to how many recruitment and outplacement service providers there are), is not represented in the diagram.

Figure 1.1.3. is the simplest form of the iceberg diagram. The Sector Scoping Model's 15 personas on the right and the 10 types of organizations on the left that make up the sector are mapped to each other. **Career and employment service providers** and professionals working in **K-12, post-secondary, and other education and training institutions** are the "tip of the iceberg." They support students, recent graduates, adult clients (most often when they experience employment disruptions), and other Canadians in navigating their employment and career pathways. They are the most visible or recognizable part of the sector. In this report, we refer to some of these sector members—Practitioner Penny, Career Educator Emir, and Director Deepika—as "core professionals."

Instructor Iris is included in the sector because instructors who teach non-career-related courses and subject matters (such as English, math, geography, etc.) also have an impact on the education and career pathways of their students. Parent Parker is included in the sector because they guide, inform, and influence the education and career pathways of their children.

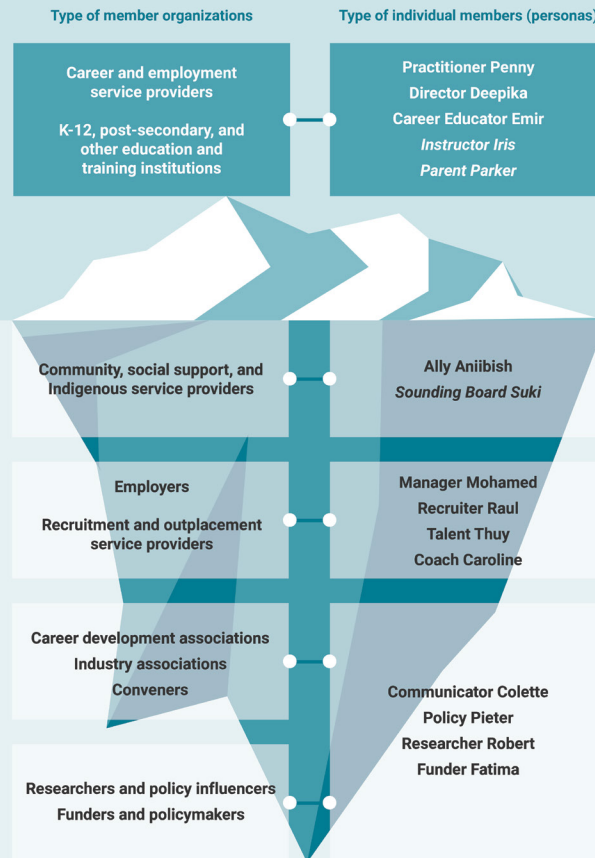
All other members below the tip of the iceberg are essential contributors to the sector, but often overlooked and not targeted for professional career development advancement or collaboration in efforts to shape a preferred future. These members include:

- **Community, social support, and Indigenous service providers** who discuss work and employment with their clients as one part of a broader suite of services.
- **Employers** across all sectors, specifically managers who supervise workers (the vast majority of Canadians are influenced by their managers and coworkers more than by formal career supports).
- **Recruitment and outplacement service providers** who work on behalf of employers to facilitate workers transitioning into and out of employment.
- **Career development associations, industry associations, and other conveners** who work on and advocate for issues related to careers and employment.
- **Funders and policymakers** who form the foundation of the sector, as well as **researchers and others** who influence and inform them.

Figure 1.1.4. layers on the type of engagement that sector members have with Canadians and the two overarching outcomes of that engagement (i.e., the shared purpose of the sector as a whole). Through **direct engagement**, service providers, professionals in the education system, and employers interact face-to-face with Canadians of all ages to guide,

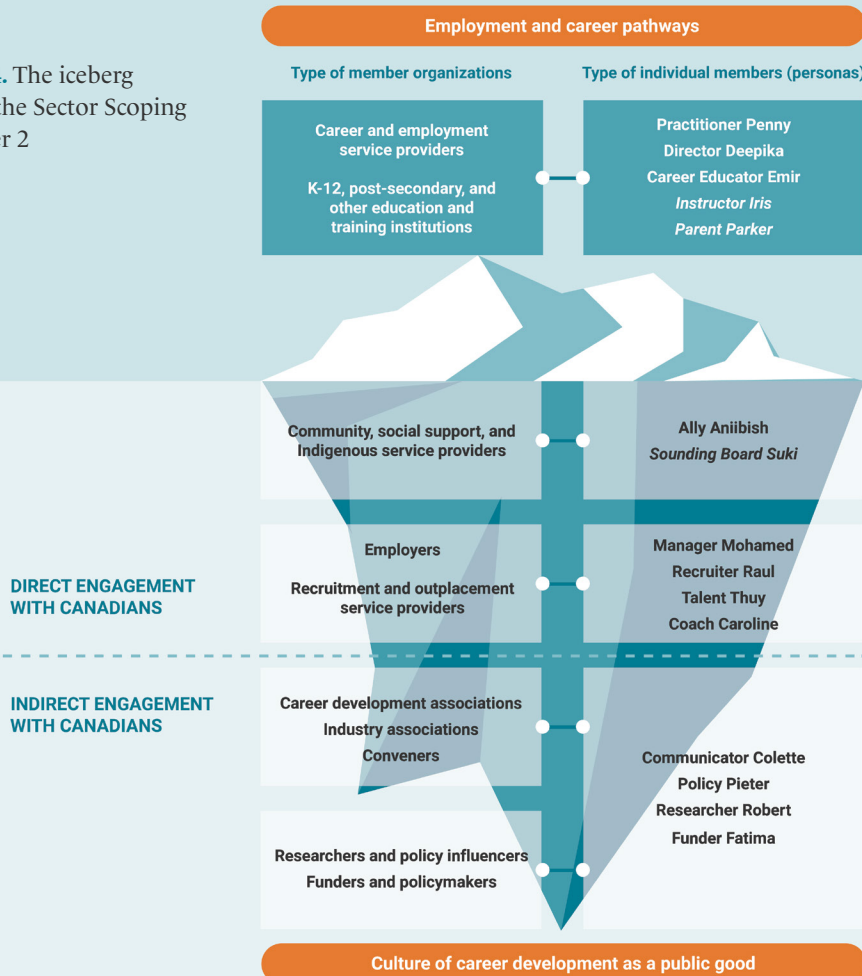
Career Development Sector Scoping Model

Figure 1.1.3. The iceberg diagram of the Sector Scoping Model: Layer 1



Career Development Sector Scoping Model

Figure 1.1.4. The iceberg diagram of the Sector Scoping Model: Layer 2



WHAT IS THE “PUBLIC GOOD”?

The “public good” refers to actions and initiatives that are undertaken with the primary goal of benefiting the general welfare and interests of Canada’s entire population and society. It signifies efforts that focus on improving the well-being, opportunities, and quality of life for all members of our country rather than serving the interests of only specific groups or individuals.

WHAT IS A “CAREERS LENS”?

Taking a “careers lens” in policy development means incorporating a perspective that focuses on the impact of policies and decisions on individuals’ career development and progression. It involves considering how policy choices influence people’s opportunities for skills development, employment, job quality, job security, advancement, support systems, and overall career well-being.



support, or inform their **employment and career pathways**. While professional career development support is provided with intention by frontline career practitioners (Practitioner Penny, Career Educator Emir, and, to a lesser extent, Coach Caroline) and their supervisors (Director Deepika), other sector members who engage directly with Canadians do not necessarily recognize what they are providing, nor do they apply quality practices well-known within the professionalized field (Instructor Iris, Ally Aniibish, Sounding Board Suki, Manager Mohamed, Recruiter Raul, and Talent Thuy).

Through **indirect engagement**, funders, policymakers, researchers, and other policy influencers make critical decisions that impact the work, careers, and lives of Canadians, as well as the economy and society more broadly. They hold the key to creating a **culture of career development that is prioritized and valued as a public good**. As such, it is in the best interest of Canadians that these sector members take a careers lens when evaluating any new policy or program. Currently, career development is often treated as a niche or specific area of focus, a subset of employment or training initiatives. Better outcomes are produced when policymakers and researchers include a careers lens during the development of any initiative, including healthcare policy (sense of purpose, well-being), environmental policy (job and skill transitions), and immigration policy (labour market dynamics, career transition supports).

Career development associations, industry associations, and other conveners also have indirect engagement with Canadians. These organizations structure how the sector continues to advance, learn, and collaborate. They are a crucial link between the sector members that have direct contact with Canadians and the funders and policymakers that enable and invest in service delivery, whether delivery occurs through public services or within companies.

Figure 1.1.5. layers on the three types of change that are possible if the members of the sector work together towards a preferred future. All three types of change are needed to create lifelong, sustainable employment and career pathways for Canadians and a culture of career development that is prioritized and valued as a public good, like healthcare or education. If the sector is not understood to be a cohesive system and given proper attention, a thriving economy and responsive workforce will be in jeopardy.

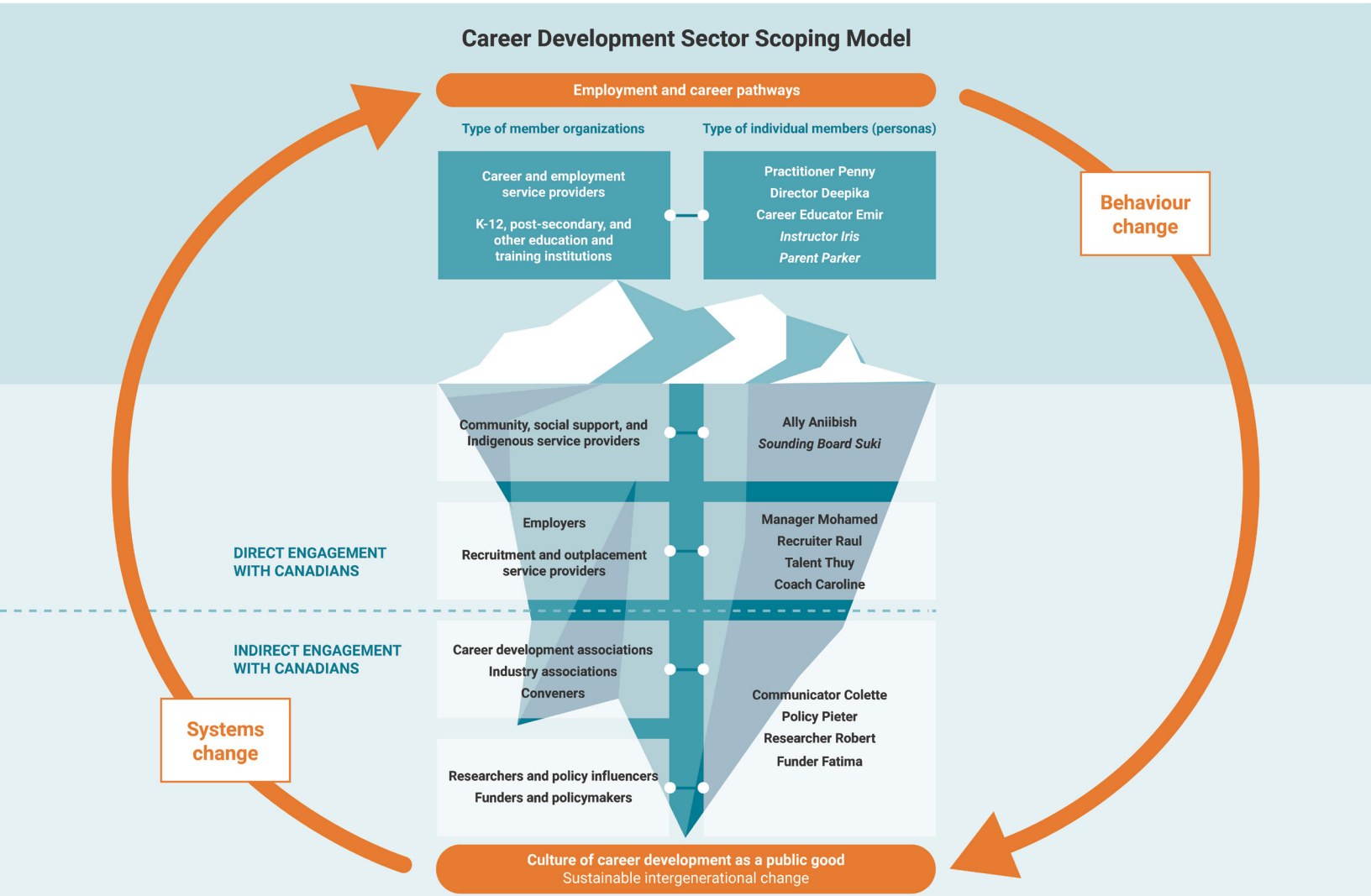
Starting on the right side of the diagram, the **systems change** arrow starts at the bottom and points upwards because it is driven by funders, policymakers, and the actors who influence them. Meeting the sector’s overarching goal of creating a culture that values career development as a public good requires systems change in a range of dimensions, including how the sector is funded, how policy is formed, what tracking and impact data is gathered, and how research and innovation within the field is coordinated. Systems change is also required to ensure that employers and the holistic ecosystem of community support services are recognized as part of the sector.

On the left side of the diagram, the **behaviour change** arrow starts at the top and points downwards because sector members who engage directly with clients, students, workers, and other Canadians are best positioned to drive more immediate change in both their own behaviours and the behaviours of Canadians through the professional

quality of their career development knowledge, competencies, and resources. Behaviour change is required from service providers and individual managers to incorporate career development best practices, including appropriate impact measurement, into the support they provide to Canadians.

Creating a culture where career development is recognized as a public good and Canadians can effectively navigate their employment and career pathways with confidence and support requires both systems and behaviour change. This will take time. Consequently, it also requires **sustainable intergenerational change** (along the bottom of the diagram), through which positive and enduring transformation is fostered by and across generations. This third type of change, which itself is an outcome of systems and behaviour change, recognizes the interconnectedness of current and future generations as the world of work continues to change. Given the megatrends impacting the future of careers, there is no doubt that all sector members need to consider the systems and behaviours that balance the current needs of Canadians with the emerging career and employment pathways of next generations.¹² In this way, the sector can shape a future where each successive generation enjoys a higher quality of life while preserving the well-being of the planet and promoting social justice and equity.

Figure 1.1.5. The iceberg diagram of the Sector Scoping Model: Layer 3



¹² Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” *CERIC*, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed October 4, 2023.

SECTION 2

THE COMPLEXITIES OF MAPPING A HIDDEN SECTOR

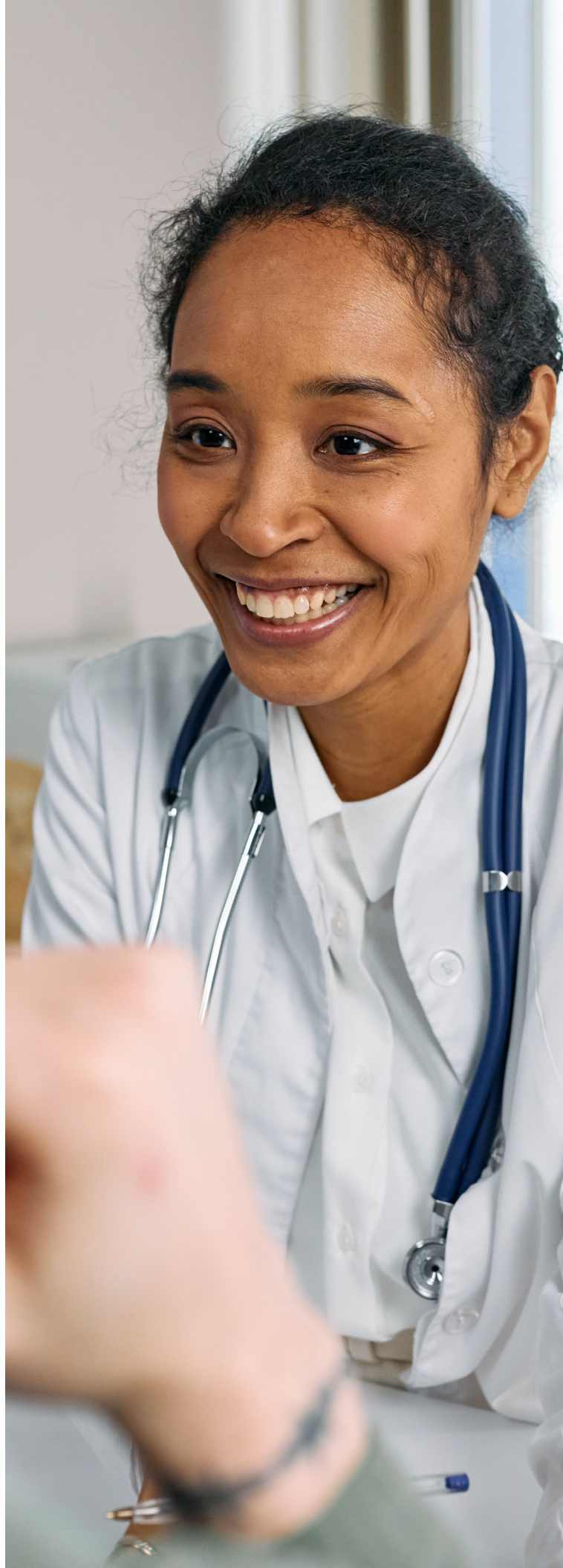
2.0. INTRODUCTION: THE DATA CHALLENGE

Canadians are navigating rapidly changing career pathways and labour markets. The oftentimes hidden nature of the career development sector means many Canadians miss valuable opportunities to receive informed support. Consequently, a reliable evidence base about the sector is becoming increasingly urgent. This initial report serves three important functions, all of which assist in making the sector more visible.

First, this report provides the evidence base about how many professionals (and others) are practicing career development in some form across the country (Sections 3-4). Second, it provides a framework—called a Sector Scoping Model—for organizing, understanding, and actioning the evidence base (Section 1). The Sector Scoping Model and evidence base are designed to be taken up by leaders, researchers, and other interest holders, informing future initiatives and decision-making, as well as to demonstrate the breadth and depth of career development support that Canadians can access. A high-level discussion of the sector's impact (Section 5) jumpstarts this future work while contextualizing the evidence base.

Third, this report pulls back the curtain on how this type of sector mapping work is done and the unique challenges that mapping this particular sector poses. This is the topic of Section 2. We unpack the project's research methodology and the choices that had to be made to prioritize effective data collection.

In projects like this that reveal hidden sectors and opportunity for sector growth and maturity, *what* the research tells us (the evidence base) is not the only source of learning. *How* the research is completed reveals equally important insights, knowledge, and learning about the sector and its return on investment (see Section 1.0). The maturity and availability of data often mirrors the maturity of the system it is measuring. By focusing on the data journey, we expose where weaknesses and opportunities exist in how Canada's career development sector is understood, tracked, measured, and held to account.



2.1. RESEARCH METHODOLOGY

At a high level, our methodological approach to this research consisted of the following:

- Consolidating what was already known about Canada's career development sector to avoid duplicating work that has already been done
- Developing and testing a Sector Scoping Model of the sector's membership and structure
- Using and refining the Sector Scoping Model when identifying who does career development work across the country
- Providing a series of insights and recommendations based on the findings
- Relying on subject matter expertise of, and collaboration with, sector leaders

The following key phases of work were conducted:

1. Creation of the project's Career Development Steering Committee
2. Environmental scan of the existing market research about Canada's career development sector
3. Top-down and bottom-up data collection
4. Data collation, analysis, and validation
5. Report drafting, revision, and finalizing
6. Knowledge mobilization

We set out to both *explore* and *describe* the size, scope, and composition of the sector. The research design was integrated into all activities to gather comprehensive data about who delivers career services in Canada, enabling the development of a composite portrait of the career development sector, including considerations about the sector's Equity, Diversity, Inclusion, and Indigeneity (EDII), and the identification of high-level impact measures and baselines. It also provided a reusable foundation and guideline provisions for repeating this mapping work in the future, or for other countries to apply this methodology to scope their own career development landscapes.

Wherever possible, we drew on existing models to guide and inform our research and deepen the insights we could

provide to the sector and other interest holders. This included considering CERIC's six marketing personas, CERIC's Guiding Principles of Career Development, and the Career Development Maturity Matrix developed by Challenge Factory and the Canadian Career Development Foundation (CCDF).¹³

We also drew heavily on subject-matter experts within the sector, inviting many of them to join the project's Career Development Steering Committee. Before the start of the project, we knew its success would be predicated on identifying key leaders across the sector and engaging them and their respective networks in data-collection efforts, data validation, report refinement, and knowledge mobilization. Collaboration is not an isolated phase of work within this project's research methodology. It is a core value and operating principle. The project's success does not lie only in the content of the report, but also in the sense of ownership and pride within the sector about the report and what it represents. The Career Development Steering Committee was comprised of 18 sector leaders, including representatives of all provincial career development associations and two national associations.¹⁴

DATA COLLECTION APPROACHES

Data collection consisted of a combination of top-down and bottom-up approaches to mapping a sector. These approaches differ in their research starting points, participants, processes, and levels of control over data collection.

Beginning at the top of the sector, and led by CCDF, we conducted outreach to members of the Forum of Labour Market Ministers (FLMM) and provincial and territorial labour department representatives.¹⁵ We requested a range of information from these contacts about publicly funded career services—including government-run career service centres, third-party agreement holders that receive funding to deliver career services (as well as estimates of full-time equivalents)—and about clients served and client outcomes. See Appendix A for the full data request submitted to governmental representatives.

¹³ CERIC, "Guiding Principles of Career Development," <https://ceric.ca/publications/guiding-principles-of-career-development/>, accessed October 5, 2023; Challenge Factory, "Career Development Maturity Matrix," <https://www.challengefactory.ca/cdmaturitymatrix>, accessed November 21, 2023.

¹⁴ Canada does not have any territorial career development associations, although some provincial associations gladly accept members from the Yukon, Northwest Territories, and Nunavut.

¹⁵ The Forum of Labour Market Ministers (FLMM) is composed of federal, provincial, and territorial Ministers responsible for labour market policies and programs across Canada. The Ministers are supported by Deputy Ministers and Senior Officials engaging in intergovernmental collaboration. For more information, visit <https://flmm-fmmt.ca>.



WHAT ARE LABOUR MARKET TRANSFERS, AND HOW DO THEY HELP MAP CANADA'S CAREER DEVELOPMENT SECTOR?

Labour Market Transfers are the Government of Canada's largest investment in careers, employment, and skills training, providing funding to provinces and territories through two types of bilateral agreements:

1. **Labour Market Development Agreements (LMDA)** help provinces and territories fund programs and services for Employment Insurance (EI) eligible individuals, including current and former EI claimants as well as individuals who have made minimum EI premium contributions in at least five of the last ten years.¹⁶
2. **Workforce Development Agreements (WDA)** complement the LMDAs by helping provinces and territories fund programs and services—outside EI eligibility requirements—for individuals facing barriers to participating in the labour market, such as people who are unemployed, underemployed, living with disability, and members of underrepresented groups, including Indigenous peoples, youth, older workers, and newcomers.¹⁷

Each year, Labour Market Transfers allocate \$3.5 billion to programs and services that deliver training, upskilling, employment supports, career counselling, and job search assistance to individuals and employers across the country.¹⁸ Labour Market Transfers are the backbone of Canada's labour market programming infrastructures.

Understanding how the majority of public career services and programs are funded allows us to better identify, track, and map—from the top down—the constellations of services and programs that exist from coast to coast to coast. It also allows us to begin to evaluate how careers and career development are thought about (or not thought about) at the funding, infrastructure, and policy levels, where values and priorities are placed, and what may be measurable and assessed for impact. See Section 5 for further discussion of Labour Market Transfers.

¹⁶ Employment and Social Development Canada, "About the Labour Market Development Agreements Program," *Government of Canada*, <https://www.canada.ca/en/employment-social-development/programs/training-agreements/lmda.html>, accessed October 5, 2023.

¹⁷ Employment and Social Development Canada, "About the Workforce Development Agreements Program," *Government of Canada*, <https://www.canada.ca/en/employment-social-development/programs/training-agreements/workforce-development-agreements.html>, accessed October 5, 2023.

¹⁸ Employment and Social Development Canada, "Labour Market Transfers," *Government of Canada*, <https://www.canada.ca/en/employment-social-development/programs/training-agreements.html>, accessed October 5, 2023.

As research progressed and gaps in the sector map were identified, we submitted two Freedom of Information (FOI) requests to the governments of Ontario and British Columbia. These sought the same type of information as was requested from members of the FLMM and provincial and territorial department representatives. See Appendix A for the full FOI requests.

We also engaged with the Job Bank Data Team at Employment and Social Development Canada (ESDC) to access their national database of employment centres across Canada. Gaining access required the Job Bank Data Team to secure permission from each province and territory, as the data is not owned by ESDC but rather by the provinces and territories.

Top-down data collection was time-intensive, due to the nature of bureaucratic government processes, but we were well-positioned to undertake it by drawing on our existing relationships and robust contacts.

Beginning at the bottom—better understood as the *foundation*—of the sector, we conducted outreach to members of Canada’s national and provincial career development associations. We requested information about their memberships and asked targeted questions about the career development ecosystems in their jurisdictions. This frequently included asking who else they recommended we connect with and if introductions would be possible.

To assess the state of EDII among sector members and whether those providing career services reflect the learners and clients they serve, we developed an online survey questionnaire that solicited information about the demographic composition of the employees working within career service providers and the clients they serve. This survey was circulated to the association representatives, who in turn circulated it to their memberships. See Appendix B for the full questionnaire.

The final aspect of the bottom-up approach was to collect data from publicly available websites. Notable research activities included the following:¹⁹

1. Checking each provincial and territorial government website for an employee directory and assessing if it contained useable information about staff who deliver career services.
2. Finding a list of post-secondary institutions in each province and territory available on their respective government websites and searching every institution’s website for the presence of staff delivering career services and/or co-operative education programs across departments.²⁰
3. Using LinkedIn Sales Navigator, a subscription-based service that provides advanced search filters and features for the networking platform, to search for career development professionals in Canada by job title. See Appendix C for the full list of job titles that were included in our LinkedIn searches for career development professionals.

The final key element of this project’s methodological approach was using the personas from the Sector Scoping Model that we developed (see Section 1) as an effective method to validate how well we were identifying everyone who is a member of the career development sector. This involved an ongoing, iterative process of categorizing sector members by persona as we encountered them during data collection and interest holder engagement, determining any missing personas, and expanding, consolidating, and refining the definitions of each persona over the course of the project’s duration. This allowed us to tackle the large undertaking of comprehensively mapping an entire sector while having guardrails that would keep the scope of the research activities manageable.

Overall, the Challenge Factory-CCDF team conducted direct outreach for data collection purposes to more than 200 people across Canada.

¹⁹ This is not a comprehensive list of all the research activities performed using publicly available websites.

²⁰ At some institutions, career services and/or co-operative education are centralized in one setting. At other institutions, they are decentralized across departments. All effort was made to identify professionals who work in both centralized and decentralized settings.



METHODOLOGICAL ASSUMPTIONS USED TO BUILD THE SECTOR MAP

The following methodological assumptions were used during data collection and analysis:

1. Where Director Deepika roles in career service providers and post-secondary institutions are not listed publicly, it is assumed that the career services team has a minimum of one Director Deepika position. This position may be currently filled or vacant and in need of filling.
2. Where not noted otherwise by data providers or within datasets, it is assumed that one position (i.e., one Practitioner Penny, one Career Educator Emir, one Director Deepika, etc.) represents one full-time equivalent (FTE) position. No estimations were made to identify if a position represents less than an FTE. For example, if a Director of Student Life at a university has career services as one of four portfolios that the position oversees, it is counted as one Director Deepika position, not 0.25 of a Director Deepika position.
3. Statistics Canada's Census of Population is assumed to be a reliable basis for the estimation of the total population of Canada's provinces and territories. The Census' reporting by National Occupational Classification (NOC), NOC 41320 – Educational counsellors and NOC 41321 – Career development practitioners and career counsellors (except education), is assumed to not represent the sector's full membership and therefore cannot be the sole data source used to build the sector map.
4. The Census of Population reporting by NOC 41320 – Educational counsellors and NOC 41321 – Career development practitioners and career counsellors (except education) represents Career Educator Emir and Practitioner Penny from the Sector Scoping Model personas. It is assumed that they may also represent Coach Caroline, Communicator Colette, Director Deepika, and Researcher Robert. This will depend on how sector members self-identify and self-report when they complete their Census form. Career development is done by a broad range of professionals, and the narrow NOC definition leaves certain roles unrepresented.
5. In post-secondary institutions, Academic Advisors are not considered to be Career Educator Emir roles unless their responsibilities are explicitly described as including the provision of career guidance to students.
6. Given the high number of organizations that deliver career services in Canada, it would not be possible within the scope of this project to attempt to contact and ask every organization how many career development professionals they have on staff.

2.2. RESEARCH CHALLENGES, SOLUTIONS, AND LESSONS LEARNED

HOW DO WE OVERCOME SECTOR DATA SHORTCOMINGS?

Mapping the sector by taking a full census of every person who does any type of career development work across Canada would be an expensive and time-consuming undertaking. Capturing the entire sector's membership through census-taking is also hindered by inadequate data governance, systems, and processes at all jurisdictional levels. This is because Canada's career development sector is largely unregulated and decentralized. There is no single source of labour market information about the sector, and it is often hidden from even its own members, especially those who do not identify as part of the sector.

In simple terms, some of the data needed to map the sector simply doesn't exist. This doesn't mean mapping the sector is impossible. To overcome shortcomings in data availability, robustness, and/or accessibility, we drew on three research strategies.

The first strategy was to identify existing and accessible data from a variety of sources, evaluating which sources are comparable (based on the dataset's universe), which are not, and what insights can be produced. For example, what do the discrepancies between comparable sources mean (e.g., for sector composition, representation, visibility, values, resource allocation, and so on)? For sources that are not comparable, what function and value do they serve within the sector map and evidence base?

This strategy led to the identification of three datasets that can be roughly compared for what they reveal about the sector (Table 2.2.1.).

Although the three datasets in Table 2.2.1. do not have exactly identical universes, they are sufficiently similar that comparing them produces useful insights about the sector. See Section 4 for further discussion of these insights. Table 2.2.1. does not represent all the datasets referred to in the rest of the report, but only key datasets with universes that can be compared. For example, the membership data from provincial sector associations are also presented in Sections 3-4, but they do not have sufficiently similar universes to the datasets in Table 2.2.1.



WHAT IS A DATASET'S UNIVERSE?

In the context of data and statistics, a dataset's "universe" refers to the entire population or group of individuals, entities, or items that the dataset is intended to represent or provide information about. The universe defines the scope of the dataset and specifies the complete set of elements or observations that could potentially be included in the data. Understanding the universe of a dataset is crucial for interpreting its findings accurately.

Table 2.2.1. Three comparable sector mapping datasets and the Sector Scoping Model personas they represent

Dataset	Sector Scoping Model personas represented in the dataset
Census of Population by Statistics Canada: NOC 41320 – Educational counsellors, NOC 41321 – Career development practitioners and career counsellors (except education)	<ul style="list-style-type: none">• Practitioner Penny• Career Educator Emir (incl. guidance counsellors)• Coach Caroline• Communicator Colette• Director Deepika• Researcher Robert^b
LinkedIn Sales Navigator findings: Search results of career development professionals in Canada by job title ^a	<ul style="list-style-type: none">• Practitioner Penny• Career Educator Emir (incl. guidance counsellors)• Coach Caroline
<p>Sum total of a selection of other data types collected consistently across all provinces and territories</p> <ol style="list-style-type: none">1. Number of career development professionals working for government-funded career service providers2. Number of career development professionals working for post-secondary institutions3. Number of guidance counsellors working in schools	<ul style="list-style-type: none">• Practitioner Penny• Career Educator Emir (incl. guidance counsellors)• Director Deepika

^a The number of potential job titles for Director Deepika roles is very high. As a result, it was not possible to create a fulsome set of job titles that could be searched to produce a reliable snapshot of the number of Canadians working in Director Deepika roles on LinkedIn.

^b Coach Caroline, Communicator Colette, Director Deepika, and Researcher Robert may be represented in the Census, depending on how individuals self-identify and self-report when they complete their Census form.



The second strategy was to conduct targeted primary data collection focused on addressing the most important gaps that could be filled. Notably, due to reporting requirements and higher public accessibility of information about government-funded career service providers and post-secondary institutions, data collection prioritized these parts of the sector. See Section 4 for further discussion of the underrepresentation of career services in the private or corporate sector.

This provided clear starting points and guardrails for building a reliable evidence base, despite differences in individual data availability. Consider three examples:

1. Not all post-secondary institutions publicly list the staff members who deliver career services, but every provincial and territorial government does provide a full list of the post-secondary institutions in their jurisdiction.
2. A majority of provincial and territorial governments that operate career service centres lists them on their websites, even if the specific webpages take time to locate depending on which department or ministry is responsible for them. For those few governments that do not list them on their websites, targeted outreach can be conducted through Freedom of Information requests or Open Data Repository contact forms.
3. While there is no centralized database that tracks how many guidance counsellors work in schools across Canada, previous research has calculated the average ratio of students to guidance counsellors in Ontario.²¹ Using publicly available reporting from each province and territory on student enrollments, we can estimate the total number of guidance counsellors.

The third strategy was to use proxies for data that is difficult to access, confirm, or analyze. In data collection and analysis, a proxy refers to a substitute or stand-in variable that is used when it is difficult or impossible to directly measure or access the variable of interest. Proxies are used in research to estimate or represent an unobservable or difficult-to-measure phenomenon. They serve as a practical means to gather data and produce insights when collecting the actual data is challenging or costly.

Examples of proxies used in this project include:

1. Director Deepika manages career service providers in communities and post-secondary institutions across Canada, but this role is not necessarily always easy to identify in publicly available organizational data. Where exact information was not available, the number of career service providers was used as a proxy alongside the assumption that every organization must have a minimum of one Director Deepika.
2. School guidance counsellors in the K-12 system are considered a subset of Career Educator Emir in the Sector Scoping Model. Accurate counts of guidance counsellors were not available. However, the known average ratio of students to guidance counsellors and the known number of student enrollments can be used as a proxy to estimate the total number of guidance counsellors in each province and territory.
3. Director Deepika and Practitioner Penny were identified by reviewing public employee directories as a proxy for being able to take a headcount of staff within government-run centres. A similar proxy approach was taken for Career Educator Emir using post-secondary institution websites.

²¹ People for Education, “Guidance Counsellors: Expanding Roles Limited Access,” 2019, pp. 3, <https://peopleforeducation.ca/report/guidance-report-2018/>, accessed October 5, 2023.



HOW DO WE ADDRESS SIGNIFICANT JURISDICTIONAL DIFFERENCES?

The career development ecosystem in each of Canada's provinces and territories is different. Mapping each ecosystem required a combination of consistent data collection activities across all jurisdictions and tailored activities depending on the specific needs of a province or territory.

With respect to consistent data collection activities across jurisdictions, differences arose according to the different levels of engagement demonstrated by data providers. For example, the earliest (and best) response we received to our top-down requests for data came from Nova Scotia. The government representative who engaged with us not only had access to a robust provincial data system, but also was enthusiastic about the project and sharing data with us.

Government representatives from other provinces and territories had more difficulty sharing data. Some were keen to participate but faced significant staff shortages or other insufficient resources, limiting their capacity to share data. Sometimes, our data requests would be passed from government representative to government representative without a final successful outcome. Other times, follow-up attempts to connect with contacts would not be successful, despite initial expressions of interest in engaging. The success of this type of data collection predominantly rested with individuals—their specific level of interest, willingness, or capacity. It also required determination from the project team conducting outreach and engagement.

With respect to tailored activities depending on the needs of specific provinces or territories, the most notable differences were seen in Quebec and the three territories. Quebec is the only province where a significant portion of the sector is formally regulated. Provincial sector associations also play a different role in Quebec's ecosystem than the provincial associations in the rest of Canada. Collecting data and conducting analysis required engaging differently with association representatives, learning what different types of data exist and may be accessible, and how to best present the findings to highlight their uniqueness. Understanding the relationships between sector members and government funding mechanisms was important, as well as having French comprehension and translation resources on the project team.

The three territories of the Yukon, Northwest Territories, and Nunavut also required a different approach to data collection. There are no territorial career development associations, and building a rich understanding of these ecosystems through the use of publicly available websites was less effective than with their provincial counterparts. As a result, we had to rely more heavily on our networks within the sector to help us

navigate these ecosystems and connect us with appropriate contacts from each of the territories who could participate in the research with us.

Career services in the territories are more integrated into the fabric of communities, with a service delivery structure less clearly defined and administered by the territorial government. In part, this may be due to the territories' smaller population sizes. Rigid structure may not be as necessary for fully functioning service delivery as it would be in larger provinces. It may also be due to the distribution of the population across large geographic regions. Delivering career services to remote communities requires different working conditions, expectations, responsibilities, and relationships. Indigenous perspectives and culture play a role as well. As one sector member explained about the career services context in Canada's territories, "Language is a significant piece of the puzzle. What we in the south might call 'career development,' they do not always do that. Elders also provide career advice."

These differences affect how the territory ecosystems are perceived and described by sector members, in turn requiring flexibility and adaptability from the project's researchers rather than the same data collection activities, assumptions, and approaches as were applied to provincial ecosystems.

WHY AREN'T FREEDOM OF INFORMATION REQUESTS SUFFICIENT TO MAP THE SECTOR?

In Canada, Freedom of Information (FOI) requests refer to the formal process by which individuals or organizations can request access to government records and information held by federal, provincial, territorial, and municipal government bodies. FOI requests can be instrumental in providing access to government information, supporting investigative journalism, and advancing research on public policy and government activities in Canada.

At the beginning of this project, we decided not to submit FOI requests to each province and territory about their respective funded career service providers. The reasons for this are two-fold. First, while governments are legally obligated to respond to FOI requests within a set timeframe, typically 30 days, that response time may be extended for several reasons, including the need for more time to gather applicable documents when a large number of records is requested. Second, based on our knowledge of the career development sector, we are aware that many members of the sector believe they are not fully captured in FOI data. As such, relying heavily on FOI requests may hinder our ability to ensure the sector's membership feels properly seen and represented by this research. This is also why the Statistics Canada Census of Population is not a sufficient data source on its own to build an accurate, effective map of the sector. While the Census provides one reliable

building block for the map, many in the sector would not feel fully represented by NOC 41320 – Educational counsellors and NOC 41321 – Career development practitioners and career counsellors (except education).

As the project progressed and gaps in the sector map were identified, we chose to submit FOI requests in Ontario and British Columbia. The decision in Ontario was informed by a sector leader who had experience with the province's FOI system and advised that the 30-day time limit likely would be adhered to by the government ministry. The response to our FOI request was received within the time limit and provided quality data that contributed to the sector map and could be validated against other bottom-up data sources.

The response from British Columbia was less successful. The FOI Analyst assigned to our request advised us, within the 30-day limit, that providing the data in full would require “approximately 47 employees and an estimated 385 staff hours to collect, extract, and produce an intelligible record.” Consequently, fulfilling the request “would unreasonably interfere with the Ministry’s day-to-day operations and would likely result in a section 6.2 response to your request.”²² While this outcome did not contribute to the sector map, submitting the request did reveal that the data is not available in an accessible way.

HOW DO WE COLLECT EDII DATA ABOUT THE SECTOR?

Assessing the state of Equity, Diversity, Inclusion, and Indigeneity (EDII) among career development professionals in Canada is important and complicated. As a baseline, each request we provided to representatives of provincial and territorial governments included asking for any available data about staff demographics or other EDII reporting about government-employed career development professionals and those within third-party agreement holders (organizations that receive funding to deliver career services).

To the best of our knowledge, the collection, monitoring, and reporting of data by public funders about the demographics of career development professionals is limited. We were unable to identify any provinces or territories that require third-party agreement holders to report on

the diversity of their staff on a mandatory basis.²³ However, because government representatives in some provinces and territories did not engage directly with us for this project, it is possible that this type of data collection and reporting may exist in some jurisdictions without our knowledge.

Previous research about the career development sector, identified during the environmental scan, has some reporting about the demographics of career development professionals. This includes research conducted by CERIC, CCDE, and Life Strategies Ltd. for the BC Centre for Employment Excellence, which have documented age- and gender-based disparities within the sector. The Census of Population by Statistics Canada also reports on the age, gender, education, income, and visible minority identity of Canadians by National Occupation Code (NOC), including NOC 41320 – Educational counsellors and NOC 41321 – Career development practitioners and career counsellors (except education). Some provincial associations, such as the CDA of PEI and AXTRA in Quebec, also have demographic reporting about their memberships, often about the age and gender of career development professionals.

To begin to fill in the gaps in EDII data about the sector, we developed an online survey questionnaire that solicited information about the demographic composition of the employees working within career service providers and the clients they serve. This survey was circulated to the association representatives, who in turn circulated it to their memberships.

The survey asked respondents to select which province or territory they are located in, then presented the general demographic composition of the population—age, gender, ethnic or cultural origin, visible and non-visible minority proportions—from the selected province or territory. Respondents were asked if the employees in their workplace reflect the same demographics, then if the clients they serve reflect the same demographics. All statistics and terminology used in the population demographics overviews were compiled from Statistics Canada. A total of 199 members of the career development sector completed the survey. See Section 3.3 for a discussion of the survey findings. See Appendix B for the full questionnaire.

²² Section 6.2. of British Columbia’s *Freedom of Information and Protection of Privacy Act* states that the government body is required to fulfill an applicant’s request if “creating the record would not unreasonably interfere with the operations of the public body.” Office of the Information and Privacy Commissioner of British Columbia, “Section 6 – Duty to Assist Applicants,” *Province of British Columbia*, <https://www2.gov.bc.ca/gov/content/governments/services-for-government/policies-procedures/foipppa-manual/duty-assist>, accessed October 5, 2023.

²³ One exception to this is Nova Scotia, where Employment Nova Scotia (ENS) has collected EDII data in the past on a voluntary, self-identification basis from third-party career service providers (agreement holders) during the application process (Call for Concept) to its Employment Assistance Services Program (NSEAS). See Nova Scotia’s ecosystem profile in Section 4.7.

SECTION 3

NATIONAL PORTRAIT OF CANADA'S CAREER DEVELOPMENT SECTOR

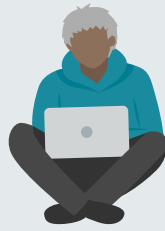
3.0. OVERVIEW OF THE SECTOR'S NATIONAL PORTRAIT

Building an accurate national portrait of how many professionals work or participate in Canada's career development sector, and where, requires bringing together a number of sources of data. Some of these sources contribute to understanding the size of the sector, while others contribute to understanding its core engaged membership.

We begin Section 3 with an overview of the number of core professionals in the sector, based on a variety of data sources (Figure 3.0.1./Table 3.0.1). As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

Then, the rest of this section breaks down the numbers of professionals by province and territory, focusing (with limited exceptions) on the sector's uniquely national, pan-Canadian features and datasets. This includes considerations about the state of Equity, Diversity, Inclusion, and Indigeneity (EDII) in the sector. In Section 4, profiles of the career development ecosystem in each of Canada's 13 provinces and territories are presented. While there is significant overlap between the features of the national portrait in Section 3 and the ecosystem profiles in Section 4, not all unique provincial or territorial features and sources of data are rolled up and presented in Section 3. This would make the already robust national portrait too cumbersome.





WHAT DATA SOURCES DID WE USE TO BUILD THE SECTOR'S NATIONAL PORTRAIT?

In most of the country, Canada's career development sector is unregulated and decentralized. It is often hidden from Canadians and even its own members who don't identify as part of the sector. Because there is no single source of labour market information about this sector, we have to rely on many sources of data that represent separate or overlapping segments of the sector's membership. The following sources contributed to building the sector's national portrait.

Census of Population: Statistics Canada conducts the Census of Population in order to produce a statistical portrait of Canada and Canadians on one specific day. This includes Canadians' occupations, based on the National Occupational Classification (NOC). A sample of approximately 25 percent of Canadian households receive a long-form questionnaire. All other households receive a short-form questionnaire. The Census of Population is a reliable basis for the estimation of the total population of Canada's provinces and territories.²⁴ See Section 3.2. for more details.

LinkedIn Sales Navigator: This social media and professional networking platform provides access to a broader proportion of the career development sector who may not have joined an association. While not everyone has a LinkedIn account, it is possible to calculate estimated totals for sector members. See Section 3.4. for more details.

CERIC: As a key leader in Canada's career development sector, CERIC has a large communications subscriber database of engaged sector members. See Section 3.5 for more details.

National and provincial associations: A wide range of associations whose professional members do career development or related work generously provided their membership numbers for this report. Some associations also publish their membership numbers on their websites or in annual reports. These types of associations represent and advocate for their members and provide networking and professional development opportunities. Each association represents a group or network of engaged sector members.

Government of Canada Job Bank: The Government of Canada Job Bank has a searchable database of employment centre locations across Canada. See Section 3.6. for more details.

Indigenous Skills and Employment Training (ISET) Program: Administered by the Government of Canada, the ISET Program is one of the main funding mechanisms for Indigenous service delivery organizations that design and deliver job training services to First Nations, Inuit, Métis, and urban/non-affiliated Indigenous people in their communities. See Section 3.7. for more details.

Reporting on student enrollments: While there is no centralized database that tracks how many guidance counsellors work in schools across Canada, previous research has calculated the average ratio of students to guidance counsellors in Ontario.²⁵ Using publicly available reporting on student enrollments from each province and territory, the total number of guidance counsellors can be estimated. See Section 3.8. for more details.

For the full project methodology, see Section 2.

²⁴ Statistics Canada, "Census of Population," *Government of Canada*, 2020, <https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3901#>, accessed October 5, 2023.

²⁵ People for Education, "Guidance Counsellors: Expanding Roles Limited Access," 2019, pp. 3, <https://peopleforeducation.ca/report/guidance-report-2018/>, accessed October 5, 2023.

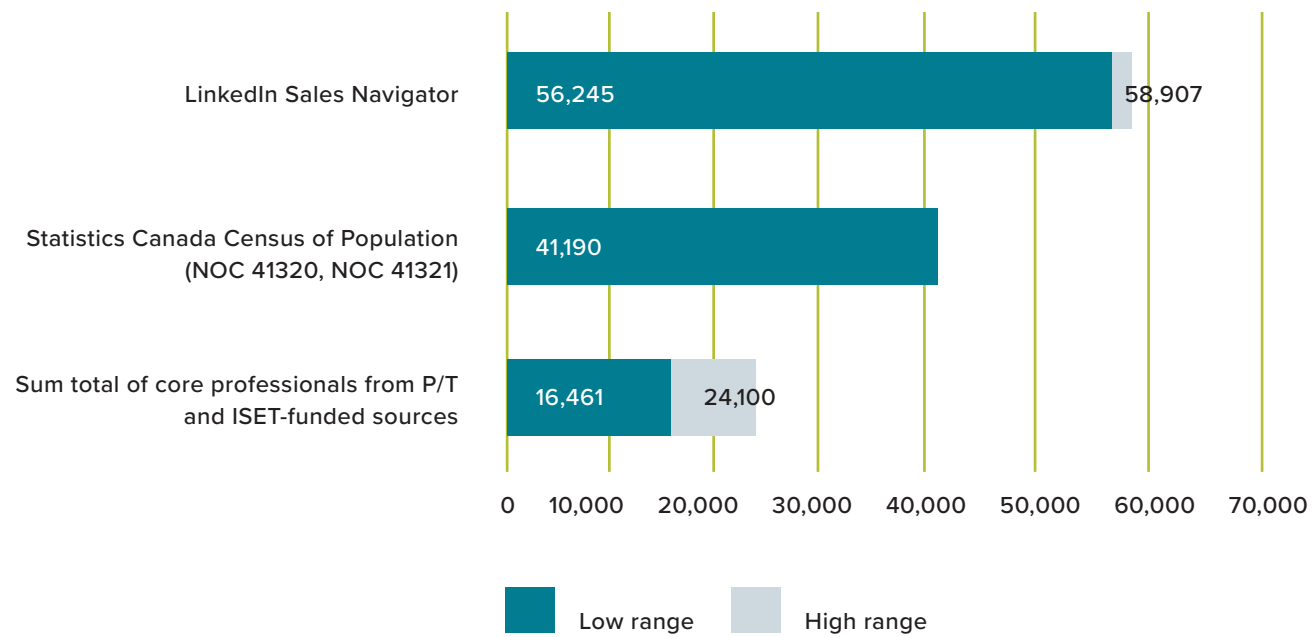


AT A GLANCE: THE SIZE OF CANADA'S CAREER DEVELOPMENT SECTOR

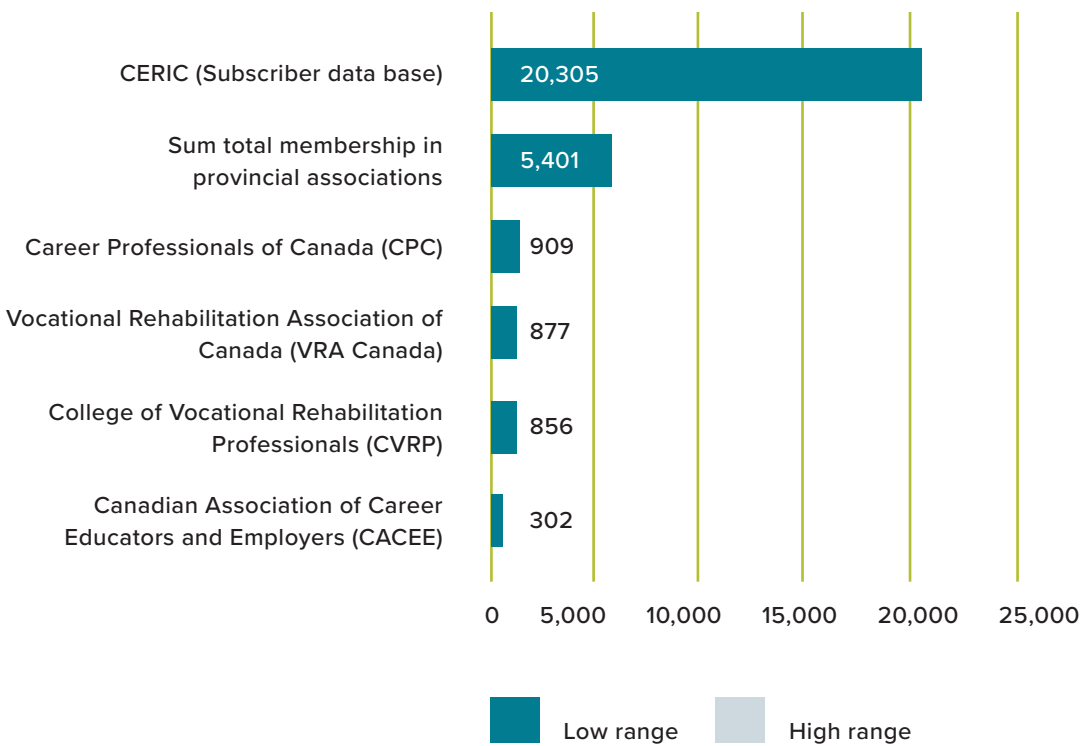
Figure 3.0.1./Table 3.0.1. provides an overview of the number of core professionals in Canada's career development sector. It quantifies the sector's overall size, its most engaged members, and two important groups that have weaker ties to the sector. Depending on who is captured and represented by each dataset, the numbers range from the hundreds to the tens of thousands. In many cases, one professional may be represented across multiple data sources. As a result, they cannot always be aggregated to produce a single, combined total. See Section 4.0. for more analysis of the counts that are representative of the sector's overall size.

Figure 3.0.1. Number of core professionals in Canada's career development sector, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE SECTOR'S SIZE



COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

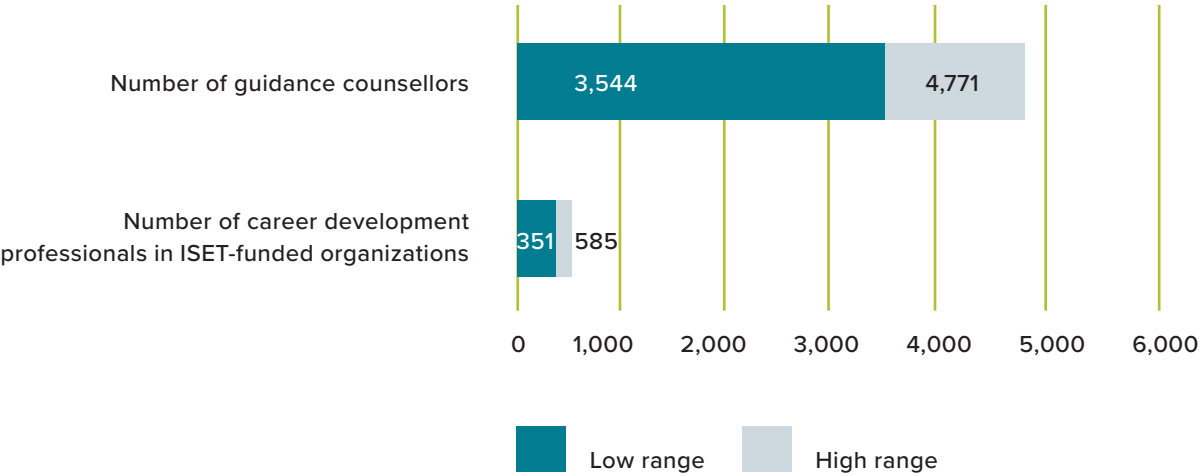


Table 3.0.1. Number of core professionals in Canada's career development sector, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the sector's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	41,190	Federal government	2021
LinkedIn Sales Navigator	56,245 - 58,907	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources (provincial and territorial ecosystems) ^b	16,461 - 24,100	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	20,305	Subscriber database	2023
Sum total membership in provincial associations ^c	5,401	Provincial membership associations	2023
Canadian Association of Career Educators and Employers (CACEE)	302	National membership association	2023
Canadian Counselling and Psychotherapy Association (CPAA): Sector-related chapters	905	National membership association	2021 - 2022
Career Professionals of Canada (CPC)	909	National membership association	2023
College of Vocational Rehabilitation Professionals	856	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	877	National membership association	2023
Counts that represent sector members with weaker ties to the sector			
Number of career development professionals in ISET-funded organizations	351 - 585	Federal government	2023
Number of guidance counsellors in Canada ^d	3,544 - 4,771	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b See Section 4.0 for a full discussion of this dataset.

^c The provincial associations included in this dataset include only those that represent individual professionals, not associations that represent member organizations. See Section 3.1. for a full discussion of this dataset, including the list of associations included.

^d See Section 3.8. for a full discussion of this dataset.



FIGURE 3.0.1./TABLE 3.0.1.: NOT SURE HOW TO INTERPRET THE DATA?

Counts that are representative of the sector's size: The first set of three “counts of professionals” contributes to our understanding of the career development sector's overall size. They also have sufficiently similar universes that they can be compared to one another. See Section 2.2. to learn more about dataset universes and Section 4.0. for more analysis of how these counts help answer the foundational research question: How many career development professionals are there in Canada?

Counts that represent engaged sector members: The second set of seven “counts of professionals” represents the segment of the sector that recognizes they are part of the sector and/or that career development is a professional sector. These members have intentionally joined a sector association, training college, or communications subscriber database from a sector leader. They represent the most visible, engaged, and/or committed part of the sector's membership.

Although the count of professionals in CERIC's communications subscriber database is within the same range as the third dataset that is representative of the sector's size (Sum total of core professionals from P/T and ISET-funded sources), its universe is not confirmed to be sufficiently similar to the other three datasets. This is because the universe of the CERIC dataset has not been built and controlled by researchers using a sound methodological approach. Rather, it reflects only the people who have self-selected (subscribed) to receive communications from CERIC. Ultimately, the likelihood that any subscriber database can be representative of a whole sector is low due to the random nature of who decides to click “subscribe.”

Counts that represent sector members with weaker ties to the sector: The third set of two “counts of professionals” represents sector members who may have weaker ties to the sector. Career development professionals often advise jobseekers to look beyond their immediate network of contacts who they know well and have strong ties with, and instead focus on connections they only have weak connections with. According to this theory, connections that are less obvious, infrequent, and take intention are more likely to surface new information, opportunities, and perspectives.²⁶ The same theory can be applied when considering the importance of sector members who advise Canadians on career and employment options, but may not identify as sector members, feel like they are represented within the sector, or engage actively with the sector. By embracing everyone who provides career guidance to Canadians as part of a “big tent” and paying attention to them, the career development sector can dramatically increase its overall influence.

²⁶ MIT Sloan Office of Communications, “A Team of MIT, Harvard, and Stanford Scientists Finds “Weaker Ties” are More Beneficial for Job Seekers on LinkedIn,” *MIT Sloan School of Management*, September 15, 2022, <https://mitsloan.mit.edu/press/a-team-mit-harvard-and-stanford-scientists-finds-weaker-ties-are-more-beneficial-job-seekers-linkedin>, accessed November 24, 2023.

3.1. CANADA'S CAREER DEVELOPMENT ASSOCIATIONS FOR INDIVIDUAL PROFESSIONALS

Most of Canada's provinces have dedicated associations for career development professionals. The Northwest Territories, Nunavut, and Yukon do not. Professionals who are members of these associations represent the segment of the sector that is aware of career development as a profession and identifies as being part of it. Because no one is required to belong to an association (with the exception of Quebec's regulatory association; see Section 4.11.), these numbers are likely only a fraction of the professionals who formally or informally participate in the sector. Where there are no associations, the sector may be even more hidden.

Table 3.1.1. presents only those associations that represent individual career development professionals, not associations that represent organizations. As such, Table 3.1.1. is not a complete list of all the career development associations that exist in Canada. British Columbia, Newfoundland and Labrador, and Quebec have associations that represent organizations. These are identified in their ecosystem profiles in Section 4. Membership numbers are approximate and change year to year.

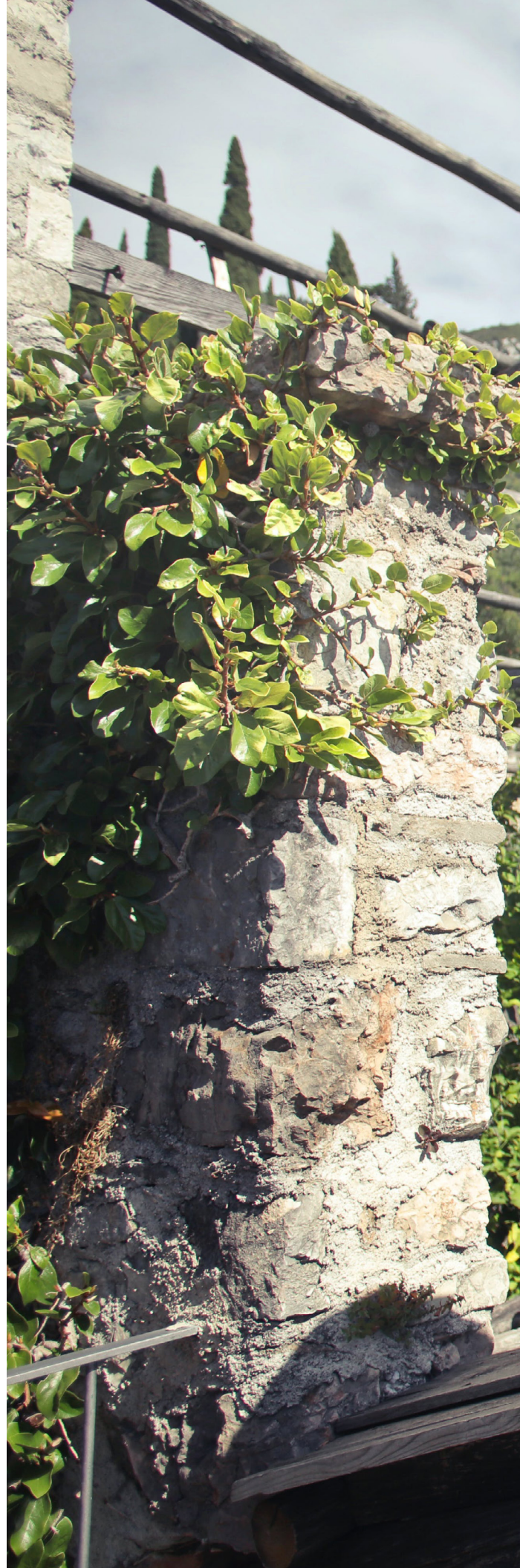




Table 3.1.1. Number of individual professionals in Canada's provincial career development associations

Province or territory	Association	Count of members
Alberta	Career Development Association of Alberta	297
British Columbia	British Columbia Career Development Association	643
Manitoba	Manitoba Association for Career Development	52
New Brunswick	New Brunswick Career Development Association	85
Newfoundland and Labrador	<i>No association for individual professionals</i>	
Northwest Territories	<i>No professional association</i>	
Nova Scotia	Nova Scotia Career Development Association	800
Nunavut	<i>No professional association</i>	
Ontario	Career Development Practitioners Certification Board of Ontario	413
	Ontario Association of Career Management	29
Prince Edward Island	Career Development Association of Prince Edward Island	75
Quebec	<i>Association Québécoise des professionnels du développement de carrière</i>	239
	<i>Ordre des conseillers et conseillères d'orientation du Québec</i>	2,668
Saskatchewan	Saskatchewan Career Development Association	100
Yukon	<i>No professional association</i>	
Total		5,401

Note: It is possible that individual professionals may belong to more than one association. As such, the total may overrepresent the number of individuals who belong to associations across Canada.

Sources: Provincial career development associations.

TABLE 3.1.1.: WHY ARE THESE SECTOR MEMBERS IMPORTANT?

Comparing the relatively small number of professionals captured in Table 3.1.1. to the number of core professionals identified in the Census of Population and other datasets that are representative of the sector's overall size (Figure 3.0.1./Table 3.0.1.) reveals that relying on provincial association membership or even self-identification without membership will lead to a dramatic underestimation of the size of the sector.

This does not mean provincial membership is not important to capture in the national portrait of the sector. The individual professionals who belong to provincial sector associations represent the most engaged members of Canada's career development sector (along with members of national associations). They have strong ties to the sector and the potential to take on leadership roles like Communicator Colette from the Sector Scoping Model.²⁷ They also play a central role in the sector's talent pipeline because they are likely to know others within the sector and participate in activities or events that advance their own professionalization and the field as a whole.

Membership in most jurisdictions is voluntary, which means these professionals choose to align more intentionally with the sector and their peers. Associations play an important role in ensuring sector cohesion at the pan-Canadian level, which is a benchmark of sector maturity that is discussed in Section 5. Therefore, a key finding from the relatively small numbers reflected in association memberships is a need to ensure that provincial associations are treated as the critical building blocks they are for a strong pan-Canadian sector.



3.2. 2021 CENSUS: THE SECTOR BY NATIONAL OCCUPATIONAL CLASSIFICATION (NOC)

The Census of Population, administered by Statistics Canada, is conducted every five years. It includes reporting on the Canadian population by National Occupational Classification (NOC), a systematic classification structure that categorizes the entire range of occupational activity in Canada.²⁸ The narrowest occupational category is called the occupation unit group.

Two NOC unit groups are central to the career development sector:

- NOC 41321 – Career development practitioners and career counsellors (except education)
- NOC 41320 – Educational counsellors

NOC 41321 aggregates and represents several of the Sector Scoping Model member personas: Practitioner Penny, Director Deepika, Researcher Robert, Coach Caroline, and Communicator Colette.²⁹ NOC 41320 represents Career Educator Emir, except for instructors at all levels of education who teach careers-specific courses. See Appendix C for the full list of job titles in each NOC unit group.

Figure 3.2.1/Table 3.2.1. presents the 2021 Census reporting on the number of core career development professionals in Canada and where they are located.

²⁷ See Section 1 to learn more about the Sector Scoping Model and personas that represent members of the sector.

²⁸ Government of Canada, "About the National Occupational Classification," <https://noc.esdc.gc.ca/Home/AboutTheNoc>, accessed December 15, 2023.

²⁹ For more information, see the methodology discussion in Section 2.2.

Figure 3.2.1. 2021 Census of career development practitioners and career counsellors (except education) and educational counsellors, by province and territory

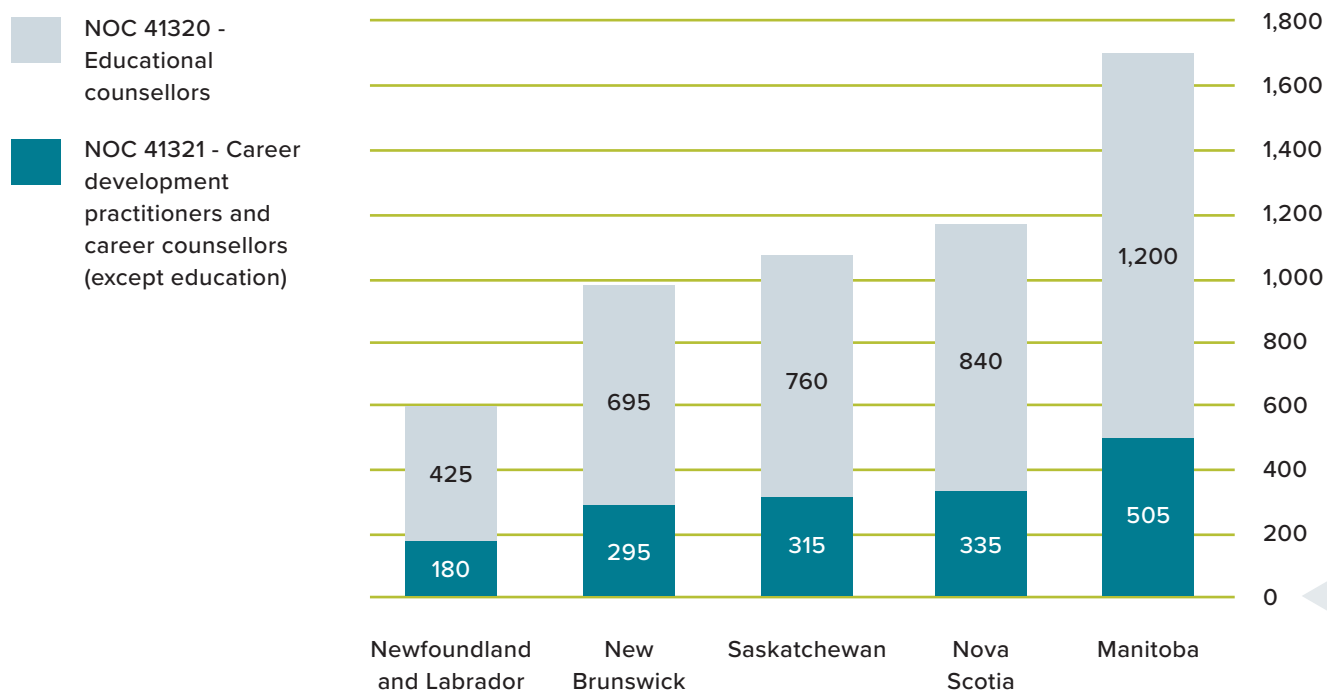
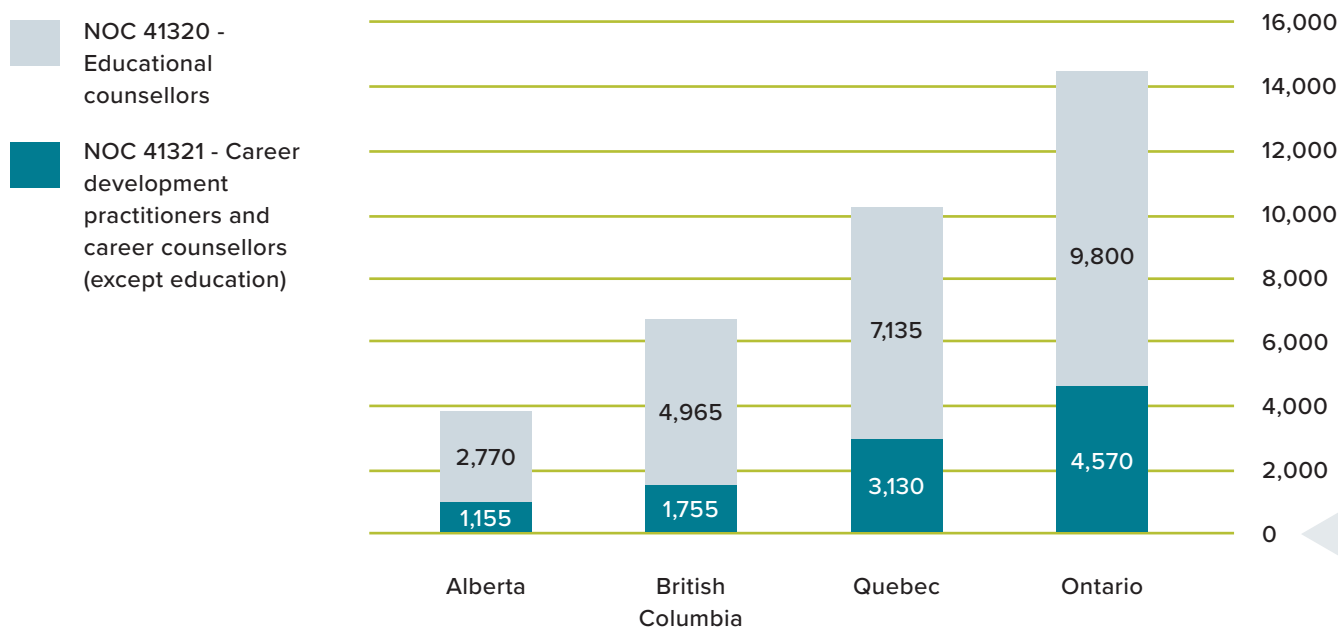




FIGURE 3.2.1.: WHY ARE THERE THREE BAR GRAPHS?

Using different scales in the three bar graphs (see the Y-axes) enhances the clarity of each graph. Scaling the three groups of provinces and territories differently maintains the meaningful proportions within the data findings and prevents one group of provinces from dominating the graph, making it difficult to interpret the others.

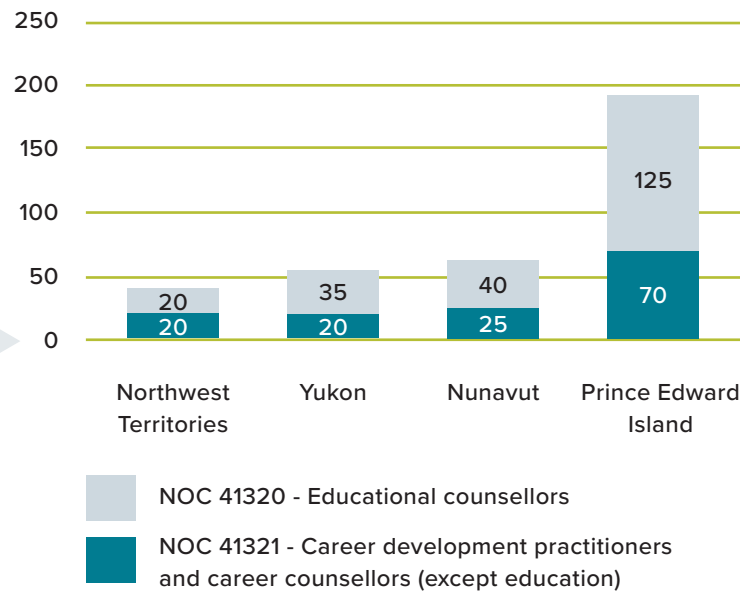


Table 3.2.1. 2021 Census of career development practitioners and career counsellors (except education) and educational counsellors, by province and territory

Province or territory	NOC 41321 – Career development practitioners and career counsellors (except education)	NOC 41320 – Educational counsellors	Total
Alberta	1,155	2,770	3,925
British Columbia	1,755	4,965	6,720
Manitoba	505	1,200	1,705
New Brunswick	295	695	990
Newfoundland and Labrador	180	425	605
Northwest Territories	20	20	40
Nova Scotia	335	840	1,175
Nunavut	25	40	65
Ontario	4,570	9,800	14,370
Prince Edward Island	70	125	195
Quebec	3,130	7,135	10,265
Saskatchewan	315	760	1,075
Yukon	20	35	55
Total	12,370	28,820	41,190

Source: Statistics Canada, Table 98-10-0447-01.

Figure 3.2.2. Comparison of the career development sector’s size, by Census of Population and provincial association memberships

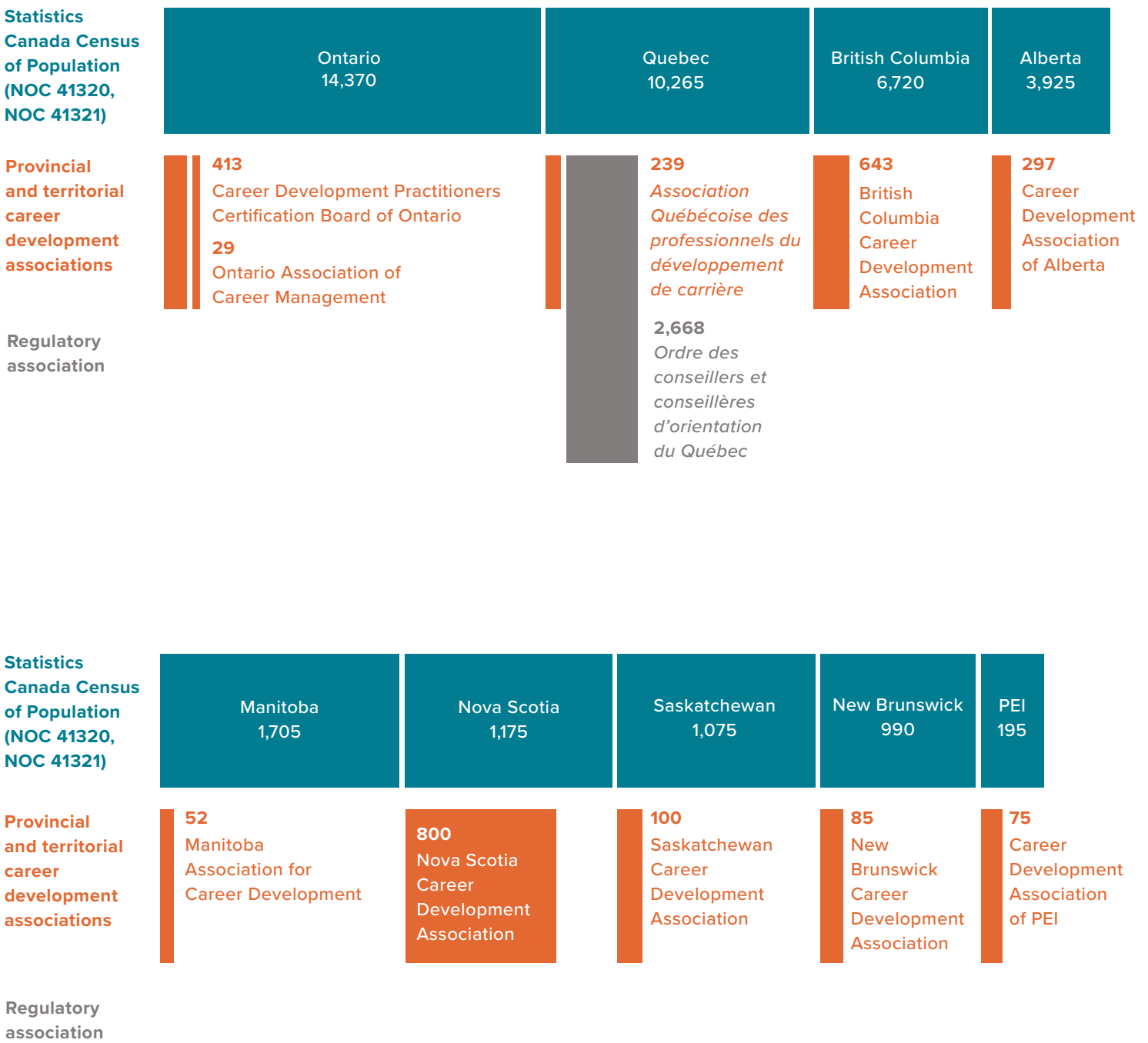




FIGURE 3.2.2.: NOT SURE HOW TO INTERPRET THE DATA?

Figure 3.2.2. provides a graphical comparison of the career development sector's size, based on two datasets: the Census of Population and the individual members of Canada's provincial career development associations (organization members are not included). The first row—comprised of Ontario, Quebec, British Columbia, and Alberta—and second row—comprised of Manitoba, Nova Scotia, Saskatchewan, New Brunswick, and Prince Edward Island—use different scales because of the significant difference in the sizes of their respective populations and sector memberships.

Comparing the size of the provincial association memberships against the Census reference point illustrates that the association memberships only represent a small fraction of all the career development professionals in each province. This is especially true since the Census itself likely underrepresents the total size of the sector. The exceptions are Quebec, where the career development sector is more formally regulated, and Nova Scotia, where the provincial association is unique in its membership practices and regional reach across the Atlantic provinces.

The Northwest Territories, Nunavut, and Yukon do not have their own career development associations. Newfoundland and Labrador has a career development association (Community Employment Collaboration) that connects a network of organizations but does not represent individual professionals.

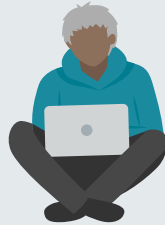
3.3. THE STATE OF EDII IN CANADA'S CAREER DEVELOPMENT SECTOR

Canada's career development sector has known gender-based and age-based disparities. A larger proportion of career development professionals working in settings like employment centres (Practitioner Penny, Director Deepika) campus career centres (Career Educator Emir, Director Deepika), and independent or private practices (Practitioner Penny, Coach Caroline) are women, and they are often older. **A commonly held assumption in the sector is that a greater number of its members come to career development as a second profession, after beginning their careers in a variety of other roles.**



The 2021 Census reporting about career development practitioners and career counsellors (NOC 41321) and educational counsellors (NOC 41320) provides evidence of the sector's gender-based disparity (Table 3.3.1.), but not its age-based disparity (Figure 3.3.1./Table 3.3.2.). Because the age-based disparity has been shown to exist through studies conducted by the sector, the Census may not be revealing a complete picture of who is working in the sector. For example, NOC 41321 and NOC 41320 may not capture everyone in the sector who is a Director Deepika, Coach Caroline, or Researcher Robert. Some job titles for these personas are categorized as belonging to other NOC unit groups or not included in any NOC unit groups.³⁰

³⁰ See Section 2.2. and Section 4.0. for further discussion.



RESEARCH ABOUT THE DEMOGRAPHICS OF CANADA'S CAREER DEVELOPMENT SECTOR

Previous research about Canada's career development sector has reported on some of the demographics of career development professionals. The following studies have documented gender-based and age-based disparities within the sector. They are listed by year of publication.

- **AXTRA:** *“Pratiques de rémunération au sein des centres-conseils en emploi membres d'AXTRA: Rapport d'enquête 2022”* (2022)
- **Canadian Career Development Foundation:** “Evidence for Community Employment Services: A Collaborative Regional Approach – Final Report: A Tale of Transformation” (2021)
- **CERIC:** Survey of Career Service Professionals (2019, 2015, 2011)
- **Career Development Association of Prince Edward Island:** “Career Development Professional: Labour Force Profile” (2018)
- **Life Strategies Ltd. for the BC Centre for Employment Excellence:** Skill Requirements for BC's Career Development Practitioners: An Exploratory Study (2013)
- **Canadian Career Development Foundation:** Pan-Canadian Mapping Study of the Career Development Sector (2009)

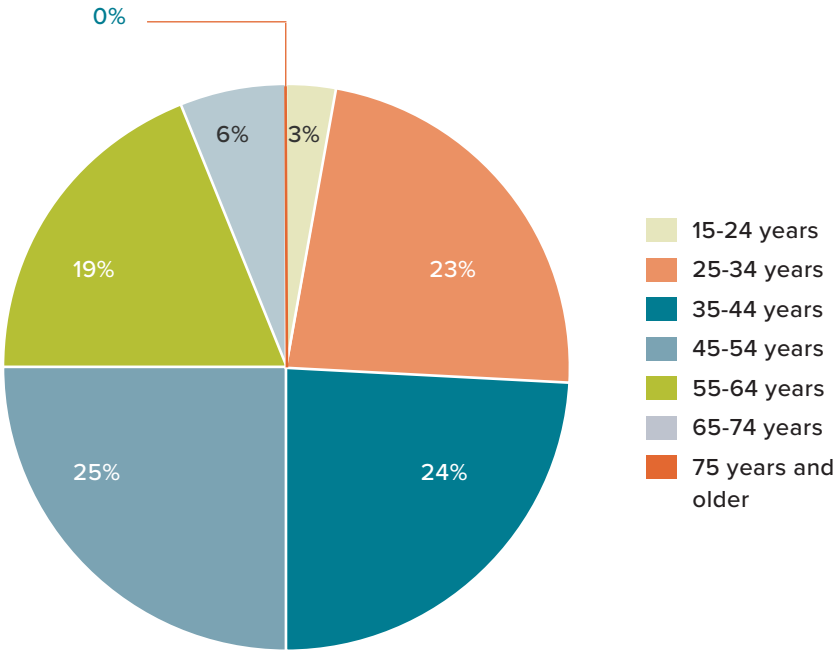
Table 3.3.1. Gender of career development practitioners and career counsellors (except education) and educational counsellors, 2021
Census of Population, by province and territory

Province or territory	NOC 41321 – Career development practitioners and career counsellors (except education)				NOC 41320 – Educational counsellors			
	Women		Men		Women		Men	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Alberta	845	73%	310	27%	2,255	82%	510	18%
British Columbia	1,405	80%	360	20%	3,845	77%	1,120	23%
Manitoba	365	72%	140	28%	910	76%	290	24%
New Brunswick	245	82%	55	18%	595	86%	100	14%
Newfoundland and Labrador	140	78%	40	22%	325	77%	95	23%
Northwest Territories	10	50%	10	50%	15	60%	10	40%
Nova Scotia	300	87%	45	13%	650	77%	190	23%
Nunavut	20	100%	0	0%	25	63%	15	38%
Ontario	3,630	80%	935	20%	7,555	77%	2,240	23%
Prince Edward Island	60	86%	10	14%	105	81%	25	19%
Quebec	2,565	82%	560	18%	5,840	82%	1,295	18%
Saskatchewan	230	74%	80	26%	595	78%	165	22%
Yukon	10	40%	15	60%	35	100%	0	0%
Total	9,825	79%	2,550	21%	22,755	79%	6,060	21%

Source: Statistics Canada, Table 98-10-0447-01.

Figure 3.3.1. Age of career development practitioners and career counsellors (except education) and educational counsellors, 2021 Census of Population

NOC 41321 – CAREER DEVELOPMENT PRACTITIONERS AND CAREER COUNSELLORS (EXCEPT EDUCATION)



NOC 41320 – EDUCATIONAL COUNSELLORS

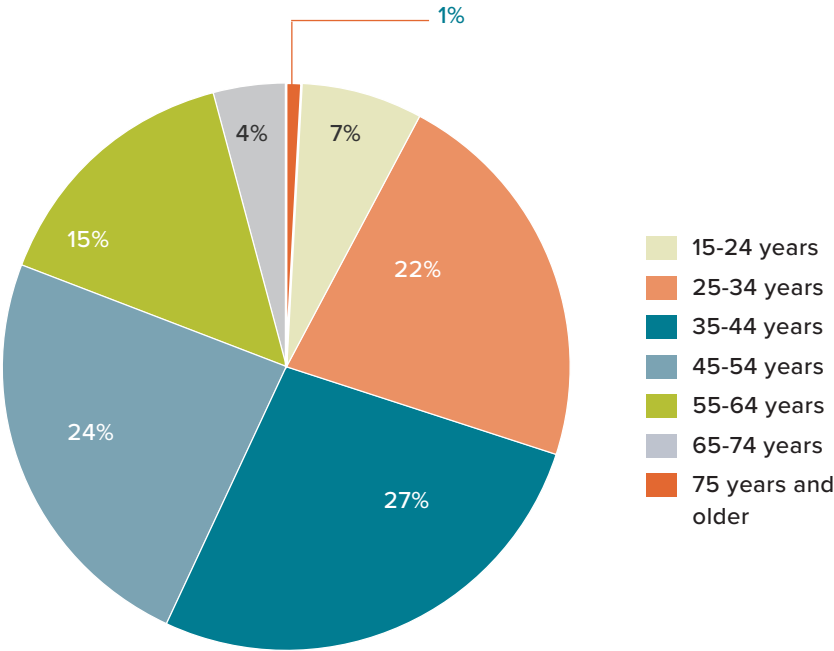


Table 3.3.2. Age of career development practitioners and career counsellors (except education) and educational counsellors, 2021 Census of Population

Age	NOC 41321 – Career development practitioners and career counsellors (except education)		NOC 41320 – Educational counsellors	
	Count	Percentage	Count	Percentage
15 - 24 years	365	3%	2,100	7%
25 - 34 years	2,795	23%	6,325	22%
35 - 44 years	3,015	24%	7,650	27%
45 - 54 years	3,030	24%	7,025	24%
55 - 64 years	2,380	19%	4,390	15%
65 - 74 years	725	6%	1,190	4%
75 years and older	60	0%	145	1%
Total (Canada)	12,370	100%	28,820	100%

Source: Statistics Canada, Table 98-10-0447-01.

The Census also reports on the number of career development practitioners and career counsellors (NOC 41321) and educational counsellors (NOC 41320) who belong to a visible minority and their median employment income. Table 3.3.3. shows that 19-22 percent of sector members represented in the Census belong to a visible minority. It also shows that while there is no significant difference in the median income of career development practitioners and career counsellors (NOC 41321) who do or do not belong to a visible minority, the median income of educational counsellors (NOC 41320) who belong to a visible minority (\$49,600) is lower than the median income of educational counsellors who do not belong to a visible minority (\$65,500).

Table 3.3.3. Visible minority distribution of career development practitioners and career counsellors (except education) and educational counsellors , 2021 Census of Population, by province and territory

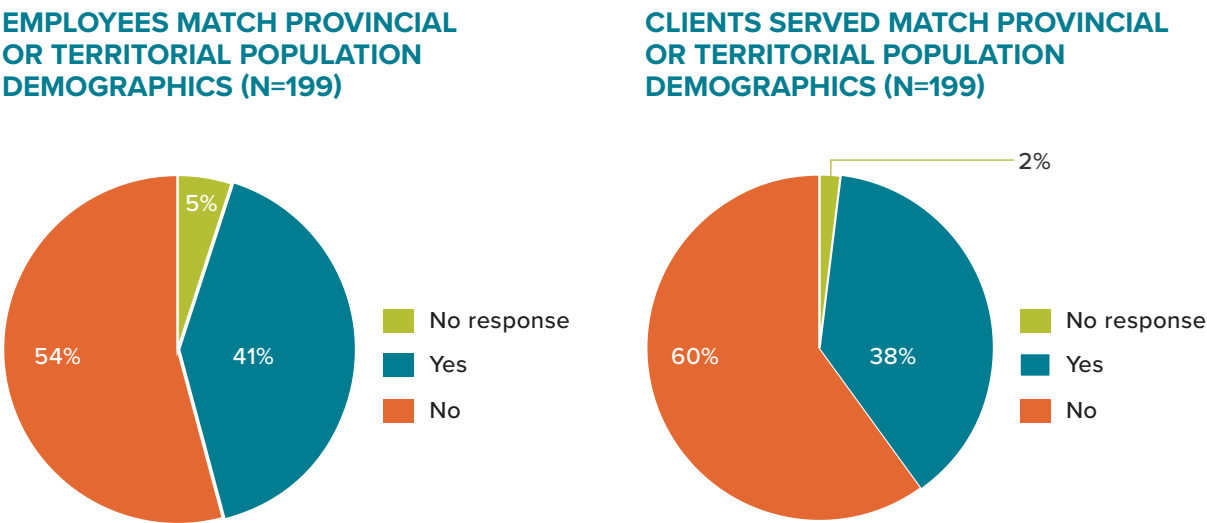
Province or territory	NOC 41321 – Career development practitioners and career counsellors (except education)				NOC 41320 – Educational counsellors			
	Visible minority		Not a visible minority		Visible minority		Not a visible minority	
	%	Median Income	%	Median Income	%	Median Income	%	Median Income
Alberta	26%	\$54,800	74%	\$54,400	17%	\$52,400	83%	\$63,200
British Columbia	28%	\$52,400	71%	\$47,200	30%	\$48,400	70%	\$62,000
Manitoba	22%	\$36,400	78%	\$43,600	11%	\$52,400	89%	\$68,000
New Brunswick	0%	\$0	96%	\$53,600	0%	\$0	98%	\$68,000
Newfoundland and Labrador	0%	\$0	97%	\$58,400	0%	\$0	96%	\$90,000
Northwest Territories	0%	\$0	75%	\$0	0%	\$0	100%	\$83,000
Nova Scotia	12%	\$26,600	88%	\$43,200	8%	\$36,400	91%	\$68,500
Nunavut	0%	\$0	100%	\$114,000	0%	\$0	86%	\$100,000
Ontario	29%	\$50,000	71%	\$53,200	28%	\$49,200	72%	\$69,500
Prince Edward Island	0%	\$0	100%	\$53,600	14%	\$0	82%	\$60,400
Quebec	13%	\$43,600	87%	\$48,000	8%	\$48,400	92%	\$60,800
Saskatchewan	14%	\$42,000	86%	\$57,200	6%	\$62,000	94%	\$76,000
Yukon	0%	\$0	0%	\$0	0%	\$0	100%	\$106,000
Total (Canada)	22%	\$49,200	78%	\$50,000	19%	\$49,600	81%	\$65,500

Source: Statistics Canada, Table 98-10-0586-01.

In addition to reviewing existing literature about the sector’s demographics and analyzing the Census data, an online survey questionnaire was developed for this project to solicit information about the demographic composition of the employees working for career service providers and the clients they serve. The survey was circulated to the representatives of career development associations across Canada, who in turn circulated it to their memberships.³¹

Figure 3.3.2. shows that 54 percent of survey respondents report that the employees in their workplace do not match the general population demographics found in their province or territory, and 60 percent report that the clients they serve do not match the population demographics found in their province or territory.

Figure 3.3.2. Comparison of employee and client demographics to general population demographics, EDII survey responses



Many organizations focus on serving specific population groups or other clients who face barriers to participating in the labour market. As such, it is not surprising that 60 percent report their client demographics do not match the general population demographics of their province or territory. Qualitative survey findings (open-ended answers) indicate that client demographics are influenced more heavily by the local community than by province or territory. Examples of this include career service departments on post-secondary campuses that have a high number of international students, neighbourhoods in large cities where newcomers and immigrants from specific countries are concentrated (such as India, China, the Philippines, etc.), and small towns or communities that have high Indigenous populations.

Career development professionals also identified gaps in:

- Indigenous and visible minority representation among staff and in leadership roles
- Gender representation, with a majority of organizations reporting women-dominated staff
- Age representation, with a majority of organizations reporting older staff

Based on the survey’s qualitative findings, it is possible that older career development professionals may be more prevalent in government-run centres (provincial and territorial public services) and private or independent practices, while younger career development professionals may be more prevalent in community-based organizations where lower wages may be more common. **This potential pattern within the sector is a hypothesis that requires additional research to prove correct or incorrect.**



³¹ See Section 2.2. for more information about the survey and Appendix B for the full survey questionnaire.

WHAT SHOULD YOU KNOW ABOUT EDII IN CANADA'S CAREER DEVELOPMENT SECTOR?

At the national level, the Census of Population is the only federal source of information that provides a general overview of the career development sector's EDII. At both national and provincial and territorial levels, the sector may place higher priority on assessing and understanding the demographics of career development professionals than governments that administer public funding to career service providers. The only jurisdiction that responded to the request for EDII-related data during this project was Nova Scotia.³² See Nova Scotia's career development ecosystem profile in Section 4.7. for these findings.

The sector has age-based and gender-based disparities among members. Members who do not belong to a visible minority outnumber members who do belong to a visible minority. Educational counsellors (NOC 41320) who belong to a visible minority have a lower median income than educational counsellors who do not belong to a visible minority. This preliminary assessment of EDII-related data indicates that career development professionals who deliver career services do not always reflect the demographics of the learners and clients they serve.

There is much work to be done to ensure the sector meets its EDII values, priorities, and potential. An important first step in this work is to determine what can and cannot be learned from EDII-related data to strengthen career service delivery and the diversity of experiences represented by those working in the sector. See Section 5 for four specific recommendations related to EDII in the sector.

³² Because government representatives in some provinces and territories did not engage directly with us for this project, it is possible that this type of data collection and reporting may exist in some jurisdictions without our knowledge.

3.4. THE SECTOR ON LINKEDIN

LinkedIn Sales Navigator is a subscription-based service that provides advanced search filters and features for the networking platform. In this project, it was used as a research tool to search for career development professionals in Canada by job title.

Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.³³ Using these percentages, it is possible to calculate estimated ranges for the total number of career development professionals in Canada (i.e., the professionals who are both on and off LinkedIn).

Figure 3.4.1./Table 3.4.1. presents the number of LinkedIn users (search results) and the estimated total number of core professionals in Canada (our calculation) using two datasets. **The first dataset was built by searching a selection of job titles on LinkedIn for Practitioner Penny, Coach Caroline, and Career Educator Emir that we hypothesized are commonly used in Canada.**³⁴ The second dataset was built by searching all the job titles listed for NOC 41321, career development practitioners and career counsellors (except education), and NOC 41320, educational counsellors.³⁵

There is overlap between our job title choices for Practitioner Penny, Coach Caroline, and Career Educator Emir and the job titles included in the NOC unit groups, but they are not identical. Figure 3.4.1./Table 3.4.1. shows that the number of core professionals produced through the Census dataset is significantly lower than the number produced through our own knowledge of the job titles used by sector members. This provides an evidence point for the hiddenness of the sector, and that the total number of professionals reported by the Census for NOC 41321 and NOC 41320 (n=41,190) may underrepresent the overall size of the sector by not including a broad enough scope of job titles.³⁶

³³ Sam Andrey, "Survey of Online Harms in Canada," *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, "The State of Social Media in Canada 2022," *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

³⁴ See Appendix C for the full list of job titles that were included in the LinkedIn searches for Practitioner Penny, Coach Caroline, and Career Educator Emir.

³⁵ See Appendix C for the full list of job titles in each NOC unit group that were searched on LinkedIn. See Section 3.2. for the Sector Scoping Model personas that are aggregated and represented in each NOC unit group.

³⁶ See Section 4.0. for further discussion of the job titles chosen for Practitioner Penny, Coach Caroline, and Career Educator Emir and the job titles included in the NOC unit groups.

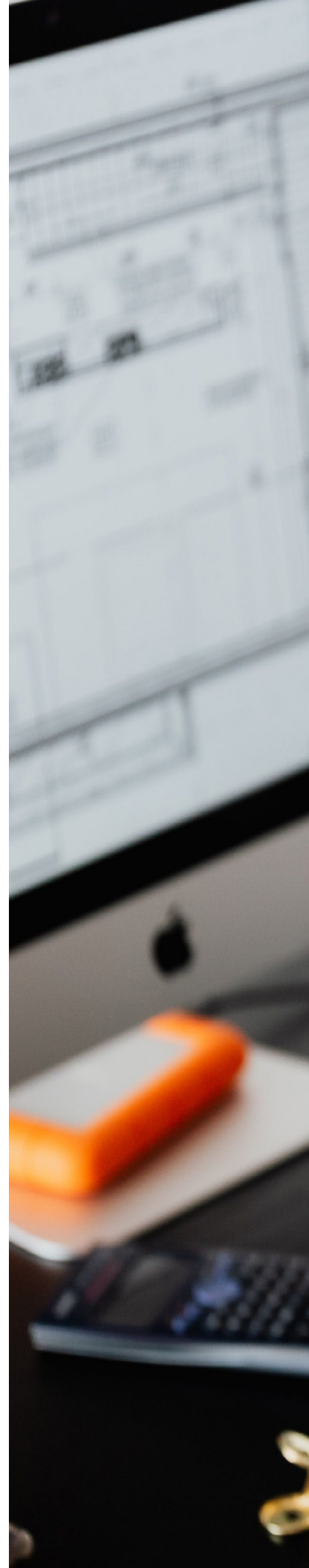




Figure 3.4.1. Number of core professionals in Canada’s career development sector on LinkedIn, June 2023, by Sector Scoping Model persona and NOC unit group

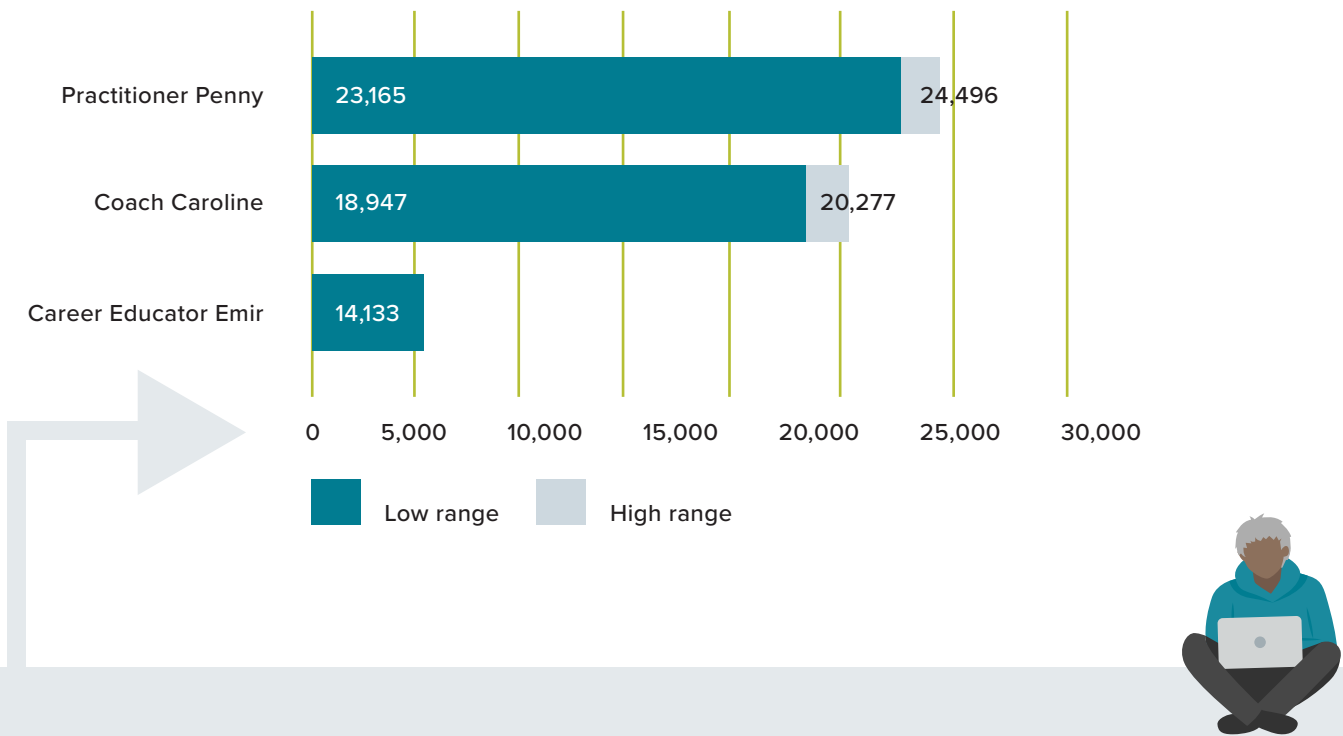


FIGURE 3.4.1.: WHY ARE THERE TWO BAR GRAPHS?

Using different scales in the two bar graphs (see the X-axes) enhances the clarity of each graph. Scaling the two groups of career development professionals differently maintains the meaningful proportions within the data findings and prevents the larger group from dominating the graph, making it difficult to interpret the smaller group.

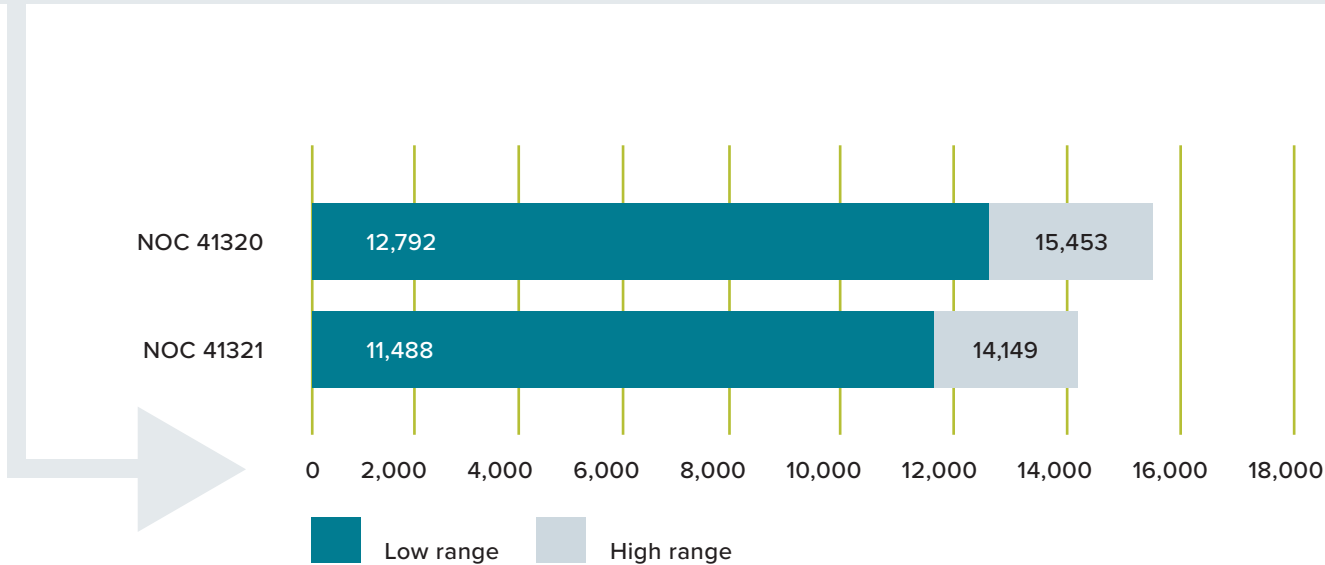


Table 3.4.1. Number of core professionals in Canada’s career development sector on LinkedIn, June 2023, by Sector Scoping Model persona and NOC unit group

Dataset	Count of core career development professionals in Canada			
	Low range		High range	
	LinkedIn	Calculated total	LinkedIn	Calculated total
Sector Scoping Model persona				
Practitioner Penny	8,687	23,165	9,186	24,496
Coach Caroline	7,105	18,947	7,604	20,277
Career Educator Emir	5,300	14,133	5,300	14,133
Total	21,092	56,245	22,090	58,907
Census of Population NOC unit group				
NOC 41320	4,797	12,792	5,795	15,453
NOC 41321	4,308	11,488	5,306	14,149
Total	9,105	24,280	11,101	29,603

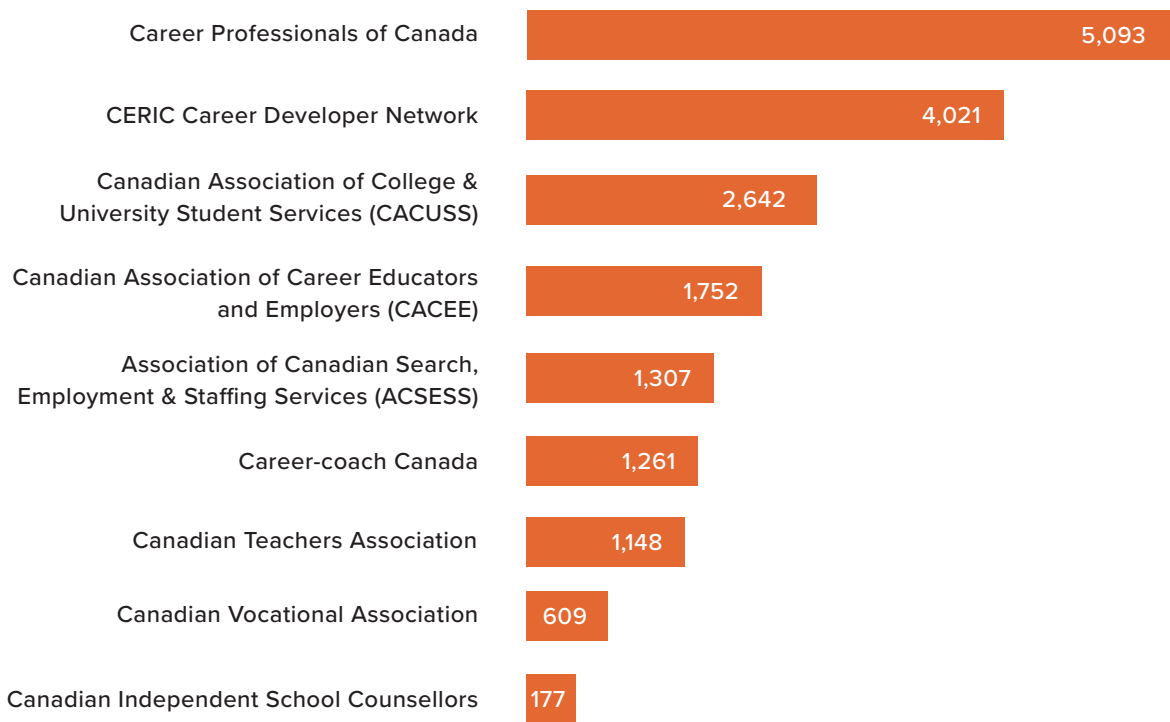
Source: LinkedIn Sales Navigator. Calculations by author.

TABLE 3.4.1.: WHY IS THERE A LOW RANGE AND HIGH RANGE?

On LinkedIn, the number of total search results is displayed to the nearest “half-thousand.” For example, searching “Job Developer” (using the “Canada” location and “Current job title” filters) yields a result of “1K+.” Searching “Employment Counsellor” OR “Employment Counselor” (using the “Canada” location and “Current job title” filters) yields a result of “1.5K+.” This means that there are 1,000-1,499 LinkedIn users in Canada with a current job title of “Job Developer” and 1,500-1,999 LinkedIn users in Canada with a current job title of “Employment Counsellor” OR “Employment Counselor.” This is reflected in Figure 3.4.1./ Table 3.4.1. as a low and high range.

The final use of LinkedIn as a research tool was to compile a list of LinkedIn Groups in Canada related to career development at the national level, including some of the sector’s “big tent” members, such as Instructor Iris, Recruiter Raul, and Talent Thuy. Figure 3.4.2. presents this list and shows that the reach of a sector organization, association, or network can extend far beyond its formal members. Some of these organizations are described in more detail in Section 3.5., while others are examples of the broader career development sector that offer opportunities for collaboration as the sector continues to grow as a cohesive system of actors working towards a preferred future.

Figure 3.4.2. Number of members in career development LinkedIn Groups in Canada, June 2023



Note: LinkedIn Group members may live in or outside Canada.
Source: LinkedIn.



3.5. NATIONAL-LEVEL ORGANIZATIONS ACROSS THE SECTOR

Canada has several organizations and associations at the national level that represent or engage with members of the career development sector. Section 3.5. does not present an exhaustive list of all the national organizations that are part of the career development sector, but rather the subset that has helped build this national portrait of the sector. Membership numbers are approximate and change year to year.

CERIC

CERIC is a national charitable organization that advances education and research in career counselling and career development, in order to increase the economic and social well-being of people in Canada. While CERIC is not a membership-based organization, it is a leader in Canada's career development sector and its staff fills a central Communicator Colette role, one of the personas in the Sector Scoping Model (Section 1).

CERIC's communications database provides an informative source of data for this national portrait, including the number, geographic distribution, and sector distribution of its subscribers (Tables 3.5.1.–3.5.2.). Subscribers may include the full range of sector member personas, except Manager Mohamed, Parent Parker, and Sounding Board Suki.



Table 3.5.1. Number of subscribers in CERIC’s communications database, November 2023, by province and territory

Province or territory	Count of subscribers	Percentage of subscribers
Alberta	1,430	7.0%
British Columbia	2,271	11.2%
Manitoba	552	2.7%
New Brunswick	405	2.0%
Newfoundland and Labrador	299	1.5%
Northwest Territories	57	0.3%
Nova Scotia	574	2.8%
Nunavut	39	0.2%
Ontario	6,452	31.8%
Prince Edward Island	94	0.5%
Quebec	2,797	13.8%
Saskatchewan	383	1.9%
Yukon	44	0.2%
International	2,418	11.9%
Unknown	2,490	12.3%
Total	20,305	100.0%

Source: CERIC.

Table 3.5.2. Number of subscribers in CERIC's communications database, November 2023, by sector

Sector	Count of subscribers	Percentage of subscribers	Possible Sector Scoping Model personas represented
Corporate sector (career development within a corporation)	682	3.4%	Coach Caroline Communicator Colette Recruiter Raul Talent Thuy
Government	1,600	7.9%	Communicator Colette Director Deepika Funder Fatima Policy Pieter Practitioner Penny Researcher Robert
Non-profit and charitable sector	7,918	39.0%	Ally Aniibish Communicator Colette Director Deepika Practitioner Penny
Post-secondary education	4,219	20.8%	Career Educator Emir Communicator Colette Director Deepika Instructor Iris Researcher Robert
Private sector (e.g., career management/transition firms, independent career practitioners)	1,319	6.5%	Coach Caroline Communicator Colette Director Deepika Practitioner Penny Recruiter Raul
Secondary education / K-12	1,517	7.5%	Career Educator Emir Communicator Colette Instructor Iris
Other	2,334	11.5%	Unknown
Unknown	716	3.5%	Unknown
Total	20,305	100.0%	

Source: CERIC.

CERIC also hosts Cannexus, Canada’s largest bilingual conference focused on career and workforce development (Figure 3.5.1., Tables 3.5.3.–3.5.4.). In 2023, the annual conference took place virtually and in person, with delegates able to choose how they attended.

Table 3.5.3. Number of Cannexus attendees in 2023, by province and territory

Province or territory	Count of attendees	Percentage of attendees
Alberta	171	8.2%
British Columbia	291	14.0%
Manitoba	93	4.5%
New Brunswick	55	2.6%
Newfoundland and Labrador	67	3.2%
Northwest Territories	114	5.5%
Nova Scotia	5	0.25%
Nunavut	21	1.0%
Ontario	948	45.6%
Prince Edward Island	25	1.2%
Quebec	144	6.9%
Saskatchewan	64	3.1%
Yukon	1	0.05%
Outside Canada	78	3.8%
Total	2,077	100%

Source: CERIC.

Figure 3.5.1. Number of Cannexus attendees in 2023, by sector

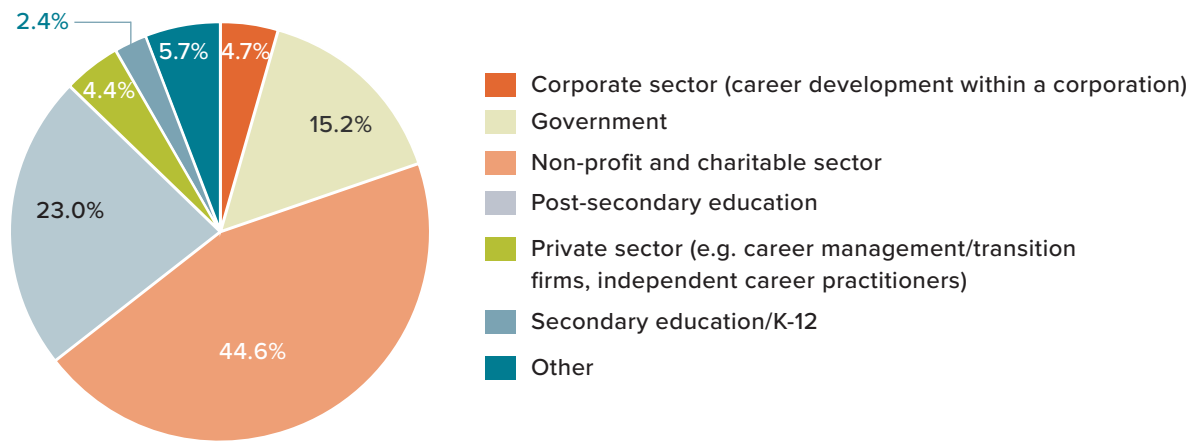


Table 3.5.4. Number of Cannexus attendees in 2023, by sector

Sector	Count of attendees	Percentage of attendees	Possible Sector Scoping Model personas represented
Corporate sector (career development within a corporation)	97	4.7%	Coach Caroline Communicator Colette Recruiter Raul Talent Thuy
Government	316	15.2%	Communicator Colette Director Deepika Funder Fatima Policy Pieter Practitioner Penny Researcher Robert
Non-profit and charitable sector	926	44.6%	Ally Aniibish Communicator Colette Director Deepika Practitioner Penny
Post-secondary education	478	23.0%	Career Educator Emir Communicator Colette Director Deepika Instructor Iris Researcher Robert
Private sector (e.g., career management/transition firms, independent career practitioners)	91	4.4%	Coach Caroline Communicator Colette Director Deepika Practitioner Penny Recruiter Raul
Secondary education / K-12	51	2.4%	Career Educator Emir Communicator Colette Instructor Iris
Other	118	5.7%	Unknown
Total	2,077	100.0%	

Source: CERIC.

**FIGURE 3.5.1./TABLE 3.5.4.:
WHY IS THE DISTRIBUTION OF
CANNEXUS ATTENDEES USEFUL
FOR MAPPING THE SECTOR?**

What might be revealed about the career development sector and Cannexus attendees if they were asked to identify themselves according to persona instead of, or in addition to, by sector? It is plausible to hypothesize that most of the attendees from the non-profit and charitable sector are working in Practitioner Penny or Director Deepika roles. But some proportion of those attendees may be working in other roles, such as Ally Aniibish. If so, knowing this may help guide choices about the conference's content, agenda, and networking opportunities. Which other sector members might be hiding among Cannexus' attendees? Recruiter Raul? Talent Thuy? Instructor Iris?

NATIONAL MEMBERSHIP-BASED ORGANIZATIONS

Five national membership-based organizations are included in this portrait of the sector:

1. Canadian Association of Career Educators and Employers (CACEE)
2. Career Professionals of Canada (CPC)
3. College of Vocational Rehabilitation Professionals (CVRP)
4. Vocational Rehabilitation Association of Canada (VRA Canada)
5. Canadian Counselling and Psychotherapy Association (CCPA)

Table 3.5.5. provides a breakdown of the memberships of four of the five organizations.



Table 3.5.5. Number of members in four national membership-based organizations, June 2023, by province and territory

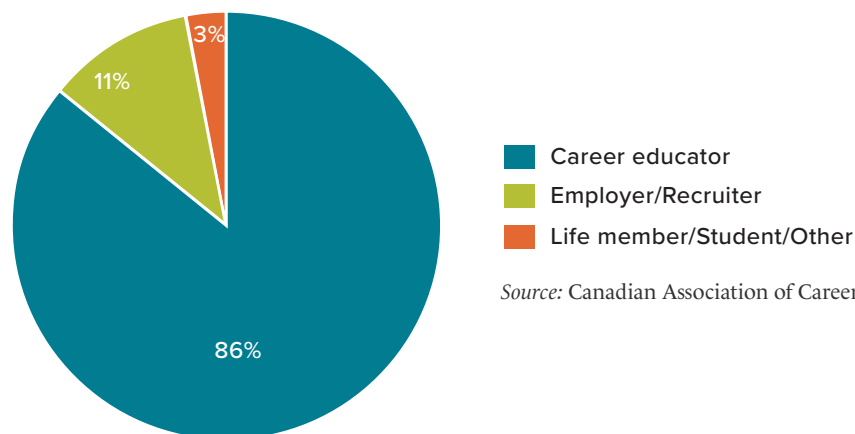
Province or territory	Count of association members			
	Canadian Association of Career Educators and Employers (CACEE)	Career Professionals of Canada (CPC)	College of Vocational Rehabilitation Professionals (CVRP)	Vocational Rehabilitation Association of Canada (VRA Canada)
Alberta	16	113	42	76
British Columbia	68	100	140	216
Manitoba	8	78	24	38
New Brunswick	2	28	11	16
Newfoundland and Labrador	8	11	15	11
Northwest Territories	0	2	2	0
Nova Scotia	12	37	21	15
Nunavut	0	0	0	0
Ontario	148	472	577	467
Prince Edward Island	0	4	0	0
Quebec	19	25	11	15
Saskatchewan	17	31	12	23
Yukon	0	1	1	0
Other	4	7	0	0
Total	302	909	856	877

Note: For methodological consistency, these figures represent the memberships of growing associations at a specific moment in time. For example, Q3 data demonstrates an increase in CACEE's membership by 20 members, for a total of 322 members as of October 2023.

Sources: Canadian Association of Career Educators and Employers, Career Professionals of Canada, College of Vocational Rehabilitation Professionals, Vocational Rehabilitation Association of Canada.

The Canadian Association of Career Educators and Employers (CACEE) advances, supports, and represents career development professionals who help post-secondary students through their career transitions, as well as employers and recruiters who hire students. Their members who work in career development are staff and leaders in campus career centres across the country. CACEE's reach is also extensive through their programming and across social media and communication platforms. In June 2023, CACEE had 302 members. Figure 3.5.2. shows its membership breakdown by type.

Figure 3.5.2. Types of members in the Canadian Association of Career Educators and Employers (CACEE), June 2023



Source: Canadian Association of Career Educators and Employers.

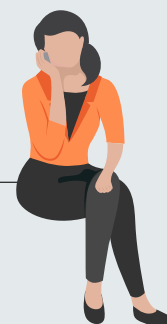
BRIDGING EDUCATION AND TRAINING FOR STRONGER CAREER PATHS

An important component of Canada's career development sector ecosystem are provincial and national associations that champion co-operative education and Work-Integrated-Learning (WIL).³⁷

- **Association for Co-operative Education and Work-Integrated Learning BC/Yukon (ACE-WIL):** More than 300 individual members, 25 post-secondary institutions
- **Business + Higher Education Roundtable (BHER):** 13 business members, 20 post-secondary institutions
- **Canadian Association of College & University Student Services (CACUSS):** More than 1,400 members
- **CEWIL Canada:** 1,759 individual members, 139 post-secondary institutions
- **Experiential and Work-Integrated Learning Ontario (EWO):** 443 individual members, 33 institutions

Each association has its own community network of partnerships, forging ties between education, industry, and government. The individual professionals within the career development sector that these associations represent are captured in Section 4 through the top-down and bottom-up data collection methods used to build the profiles of the career development ecosystems in each of Canada's 13 provinces and territories.

Another important part of the sector ecosystem working to bridge the gap between education and training are Canada's apprenticeship organizations. Each province and territory has its own apprenticeship authority, rules, and career paths. National organizations build community and connections, funding opportunities, common standards, and other apprenticeship supports.³⁸

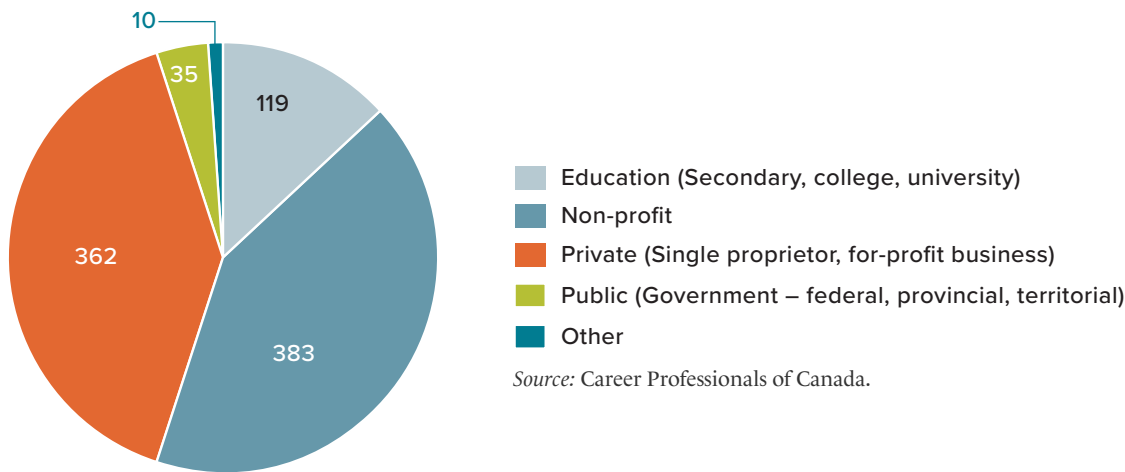


³⁷ Association for Co-operative Education and Work-Integrated Learning BC/Yukon, "About ACE-WIL," <https://acewilbc.ca/about-ace-wil/>, accessed November 2, 2023; Business + Higher Education Roundtable, "Members," <https://www.bher.ca/members>, accessed November 2, 2023; Canadian Association of College and University Student Services, "LinkedIn Group: About this Group," <https://www.linkedin.com/groups/3775864/>, accessed November 2, 2023; CEWIL Canada, "Membership at a Glance," <https://www.cewilcanada.ca/CEWIL/CEWIL/Membership/Membership-at-a-glance.aspx>, accessed November 2, 2023; Experiential and Work-Integrated Learning Ontario, "About EWO," <https://ewo.ca/about-ewo/>, accessed November 2, 2023.

³⁸ For a comprehensive list of apprenticeship authorities and organizations in Canada, see Marisa Baratta, "Apprenticeships in Canada: Your cross-country informational guide," *CareerWise* by CERIC, 2023, <https://careerwise.ceric.ca/2023/05/18/apprenticeships-in-canada-guide/>, accessed November 2, 2023.

The Career Professionals of Canada (CPC) is a national non-profit association that represents career development professionals across sectors. In June 2023, CPC had 909 members (Figure 3.5.3.). Every year, the association’s membership grows.³⁹ CPC’s reach across social media and communication platforms is also extensive (for example, see Figure 3.4.2.).

Figure 3.5.3. Number of members in the Career Professionals of Canada (CPC), June 2023, by sector



The Vocational Rehabilitation Association of Canada (VRA Canada) represents and advocates for vocational rehabilitation professionals across the country who help people overcome vocational challenges and barriers, supporting them to reach their career and personal goals. VRA Canada also promotes vocational assessment, vocational evaluation, work adjustment, and job development and placement services as a defined discipline within human resources, disability management, employment services, and vocational rehabilitation. In June 2023, VRA Canada had 877 members (Table 3.5.5.).

The College of Vocational Rehabilitation Professionals (CVRP) is a non-profit organization and the regulating body for vocational rehabilitation professionals in Canada. The CVRP was founded by VRA Canada; both organizations are careful to maintain their respective roles, independence, and impartiality.⁴⁰ The CVRP’s public registry lists all registered VR professionals. In June 2023, the CVRP had 856 registered professionals (Table 3.5.5.).

The Canadian Counselling and Psychotherapy Association (CCPA) has a Career Counsellors Chapter, as well as School Counsellors and Post-Secondary Counsellors Chapters that provide career development and personal, social, and educational support to students (Table 3.5.6.). A breakdown of the Chapters’ memberships by province and territory was not possible.

Table 3.5.6. Number of members in the Canadian Counselling and Psychotherapy Association (CCPA), by sector-related chapter

CCPA Chapter	Count of members
Career Counsellors (April 2021)	241
School Counsellors (May 2021)	508
Post-Secondary Counsellors (March 2022)	156

Source: Canadian Counselling and Psychotherapy Association website – Career Counsellors Chapter, Schools Counsellors Chapter, Post-Secondary Counsellors Chapter.

³⁹ Career Professionals of Canada, "CPC 2022 Annual Report," pp. 15, <https://careerprocanada.ca/about/annual-report/>, accessed October 5, 2023.
⁴⁰ College of Vocational Rehabilitation Professionals, "College of Vocational Rehabilitation Professionals: History," <https://cvrp.net/wp-content/uploads/105-CVRP-History-2.pdf>, accessed October 31, 2023; Vocational Rehabilitation Association of Canada, "Resources: FAQs," <https://vracanada.com/resources/#faq>, accessed October 31, 2023.

3.6. EMPLOYMENT CENTRES ON JOB BANK

The Government of Canada Job Bank is a website and mobile app that connects job seekers with employers and helps employers find new hires. It has a job board, career planning tools, and labour market information. Employment and Social Development Canada (ESDC) delivers Job Bank on behalf of the Canada Employment Insurance Commission, in collaboration with provincial and territorial governments.⁴¹

Job Bank has a searchable database of employment centre locations across Canada.⁴² As of September 1, 2023, this database had 797 up-to-date entries (Table 3.6.1.). It includes government-run centres, non-profits, private for-profits, school boards, colleges, and First Nations. One organization may have several locations and therefore several entries in the database. It is not an exhaustive list of all the employment centre locations in Canada. Representatives of employment centres can request to have their centre added to the database by submitting an online form.

⁴¹ Employment and Social Development Canada, “Job Bank: About Us,” *Government of Canada*, <https://www.jobbank.gc.ca/aboutus>, accessed October 5, 2023.

⁴² Employment and Social Development Canada, “Job Bank: Find an Employment Centre,” *Government of Canada*, <https://www.jobbank.gc.ca/findajob/employment-centres>, accessed October 5, 2023.





Table 3.6.1. Number of employment centre locations listed on Job Bank, September 2023, by province and territory

Province or territory	Count of employment centre locations
Alberta	51
British Columbia	107
Manitoba	14
New Brunswick	19
Newfoundland and Labrador	19
Northwest Territories	6
Nova Scotia	50
Nunavut	14
Ontario	355
Prince Edward Island	28
Quebec	124
Saskatchewan	10
Yukon	0
Total	797

Note: The number of career development professionals working in employment centres listed on Job Bank have not been estimated because more accurate figures are captured elsewhere in this report (e.g., Section 4) via other research methods.

Source: Employment and Social Development Canada.



TABLE 3.6.1.: HOW DOES THE COUNT OF EMPLOYMENT CENTRES ON JOB BANK HELP US UNDERSTAND THE SECTOR?

We know that career development is a hidden sector in Canada. But what does the evidence of this look like? The findings from Job Bank can be compared to the findings of the other data collection methods used in this project to build profiles of the career development ecosystems in each of Canada's 13 provinces and territories (Section 4). Doing so indicates that:

- The number of employment centres on Job Bank underrepresents the total number of employment centres in Canada.
- To develop an accurate, fulsome understanding of Canada's career development sector, research and analysis must draw on both national and provincial and territorial sources of information.

See Section 4.0. (including Table 4.0.3.) for more discussion of the total number of organizations providing career services in Canada.

3.7. INDIGENOUS SKILLS AND EMPLOYMENT TRAINING (ISET) PROGRAM



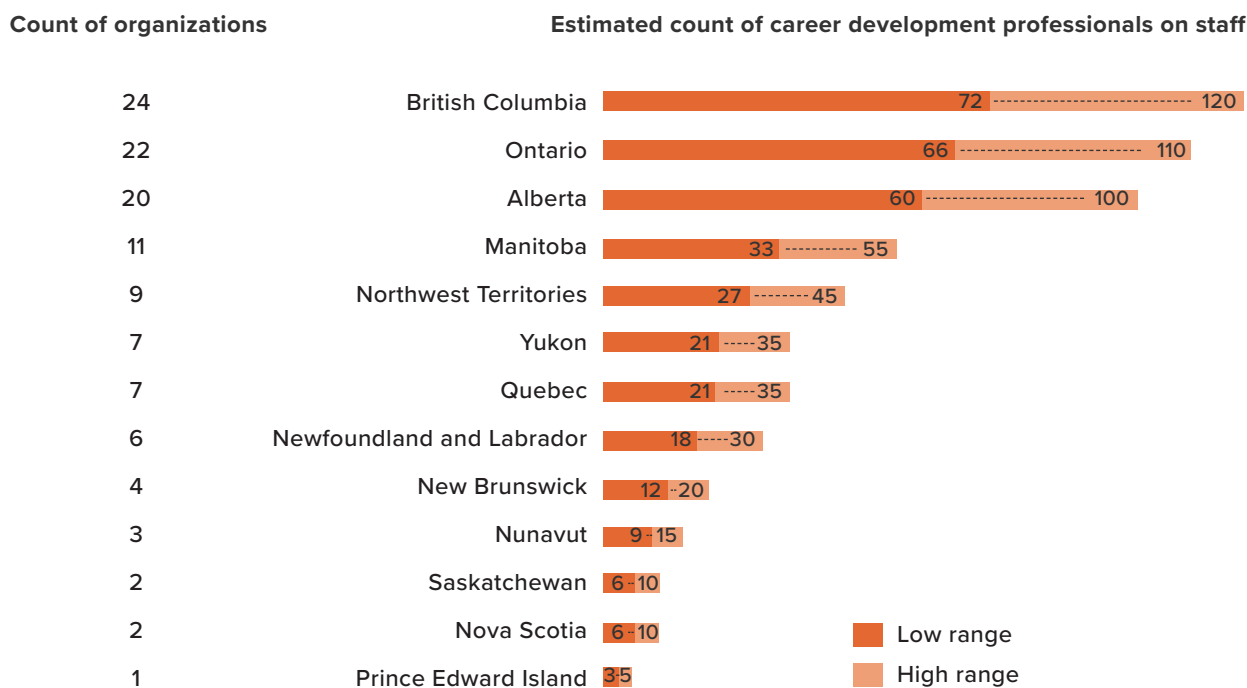
The Indigenous Skills and Employment Training (ISET) Program is administered by Employment and Social Development Canada (ESDC). It provides funding to Indigenous service delivery organizations so they can offer a variety of employment services, such as skills development and job training, to First Nations, Inuit, Métis, and urban/non-affiliated Indigenous people.⁴³

As of September 2023, there are a total of 118 ISET-funded organizations in Canada, and 354-590 career development professionals working within them. Figure 3.7.1. presents the number of ISET-funded organizations in each province and territory, and estimates the number of career development professionals that work for them. This estimation was calculated based on a review of the staff at 15 of the organizations. The low range estimates the count of career development professionals by hypothesizing that each organization has a minimum of three career development professionals on staff. The high range estimates the count of career development professionals by hypothesizing that each organization has a minimum of five career development professionals on staff.



⁴³ Employment and Social Development Canada, "Get the Skills and Training You Need by Finding Your Local Indigenous Service Delivery Organization," *Government of Canada*, <https://www.canada.ca/en/employment-social-development/programs/indigenous-skills-employment-training/service-delivery-organizations.html>, accessed October 5, 2023; to learn more about the ISET Program, see Darian Kovacs, "Partnership-Driven ISET Program Helps Indigenous Learners Launch their Careers," *CareerWise by CERIC*, 2023, <https://careerwise.ceric.ca/2023/11/13/partnership-driven-iset-program-helps-indigenous-learners-launch-their-careers/>, accessed November 14, 2023.

Figure 3.7.1. Number of ISET-funded organizations and estimated number of career development professionals on staff, September 2023



Source: Employment and Social Development Canada. Calculations by author.

3.8. GUIDANCE COUNSELLORS IN K-12 SCHOOLS

Guidance counsellors are professionals who offer academic, social, career, and/or post-secondary advice and guidance to children in grades K-12. A guidance counsellor is employed by a school board, elementary school, or secondary school. Key activities include providing guidance to students on personal- and learning-related issues. A major emphasis is post-secondary education and training choices with a minor emphasis on school-to-work related issues.

In the Sector Scoping Model (Section 1.1.), guidance counsellors are a subcategory within the Career Educator Emir persona. They represent an important part of Canada's career development sector.⁴⁴ They may or may not identify as part of the sector.

In Ontario secondary schools, the average ratio of students to guidance counsellors is 396:1. This average increases to 826:1 in 10 percent of secondary schools. In Ontario elementary schools, school boards receive funding at a rate of one full-time guidance counsellor for every 5,000 students.⁴⁵

These statistics can be used to estimate the number of guidance counsellors in the rest of Canada's provinces and territories (Table 3.8.1.). LinkedIn search results can also be used to estimate the total number of guidance counsellors working in education, both on and off the networking platform (Table 3.8.2.).

⁴⁴ In Quebec, guidance counsellors (*conseillers/conseillères d'orientation*) are a regulated profession. See Quebec's career development ecosystem profile in Section 4.11. for more information.

⁴⁵ People for Education, "Guidance Counsellors: Expanding Roles Limited Access," 2019, pp. 3, <https://peopleforeducation.ca/report/guidance-report-2018/>, accessed October 5, 2023.

Table 3.8.1. Number of full-time guidance counsellors in elementary and secondary schools, by province and territory

Province or territory	Elementary (K-8)	Secondary (9-12)	Total
Alberta	106	570	675
British Columbia	89	569	658
Manitoba	29	159	189
New Brunswick	14	81	95
Newfoundland and Labrador	9	49	58
Northwest Territories	1	7	8
Nova Scotia	18	94	112
Nunavut	1	8	10
Ontario	279	1,523	1,801
Prince Edward Island	3	17	20
Quebec	124	848	971
Saskatchewan	26	142	169
Yukon	1	4	5
Total	699	4,072	4,771

Note: Depending on data availability in each province and territory, the academic year for each data source on student enrollments ranges from 2020-2021 to 2022-2023.

Sources: People for Education; Ministry of Advanced Education, Funding Analysis and Analysis Branch, *Government of Alberta*; Education Analytics Office, *Province of British Columbia*; Department of Education and Early Childhood Learning, *Government of Manitoba*; Department of Education and Early Childhood Development, Policy and Planning Division, *Government of New Brunswick*; Department of Education, *Government of Newfoundland and Labrador*; NWT Bureau of Statistics, *Government of Northwest Territories*; Department of Education and Early Childhood Development, *Province of Nova Scotia*; Statistics Canada, Table 37-10-0007-01, *Government of Canada*; Ministry of Education, Ontario School Information System (OnSIS), *King's Printer for Ontario*; Ministère de l'Éducation, *Government of Quebec*; Department of Education and Early Years, *Government of Prince Edward Island*; Ministry of Education, *Government of Saskatchewan*; Department of Education, *Government of Yukon*.

Table 3.8.2. Number of guidance counsellors (education) in Canada on LinkedIn, June 2023

Province or territory	Count of guidance counsellors	
	LinkedIn	Calculated total in Canada
Alberta	55	147
British Columbia	23	61
Manitoba	69	184
New Brunswick	43	115
Newfoundland and Labrador	64	171
Northwest Territories	1	3
Nova Scotia	37	99
Nunavut	4	11
Ontario	625	1,667
Prince Edward Island	1	3
Quebec	371	989
Saskatchewan	36	96
Yukon	0	0
Total	1,329	3,544

Sources: LinkedIn Sales Navigator. Calculations by author.

TABLES 3.8.1.–3.8.2.: WHAT DOES THE NUMBER OF GUIDANCE COUNSELLORS IN CANADA TELL US?

Canada has more than five million students in the K-12 education system, and 3,544-4,771 guidance counsellors.⁴⁶ Every student has to make important decisions about the education and career pathways they are going to pursue after high school graduation. Guidance counsellors are (or should be) a crucial source of support in students' decision-making process. Not only are there too few guidance counsellors to adequately provide this support, but also not all guidance counsellors are trained in career development best practices. Many guidance counsellors spend the majority of their time focusing on mental health and psychosocial needs. This is important work. However, careers work is also identity work, and a strong foundation in career development can enhance the support provided to students struggling to imagine their future.

In Canada, many adults may only ever associate career development with the few appointments they had with a guidance counsellor in high school. Those appointments should not be the end of the formal career guidance that any Canadian receives. They should establish a foundation for every Canadian's lifelong career ownership, readiness, and literacy. This would lead to many stronger career outcomes in adults, including labour marketing information (LMI) awareness and career resilience.

If the career development sector can positively impact every student, it will increase career literacy as they move through graduation and into the workforce. This is how sustainable intergenerational change begins. This is why advancing the career development competence and literacy skills of all guidance counsellors is essential to creating a pan-Canadian culture that values career development as a public good. This is also why guidance counsellors are included in the national portrait even though their numbers are calculated using provincial and territorial data sources.



⁴⁶ The number of students in Canada's K-12 education system was calculated by the author using provincial and territorial data sources. See the sources listed in Table 3.8.1.

3.9. UNDER THE SECTOR'S "BIG TENT"

In this project, we approach Canada's career development sector as a "big tent," an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the "big tent" that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector's "big tent" often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 3.9.1./Table 3.9.1., only those members of the sector's "big tent" that could be quantified within the scope of this project are included.



Figure 3.9.1. Number of individuals under the career development sector's "big tent," by sector member

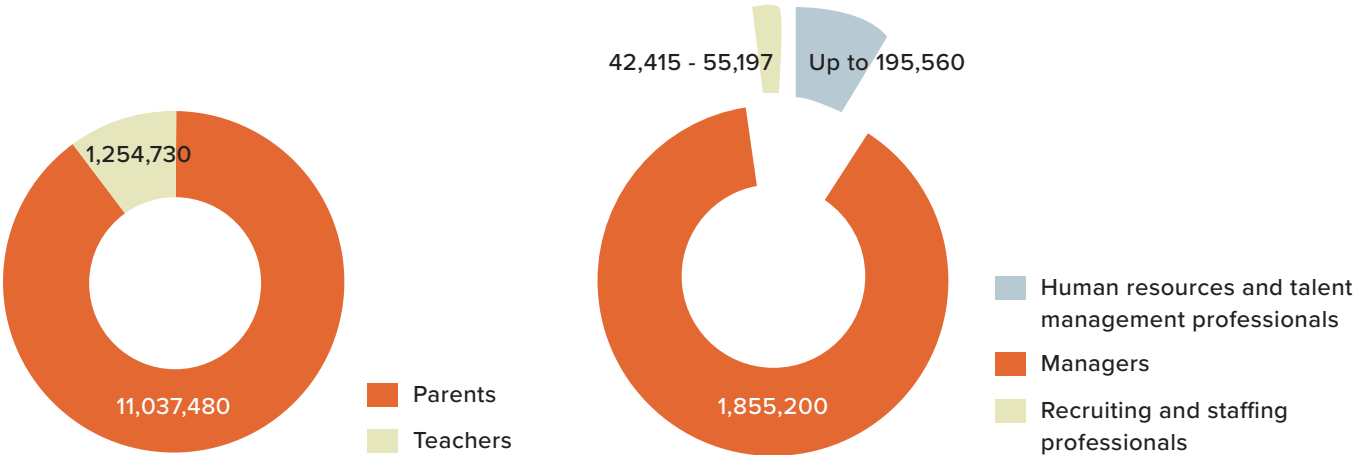


FIGURE 3.9.1.: WHY ARE THERE TWO DOUGHNUT CHARTS?

Using different scales in the two doughnut charts enhances the clarity of each chart. Scaling the two groups of "big tent" sector members differently maintains the meaningful proportions within the data findings and prevents the larger group of members from dominating the chart, making it difficult to interpret the smaller group.

Table 3.9.1. Number of individuals under the career development sector’s “big tent,” by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	43,415 - 55,197
Human resources and talent management professionals	Talent Thuy	Chartered Professionals in Human Resources, Human Resources Pro-fessionals Association, Statistics Canada Census of Population, LinkedIn	2021, 2023	Up to 195,560
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	1,254,730
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	1,855,200
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	11,037,480

Recruiter Raul is a talent recruitment professional who helps define the profile of people that a company needs to hire and identifies and makes candidate matches from the labour market. They work for organizations as an internal employee or external contractor (of a talent recruitment agency or firm, for example) and get paid commission based on successfully filling a job requirement. Recruiter Raul may help job applicants with resume writing and interview prep, but they are paid by the company, not the jobseeker. They may or may not identify as members of the career development sector.

The Association of Canadian Search, Employment, and Staffing Services (ACSESS) represents the recruiting, employment, and staffing services industry at the national level. ACSESS’ member directory of business organizations (sole proprietorships, partnerships, and corporations) is accessible to the public at www.acsess.org.

Using the Toronto Metropolitan University finding that 37-38 percent of online Canadian adults have a LinkedIn account, it is possible to calculate the total estimated number of recruiting and staffing professionals in Canada. The low and high ranges presented in Tables 3.9.2.–3.9.3. reflect LinkedIn’s search results as displayed to the nearest “half-thousand.”

Table 3.9.2. Number of recruiting and staffing professionals in Canada on LinkedIn, June 2023

Province or territory	Count of recruiting and staffing professionals			
	Low range		High range	
	LinkedIn	Calculated total in Canada	LinkedIn	Calculated total in Canada
Alberta	2,111	5,629	2,610	6,960
British Columbia	2,419	6,451	2,918	7,781
Manitoba	387	1,032	387	1,032
New Brunswick	203	541	203	541
Newfoundland and Labrador	123	328	123	328
Northwest Territories	13	35	13	35
Nova Scotia	373	995	373	995
Nunavut	15	40	15	40
Ontario	8,618	22,981	10,614	28,304
Prince Edward Island	51	136	51	136
Quebec	2,789	7,437	2,789	7,437
Saskatchewan	216	576	216	576
Yukon	9	24	9	24
Total	17,705	47,213	20,699	55,197

Sources: LinkedIn Sales Navigator. Calculations by author.

Table 3.9.3. Number of recruiting and staffing professionals in Canada on LinkedIn, June 2023

Province or territory	Count of recruiting and staffing professionals	
	Low range	High range
Alberta	366	366
British Columbia	418	418
Manitoba	48	48
New Brunswick	22	22
Newfoundland and Labrador	15	15
Northwest Territories	2	2
Nova Scotia	35	35
Nunavut	2	2
Ontario	2,029	3,027
Prince Edward Island	6	6
Quebec	802	802
Saskatchewan	17	17
Yukon	1	1
Total	3,763	4,761

Note: The number of staff in the recruiting and staffing companies identified on LinkedIn has not been estimated because more accurate figures are captured in this report via other research methods.

Source: LinkedIn Sales Navigator.

TABLE 3.9.3.: WHY IS IT IMPORTANT TO KNOW HOW MANY RECRUITING AND STAFFING COMPANIES THERE ARE IN CANADA?

Increasing the strength and maturity of Canada’s career development sector will require targeted initiatives that advance the career development knowledge and practices of its “big tent” members. Connecting with individual recruiters would be much more labour intensive than connecting with recruiting and staffing companies. The influence and impact of these initiatives will depend on connecting with companies, which means it is necessary to first know how many companies there are in Canada.



Talent Thuy is an HR or talent management professional within organizations across sectors (public, private, non-profit) and industries. They develop careers-related or professional development programs and set careers-related or professional development policy within organizations. They do not identify as members of the career development sector.

The Chartered Professionals in Human Resources (CPHR/CRHA Canada) represents **31,000 members** in the HR profession across nine provinces (excluding Ontario) and three territories.⁴⁷ In Ontario, the **Human Resources Professionals Association (HRPA)** represents **22,970 members**.⁴⁸ These membership numbers are included to provide a general sense of the HR sector’s size, not a definitive number for Talent Thuy. Many members of these associations may have no direct connection to career development, such as payroll specialists, benefits managers, and compensations analysts.

Using the Toronto Metropolitan University finding that 37-38 percent of online Canadian adults have a LinkedIn account, it is possible to calculate the total estimated number of HR and talent management professionals in Canada. The low and high ranges presented in Table 3.9.4. reflect LinkedIn’s search results as displayed to the nearest “halfthousand.”



⁴⁷ Chartered Professionals in Human Resources, “About CPHR/CRHA Canada,” <https://cphr.ca/cphr-canada/about-us/>, accessed October 5, 2023.

⁴⁸ Human Resources Professionals Association, “HRPA by the Numbers,” <https://www.hrpa.ca>, accessed October 5, 2023.

Table 3.9.4. Number of human resources and talent management professionals in Canada on LinkedIn, June 2023

Province or territory	Count of HR and talent management professionals			
	Low range		High range	
	LinkedIn	Calculated total in Canada	LinkedIn	Calculated total in Canada
Alberta	2,779	7,411	3,278	8,741
British Columbia	2,855	7,613	3,350	8,933
Manitoba	691	1,843	691	1,843
New Brunswick	434	1,157	434	1,157
Newfoundland and Labrador	263	701	263	701
Northwest Territories	26	69	26	69
Nova Scotia	454	1,211	454	1,211
Nunavut	31	83	31	83
Ontario	9,752	26,005	11,726	31,269
Prince Edward Island	87	232	87	232
Quebec	6,005	16,013	7,003	18,675
Saskatchewan	584	1,557	584	1,557
Yukon	96	256	96	256
Total	25,087	66,899	29,053	77,475

Sources: LinkedIn Sales Navigator. Calculations by author.

Canada's National Occupational Classification (NOC) system partially groups human resources and recruitment occupations together (NOC 12101):

- NOC 10011 – Human resources managers (includes recruiting directors and managers)
- NOC 11200 – Human resources professionals
- NOC 12101 – Human resources and recruitment officers

As such, the 2021 Census of Population reporting presented in Table 3.9.5. aggregates both Recruiter Raul and Talent Thuy.

Table 3.9.5. 2021 Census of Canadians employed in human resources and recruitment occupations, by province and territory

Province or territory	NOC 10011 – Human resources managers	NOC 11200 – Human resources professionals	NOC 12101 – Human resources and recruitment officers	Total
Alberta	5,785	9,915	3,585	19,285
British Columbia	6,570	10,225	4,335	21,130
Manitoba	1,580	3,250	950	5,780
New Brunswick	565	870	340	1,775
Newfoundland and Labrador	840	2,900	590	4,330
Northwest Territories	85	135	70	290
Nova Scotia	1,145	2,155	780	4,080
Nunavut	60	95	55	210
Ontario	22,730	40,520	17,930	81,180
Prince Edward Island	215	375	120	710
Quebec	11,355	26,725	14,020	52,100
Saskatchewan	1,340	2,430	590	4,360
Yukon	85	185	55	325
Total	52,360	99,785	43,415	195,560

Source: Statistics Canada, Table 98-10-0447-01.

Instructor Iris is a teacher, instructor, or professor in schools of all types (K-12, post-secondary, private career colleges, etc.). They teach subjects not directly related to careers, such as math, science, English, and history, that have an indirect impact on students' future career choices. They do not identify as members of the career development sector.

Table 3.9.6. compiles the 2021 Census of Population reporting, at the national level, on all teaching-related unit groups within the NOC system.

Table 3.9.6. 2021 Census of Canadians employed in teaching-related occupations

National Occupational Classification (NOC) unit group		Count of Canadians
41200	University professors and lecturers	79,445
41210	College and other vocational instructors	108,625
41220	Secondary school teachers	165,375
41221	Elementary school and kindergarten teachers	322,305
42202	Early childhood educators and assistants	248,345
42203	Instructors of persons with disabilities	35,415
43100	Elementary and secondary school teacher assistants	113,410
43109	Other instructors	44,375
54100	Program leaders and instructors in recreation, sport and fitness	118,830
72600	Air pilots, flight engineers and flying instructors	18,605
Total		1,254,730

Source: Statistics Canada, Table 98-10-0447-01.

Manager Mohamed engages employees directly in career conversations. They are supervisors, frontline managers, or senior executive leaders across sectors (public, private, non-profit) and industries. They do not identify as members of the career development sector.

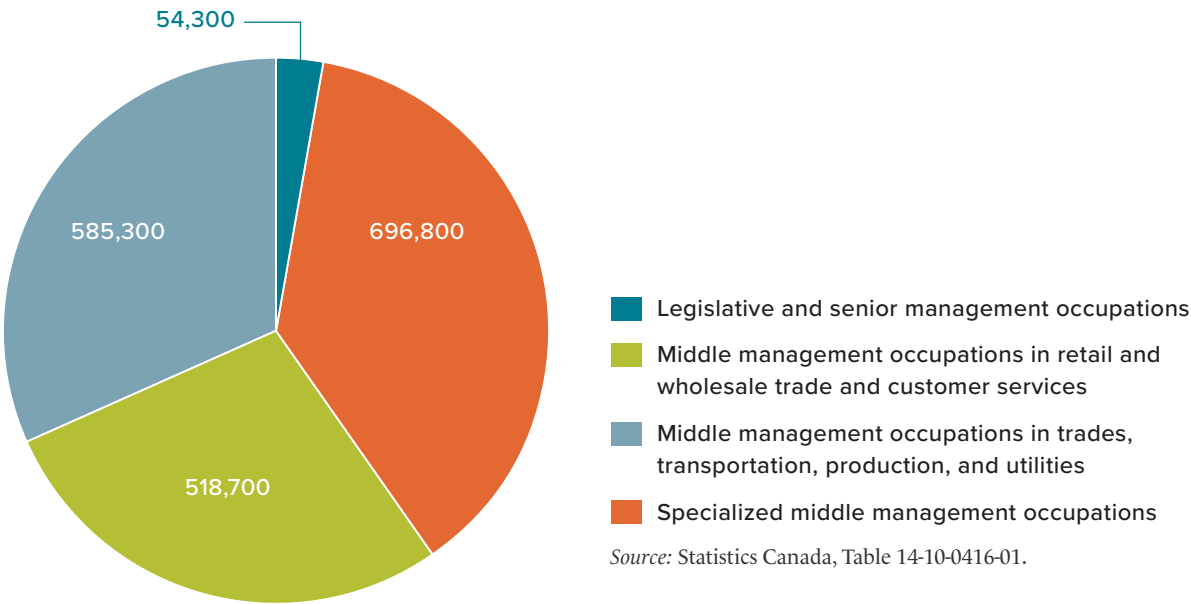
Statistics Canada’s Labour Force Survey reports on the NOC’s management occupations (Table 3.9.7. and Figure 3.9.2.).

Table 3.9.7. Number of Canadians employed in all management positions, 2022 (NOC = 0)

Province or territory	Count of Canadians
Alberta	233,200
British Columbia	256,400
Manitoba	56,600
New Brunswick	27,900
Newfoundland and Labrador	16,200
Northwest Territories	<i>Not reported</i>
Nova Scotia	35,400
Nunavut	<i>Not reported</i>
Ontario	776,800
Prince Edward Island	7,600
Quebec	380,000
Saskatchewan	65,100
Yukon	<i>Not reported</i>
Total	1,855,200

Source: Statistics Canada, Table 14-10-0416-01.

Figure 3.9.2. Number of Canadians employed in all management positions, by type of management occupation, 2022 (NOC = 00-09)



Parent Parker helps their children navigate their lifelong career development, especially throughout their formal education years. They provide career exploration, advice, and support, as well as build their own (typically informal) knowledge of career development.

Table 3.9.8. Number of parents in Canada, 2021

Province or territory	Count of Canadians
Alberta	1,361,330
British Columbia	1,378,370
Manitoba	402,000
New Brunswick	226,070
Newfoundland and Labrador	155,620
Northwest Territories	15,760
Nova Scotia	280,870
Nunavut	15,320
Ontario	4,326,370
Prince Edward Island	47,650
Quebec	2,463,890
Saskatchewan	352,100
Yukon	12,130
Total	11,037,480

Source: Statistics Canada, Table 14-10-0416-01.

KEY TAKEAWAYS FROM THE NATIONAL PORTRAIT

- It is not easy to find a straightforward answer about the size, scope, and composition of Canada's career development sector. A national portrait that focuses on the distinctly federal and national jurisdiction elements of the sector, using federal and national information sources (with limited exceptions), is not sufficient on its own to find this answer. Building profiles of the career development ecosystems in each of Canada's 13 provinces and territories, using provincial and territorial information sources, is also vital to finding the answer. See Section 4 for the profiles—and the answer.
- A preliminary assessment of EDII-related data indicates that career development professionals who deliver career services do not always reflect the demographics of the learners and clients they serve. The sector has age-based and gender-based disparities among members. Members who do not belong to a visible minority outnumber members who do belong to a visible minority. Educational counsellors (NOC 41320) who belong to a visible minority have a lower median income than those who do not belong to a visible minority.
- The national portrait of Canada's career development sector reveals the importance of considering how much stronger career supports might be if more of the sector's members with weak ties to the formal, professionalized field became frequent referral partners.
- Millions of Canadians provide informal career advice to their family members, friends, peers, colleagues, and other people they interact with through personal or professional relationships (such as a teenager's baseball coach or a first-time homebuyer's mortgage broker). The findings in the national portrait highlight the need to prioritize a national careers strategy so that both formal and informal support provided to Canadians reflects current labour market realities and best practices. The findings also demonstrate that the smaller but mighty core of the sector's most engaged members do not have to carry the entire burden alone. There is a constellation of other members who could be engaged.
- In Figure 3.9.1./Table 3.9.1., the counts of members categorized as part of the sector's "big tent" (Instructor Iris, Manager Mohamed, Parent Parker, Recruiter Raul, Talent Thuy) are predominantly larger than any counts of core sector members (Practitioner Penny, Career Educator Emir, Director Deepika, and, to a lesser extent, Coach Caroline). The exception to this is Recruiter Raul.
- Ally Aniibish, Policy Pieter, and Funder Fatima—three personas that fall under the sector's "big tent"—are mapped to the attendees of Cannexus, CERIC's national career development conference. They do not appear elsewhere in the national portrait and have not been quantified in this report. These personas are important and should be included in future research.
- Sounding Board Suki—also from the sector's "big tent"—is the only persona not represented at all, qualitatively or quantitatively, in the national portrait. This is an area for future research that may open uniquely creative, unexpected possibilities and opportunities that have not yet been explored.
- Communicator Colette and Researcher Robert may be represented in the Census of Population (NOC 41321), but they cannot be disaggregated for analysis. Elsewhere in this national portrait, they appear only qualitatively. These two personas are especially important for the maturity of the sector, which is discussed in Section 5.

KEY QUESTIONS TO CONSIDER

- Who might be natural champions—from the sector’s core professionals or the broader “big tent”—for leading a national strategy on enhancing career ownership, competence, and literacy skills among all Canadians?
- How might the impact of career services, supports, and programs from the various Sector Scoping Model personas be measured so that the sector focuses on establishing a culture of career development as a public good, rather than only emphasizing short-term job attainment?
- How might we begin to quantify the number of Communicator Colette and Researcher Robert roles in Canada? How might deeper research about members that fall under the sector’s “big tent” enrich and advance the sector’s path to a preferred future?
- Sounding Board Suki is not a defined professional group (like recruiters) or population group (like parents). How might we create a stronger culture of informal mentorship so that Sounding Board Suki’s career development literacy also advances?

SECTION 4

PROVINCIAL AND TERRITORIAL PROFILES OF CANADA'S CAREER DEVELOPMENT SECTOR

4.0. OVERVIEW OF THE SECTOR'S PROVINCIAL AND TERRITORIAL PROFILES

Canada's career development sector is not regulated and organized at a national level. As a result, each province and territory has its own unique ecosystem of career services, programs, and providers. Labour Market Transfers from the federal government to the provinces and territories provide a pan-Canadian framework for how the majority of public funding and investment is allocated for training, upskilling, employment supports, career counselling, and job search assistance.⁴⁹

However, each province and territory has different providers, programs, and other supports, as well as accompanying monitoring, assessment, professional development, and reporting systems. Added to this complexity are different funding pathways for providing services and supports to specific population groups, such as newcomers and immigrants, people with disabilities, and individuals who identify as Indigenous. There are also private and independent providers of career services that receive payment from the recipients of their services. These sector members do not receive funding through Labour Market Transfers, making them even more hidden because of the absence of public reporting or centralized sources of information about them.

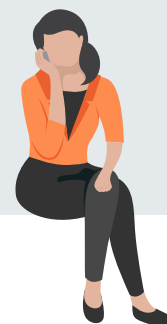
To map Canada's career development sector, we collected information about career services, programs, and providers from each province and territory.⁵⁰ Section 4 presents the profiles of the career development ecosystems in all of Canada's provinces and territories. While there is significant overlap between the features of the national portrait in Section 3 and the ecosystem profiles in Section 4, not all unique provincial or territorial features and sources of data are rolled up and presented in Section 3. This would make the already robust national portrait too cumbersome.

Each provincial and territorial profile includes the following:

- Summary of what's unique about the province or territory's career development ecosystem
- List of data sources used to build the profile
- Overview of the number of organizations and core professionals providing career services
- Publicly funded career service providers and estimated number of career development professionals working for them
- Estimated number of career development professionals working in the education system
- Number of people under the career development sector's "big tent," by sector member
- Ecosystem spotlights, such as featured associations, resources, programs, or other notable elements of the province or territory's career development ecosystem

Don't forget! In this report, the definition of "career development professional" is broader than "career (development) practitioner," representing a wider array of job titles and professional activities. This definition is not meant to water down the sector's membership, but instead to create opportunity for future research, program exploration, and career development professionalization and advancement.

See the full list of key terms and definitions at the beginning of this report.



⁴⁹ See Section 2 to learn more about Labour Market Transfers and how they help map the career development sector.

⁵⁰ See Section 2 for the full project methodology.



Lastly, each profile is designed as a standalone read that can be explored and understood largely without contextual information from the rest of the report. As such, structural elements are repeated across all 13 profiles.

TOTAL NUMBER OF CORE PROFESSIONALS IN CANADA'S CAREER DEVELOPMENT SECTOR

In this type of sector mapping research, many different sources of data can be used to build an understanding of the sector. Some of those datasets can be compared to one another, while others cannot be compared. A dataset's "universe" determines whether it can be compared to another dataset.⁵¹ As part of the many data sources drawn on to create the following provincial and territorial profiles, the findings from the following three datasets can be compared for what they reveal about the sector:

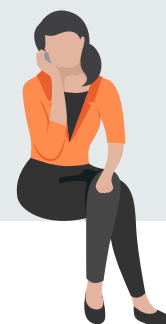
1. Census of Population by Statistics Canada (NOC 41320 – Educational counsellors, NOC 41321 – Career development practitioners and career counsellors (except education))
2. LinkedIn Sales Navigator findings (search results of career development professionals in Canada by job title)
3. Sum total of core professionals from provincial/territorial (P/T) and ISET-funded sources, collected consistently across all provinces and territories. This includes:
 - a. Number of career development professionals working for government-run and/or community-based service providers
 - b. Number of career development professionals working for post-secondary institutions
 - c. Number of guidance counsellors working in elementary and secondary schools⁵²

Table 4.0.1. presents the summary findings from the three comparable datasets. Table 4.0.2. breaks out the three groups of core professionals (a.-c.) within the third dataset.



YOUR GUIDES TO THE SECTOR MAP

As you read, you'll encounter avatars of Researcher Robert and Communicator Colette. They are your guides to the report's findings, drawing your attention to key learnings and notable sector spotlights.



⁵¹ A dataset's universe refers to the entire population or group of individuals, entities, or items that the dataset is intended to represent. See Section 2.2. for more information.

⁵² In the Sector Scoping Model, guidance counsellors are a subset of the Career Educator Emir persona. For more information about the methodological choices relevant to these three datasets, see Section 2.2 of this report.

Table 4.0.1. Number of core professionals in Canada's career development sector, three comparable datasets, by province and territory

Province or territory	Census of Population: Count of core professionals in NOC 41320 and NOC 41321	LinkedIn: Calculated total count of core professionals	Sum total of core professionals from P/T and ISET-funded sources
Alberta	3,925	6,613	1,129 - 2,375
British Columbia	6,720	13,423 - 14,754	1,303 - 3,250
Manitoba	1,705	1,792	614 - 641
New Brunswick	990	1,051	384 - 412
Newfoundland and Labrador	605	662	350 - 463
Northwest Territories	40	54	81 - 104
Nova Scotia	1,175	1,335	506 - 523
Nunavut	65	43	55 - 56
Ontario	14,370	22,163 - 23,494	7,497 - 8,869
Prince Edward Island	195	302	122 - 141
Quebec	10,265	7,328	3,709 - 5,893
Saskatchewan	1,075	1,405	662 - 1,305
Yukon	55	74	49 - 68
Total	41,190	56,245 - 58,907	16,461 - 24,100

Sources: Statistics Canada, Table 98-10-0447-01; LinkedIn Sales Navigator; assorted others, see provincial and territorial profiles.

Table 4.0.2. Sum total of core professionals in Canada's career development sector, from provincial/territorial (P/T) and ISET-funded sources, by province or territory



Province or territory	Sum total of core professionals from P/T and ISET-funded sources	Count of core professionals working in government-run and/or community-based service providers	Count of core professionals working in post-secondary institutions	Count of guidance counsellors working in elementary and secondary schools
Alberta	1,129 - 2,375	892 - 1,610	90	147 - 675
British Columbia	1,303 - 3,250	940 - 2,290	302	61 - 658
Manitoba	614 - 641	381 - 403	49	184 - 189
New Brunswick	384 - 412	225 - 233	64	95 - 115
Newfoundland and Labrador	350 - 463	270	22	58 - 171
Northwest Territories	81 - 104	78 - 96	0	3 - 8
Nova Scotia	506 - 523	319 - 323	88	99 - 112
Nunavut	55 - 56	45	0	10 - 11
Ontario	7,497 - 8,869	4,475 - 5,713	1,355	1,667 - 1,801
Prince Edward Island	122 - 141	111 - 113	8	3 - 20
Quebec	3,709 - 5,893	2,173 - 4,339	565	971 - 989
Saskatchewan	662 - 1,305	448 - 1,018	118	96 - 169
Yukon	49 - 68	49 - 63	0	0 - 5
Total	16,461 - 24,100	10,406 - 16,516	2,661	3,394 - 4,923

Sources: See provincial and territorial profiles

This project set out to answer the foundational research question: How many career development professionals are there in Canada? These three comparable datasets give us the beginning of an answer. The number of core professionals in the sector may be as low as 16,461 or as high as 58,907 (Table 4.0.1.). The answer depends on how the sector's membership is defined (i.e., who is considered part of the sector). Taking all the research findings into account, the most likely range is 40,000-60,000 core professionals.

Each of the three datasets does not fully capture all of Canada's career development professionals, therefore underestimating and underrepresenting the size of the sector. This is especially likely since even the highest estimated range, 40,000-60,000, only captures the core professionals that are visible at the tip of the Sector Scoping Model (Practitioner Penny, Director Deepika, Career Educator Emir, and, to a lesser extent, Coach Caroline) and the findings are skewed to publicly funded elements of the sector.

The universe of the first dataset, the Census of Population (NOC 41320, NOC 41321), is determined in large part by the selection of job titles that are included in each NOC unit group. NOC 41320 includes 33 job titles and NOC 41321 includes 40 job titles.⁵³ This dataset captures professionals working in public or private settings, but they cannot be disaggregated for analysis.

The universe of the second dataset, the search results of Canadian career development professionals on LinkedIn and calculated total based on the known proportion of the population that has a LinkedIn account, is also determined by the selection of job titles that were searched.⁵⁴ When building the LinkedIn dataset (for Practitioner Penny, Career Educator Emir, and Coach Caroline), additional job titles were identified that are not included in the NOC unit groups.

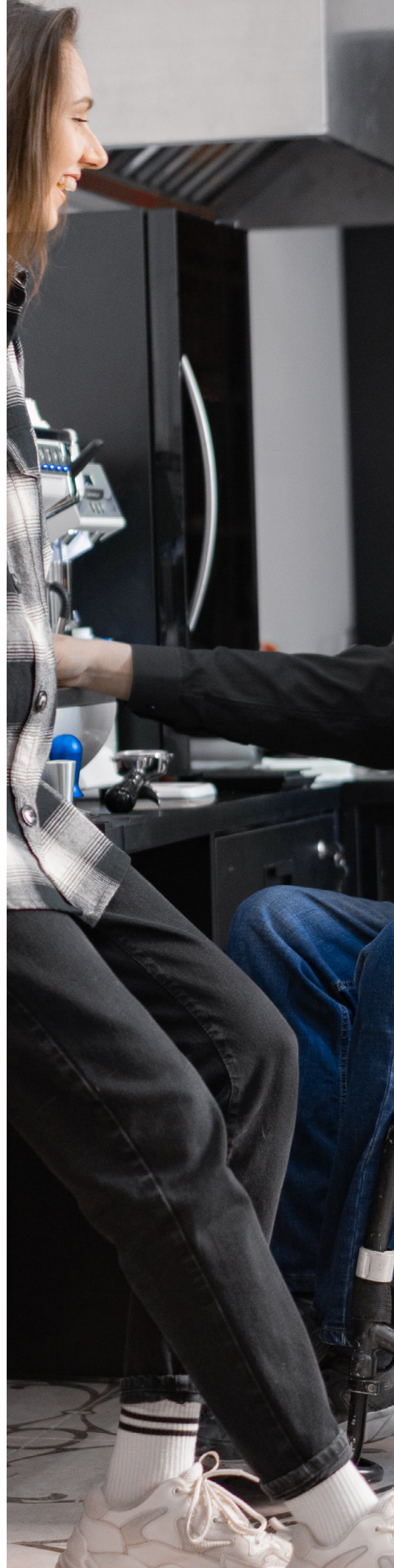
Some of these job titles are quite popular, such as job developer. Some popular job titles are included in the LinkedIn dataset but not in the Census dataset because they are categorized as belonging to other NOC unit groups or not included in any NOC unit groups. For example, three job titles for the Coach Caroline persona within the Sector Scoping Model are executive coach, leadership coach, and life coach. Executive coach and leadership coach are not listed in any NOC unit groups and life coach is listed as part of NOC 42201 – Social and community service workers. While the more than 5,000 Canadian LinkedIn users who identify themselves as one of these three types of coaches on the networking platform may not self-identify as members of the career development sector, the coaching services they provide to clients include, among other topics, support about careers and work. The LinkedIn dataset is especially important for making Coach Caroline visible in this report, who is expected to work more frequently in private settings.⁵⁵

The third dataset, "Sum total of core professionals from P/T and ISET-funded sources, collected consistently across all provinces and territories," offers the lowest range for the total number of career development professionals in Canada. This is expected, as the dataset was built from the ground up, province by province, territory by territory, through a series of our own data collection, collation, and analysis methods. It is constrained by project resources and team capacity (time, network contacts, etc.) to compile publicly accessible data and gain access to data not publicly accessible and owned or known about by government bodies or other interest holders. Of the three

⁵³ See Appendix C for the full list of job titles in each NOC unit group.

⁵⁴ See Appendix C for the full list of job titles that were searched on LinkedIn. See Section 3.4. for more on how LinkedIn was used as a research tool and how the estimated totals were calculated.

⁵⁵ See Section 1 for the full definition of the Coach Caroline persona in the Sector Scoping Model.





datasets, the third contains the most detailed, nuanced findings that surface the unique features of the career development ecosystems in each province and territory. However, it does not include private and independent providers of career services that do not receive public funding, as it was not feasible to fully map this more hidden segment of the sector within the scope of this project.

While it is possible that the total numbers of career development professionals in Canada identified herein could be refined through additional research, these findings are valid, evidence-based, and actionable. Developing the Sector Scoping Model and using it to understand the full potential breadth, depth, and impact of the sector begins with basic data that can be built upon, refined, updated, and enhanced. The use of consistent methodology across all provinces and territories to produce these findings provides the foundation for a future where it is easier to access data that tracks this sector, as well as to know where data simply does not exist yet. As outlined in this report, data maturity is a reflection of the system's overall maturity. As a hidden sector, these attempts to identify who does career development work in Canada is a valuable step forward. See Section 5 for further discussion of the impact that accessing and understanding this data can have on the sector's future.

TOTAL NUMBER OF ORGANIZATIONS PROVIDING CAREER SERVICES IN CANADA

This report includes the findings from two datasets that can be used to answer a second key research question asked in this project: How many organizations provide career services across Canada? The first dataset is from the Government of Canada Job Bank, first presented in Section 3.6. of the national portrait.⁵⁶ The career service providers on Job Bank include government-run centres, non-profits, private for-profits, school boards, colleges, and First Nations. One organization may have several locations and therefore several entries in the database.


The second dataset is from the ecosystem profiles built from the ground up and presented in the rest of this section. They focus on career service providers staffed and operated directly by 1) employees of provincial and territorial governments, and 2) community-based organizations that receive funding from governments to deliver services. Depending on the province or territory and funding/reporting source, community-based organizations may include non-profits, private for-profits, school boards, colleges, and First Nations. Not all of these are captured consistently across every ecosystem profile. Career service providers that do not receive government funding are not represented in this dataset. All efforts were made to count organizations only once, even when they have more than one office or other location. However, it is possible some organizations appear in the dataset more than once.

Table 4.0.3. compiles the summary findings of these two comparable datasets. It also breaks out the two types of career service providers included in the provincial and territorial profile totals (government-run centres and community-based organizations).

⁵⁶ Employment and Social Development Canada, "Job Bank: Find an Employment Centre," Government of Canada, <https://www.jobbank.gc.ca/findajob/employment-centres>, accessed October 5, 2023.



Table 4.0.3. Number of organizations providing career services in Canada, two comparable datasets, by province and territory



Province or territory	Government-run centres ^a	Community-based organizations ^b	Total (Provincial and territorial profiles)	Government of Canada Job Bank
Alberta	51	113	164	51
British Columbia	107	115	222	107
Manitoba	13	153	166	14
New Brunswick	33	22	55	19
Newfoundland and Labrador	19	52	71	19
Northwest Territories	5	2	7	6
Nova Scotia	8	18	26	50
Nunavut	10	4	14	14
Ontario	0	232	232	355
Prince Edward Island	7	22	29	28
Quebec	138	400	538	124
Saskatchewan	10	95	105	10
Yukon	0	6	6	0
Total	401	1,234	1,635	797

Source: Employment and Social Development Canada; assorted others, see provincial and territorial profiles.

^a Government-run centres are publicly funded and staffed by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

The total number of career service providers listed on Job Bank is almost exactly half (n=797) the number identified in the provincial and territorial profiles (n=1,635), despite Job Bank including organizations more than once if they have more than one location. This is evidence of how hidden the career development sector is. Constructing the provincial and territorial profiles was labour intensive, but necessary to create a more fulsome understanding of the sector.

KEY TAKEAWAYS FROM THE PROVINCIAL AND TERRITORIAL ECOSYSTEM PROFILES

- The size of Canada’s career development sector is likely underrepresented in the profiles.
- Career services, programs, and professionals in public settings are more visible than in private settings. It is important to map who is working in public *and* private settings.
- Career services and programs that are delivered through government-run centres and/or community-based organizations predominantly require clients to meet specific eligibility conditions. The sector would benefit from raising awareness about the need and benefit for “average working Canadians” to access professional career development support.
- Canada’s career development sector is principally organized and structured at the provincial and territorial level. Understanding and mapping the sector requires familiarity with provincial and territorial government departments and ministries.⁵⁷
- Publicly accessible directories that list government employees or third-party career service delivery organizations are an important tool for mapping Canada’s sector. Oftentimes, however, it is not possible to know how up to date they are.
- The role that municipal governments play in delivering career services is largely invisible in the profiles, except for two examples (in Alberta and Ontario) where they receive funding through provincial mechanisms.
- The personas from the Sector Scoping Model that are represented in the profiles are the following:
 - » In detail: Practitioner Penny, Career Educator Emir, Director Deepika, and, to a lesser extent, Coach Caroline
 - » From the “big tent”: Recruiter Raul, Talent Thuy, Instructor Iris, Manager Mohamed, and Parent Parker
 - » Qualitatively: Communicator Colette (The role and value of Communicator Colette is evident in the profiles of Newfoundland and Labrador and Prince Edward Island.)
 - » Indirectly: Funder Fatima (Every provincial and territorial government department or ministry mentioned in this report has one or more Funder Fatima roles.)
- The personas from the Sector Scoping Model that are not represented in the profiles are Ally Aniibish, Sounding Board Suki, Researcher Robert, and, with one exception (in Ontario), Policy Pieter. Researcher Robert may be represented in the Census of Population (NOC 41321), but they cannot be disaggregated for analysis. All of these personas are important and should be included in future research.⁵⁸
- Career services in the Northwest Territories, Yukon, and Nunavut are more integrated into the fabric of communities, with a service delivery structure less defined and administered by the territorial government.⁵⁹
- To the best of our knowledge, the collection, monitoring, and reporting of data by public funders about the demographics of career development professionals is limited.⁶⁰

⁵⁷ See the key terms and definitions at the beginning of this report for more information about the names of provincial and territorial ministries and departments.

⁵⁸ See Section 1 for full descriptions of every Sector Scoping Model persona.

⁵⁹ See Section 2 for more information about how we address significant jurisdictional differences in this report.

⁶⁰ See Section 2 for more information about how we collected EDII-related data about the sector. See Section 3.3. for a discussion of the state of EDII in the sector.

4.1. ALBERTA

WHAT’S UNIQUE ABOUT ALBERTA’S CAREER DEVELOPMENT ECOSYSTEM

- Alberta is one of five provinces that has a voluntary professional certification for career development practitioners.
- The Government of Alberta assigns responsibility for oversight of government-run career service centres and community-based organizations (that receive public funding) to two different departments. Government-run career centres are funded by the Ministry of Seniors, Community, and Social Services (MSCSS), while community-based organizations that deliver career services are funded through the Ministry of Jobs, Economy, and Trade (MJET).
- Connecting with provincial government representatives who would be able to provide access to reporting data about publicly funded career services in Alberta was challenging. However, the province has robust publicly accessible websites that provide information about career services and resources, enabling the ecosystem profile to be built.
- Compared to other provinces and territories, career development professionals who work in Alberta’s public post-secondary institutions are less visible through publicly accessible websites.
- When estimating the size of Alberta’s career development ecosystem (Figure 4.1.1./Table 4.1.2), using LinkedIn as a research tool produces the highest number of core professionals (n=6,613), followed by the Census of Population (n=3,925), followed by the sum total of the provincial and ISET-funded sources of information (n=1,129-2,375). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.

ALBERTA’S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.1.1. provides an overview of the number of organizations providing career services in Alberta’s career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.⁶¹



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF ALBERTA’S CAREER DEVELOPMENT ECOSYSTEM

1. Career Development Association of Alberta
2. National career development associations, organizations, and other sector leaders
3. Publicly available websites, including the Government of Alberta employee directory, employment services directory, and training and employment services directory
4. LinkedIn Sales Navigator

⁶¹ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.1.1. Number of organizations providing career services in Alberta, by dataset

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	51
Community-based organizations ^b	113
Total	164
Government of Canada Job Bank	
Total	51

Source: Employment and Social Development Canada; assorted others, see profile.

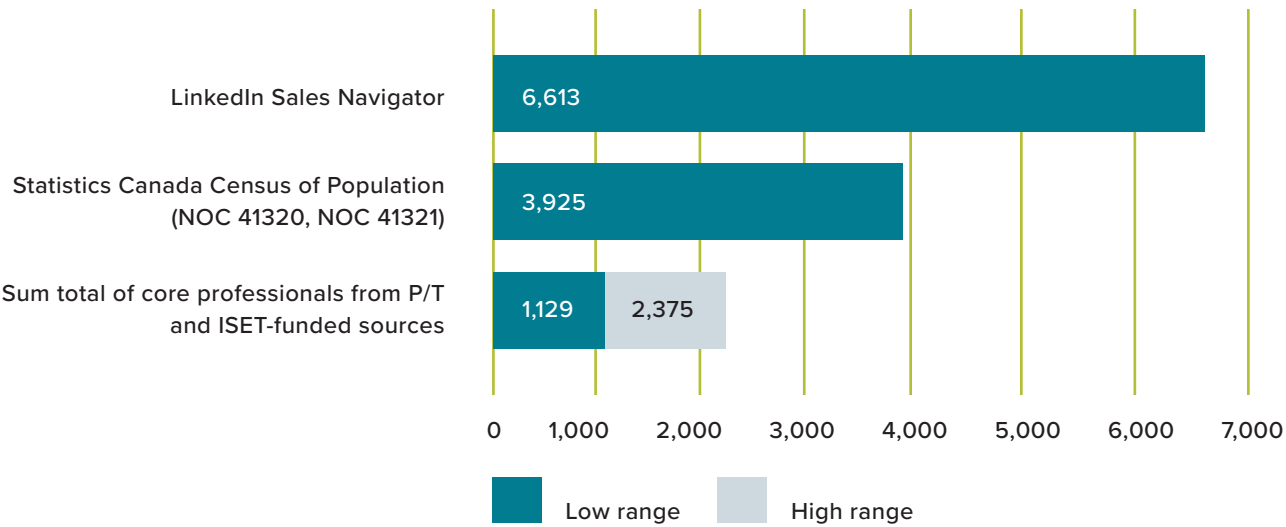
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.1.1./Table 4.1.2. provides an overview of the number of core professionals in Alberta’s career development ecosystem, based on a variety of data sources.⁶² As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

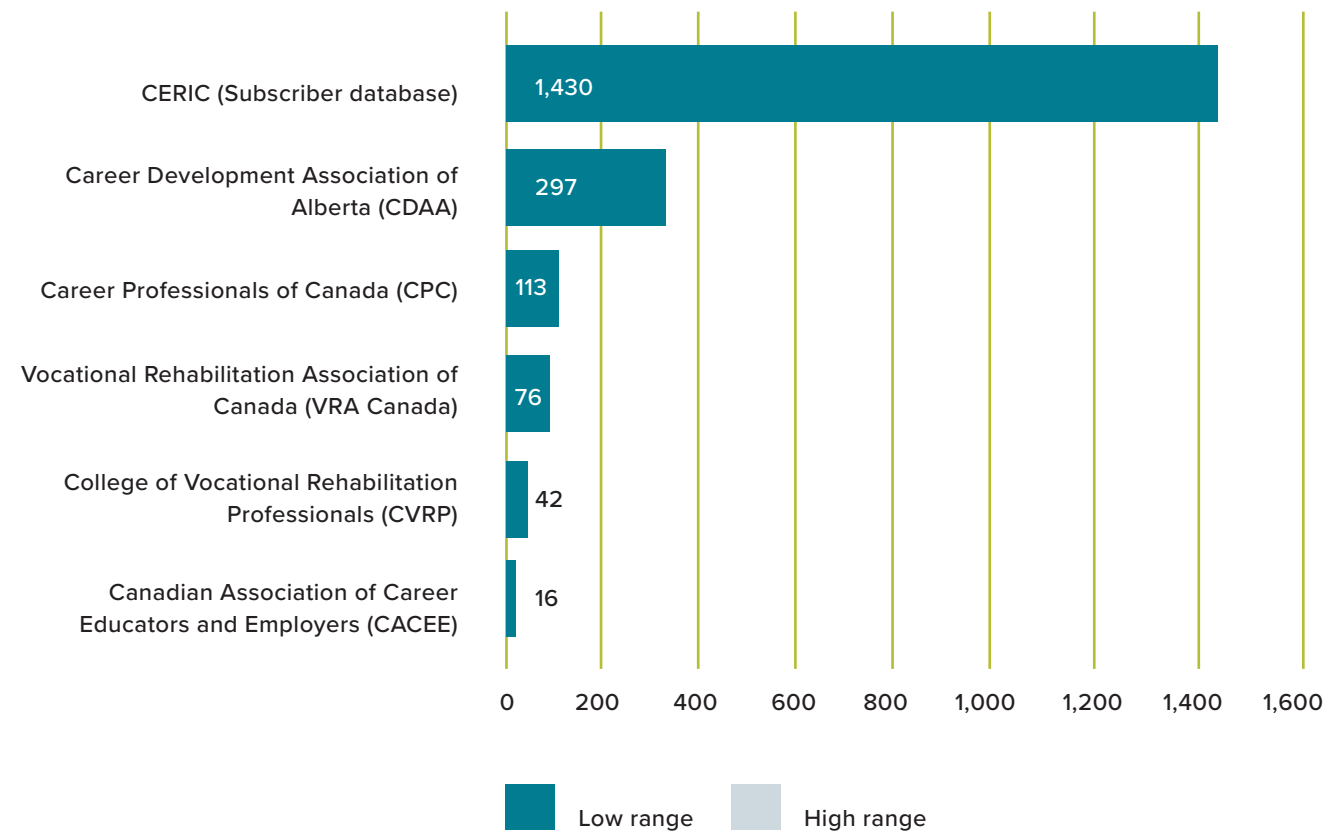
Figure 4.1.1. Number of core professionals in Alberta’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



⁶² See Section 3.0. for a full discussion of how to interpret Figure 4.1.1./Table 4.1.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

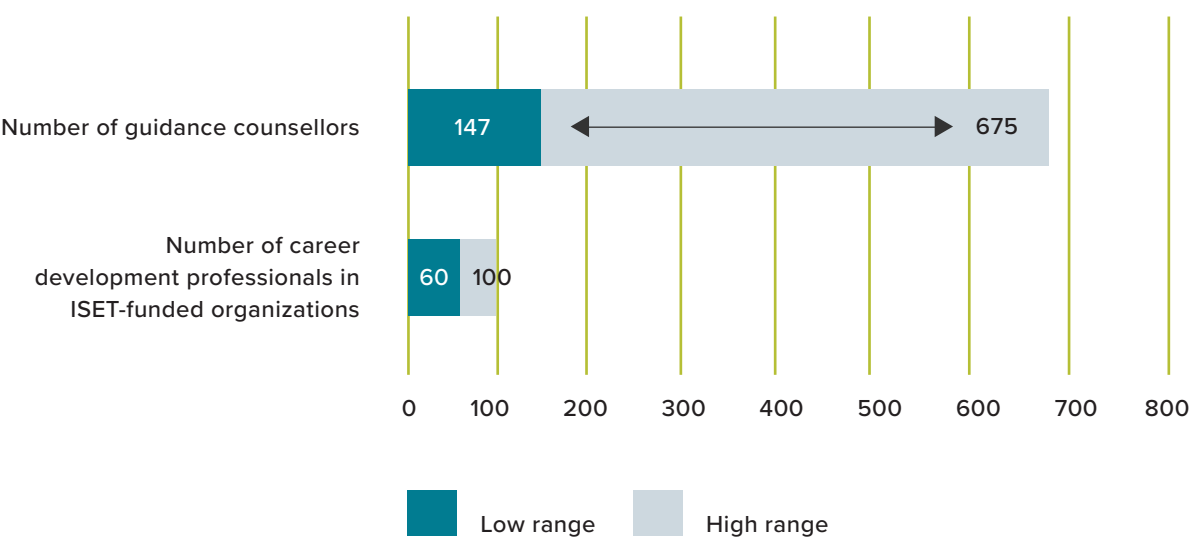


Table 4.1.2. Number of core professionals in Alberta's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	3,925	Federal government	2021
LinkedIn Sales Navigator	6,613	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	1,129 - 2,375	<i>Assorted sources</i>	<i>Assorted sources</i>
Counts that represent engaged sector members			
CERIC	1,430	Subscriber database	2023
Career Development Association of Alberta (CDAA)	297	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	16	National membership association	2023
Career Professionals of Canada (CPC)	113	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	42	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	76	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	60 - 100	Federal government	2023
Number of guidance counsellors	147 - 675	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.⁶³ The career development professionals presented in Table 4.1.3. are accessible to Canadians through publicly funded services and educational supports across Alberta communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.1.3. Number of core professionals working in Alberta’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	892 - 1,610
Core professionals working in post-secondary institutions	90
Guidance counsellors working in elementary and secondary schools	147-675
Sum total of core professionals from P/T and ISET-funded sources	1,129 - 2,375

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.⁶⁴ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.⁶⁵ Using these percentages, we can calculate the total number of career development professionals in Alberta (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

⁶³ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

⁶⁴ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

⁶⁵ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.1.2. Number of core professionals in Alberta’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

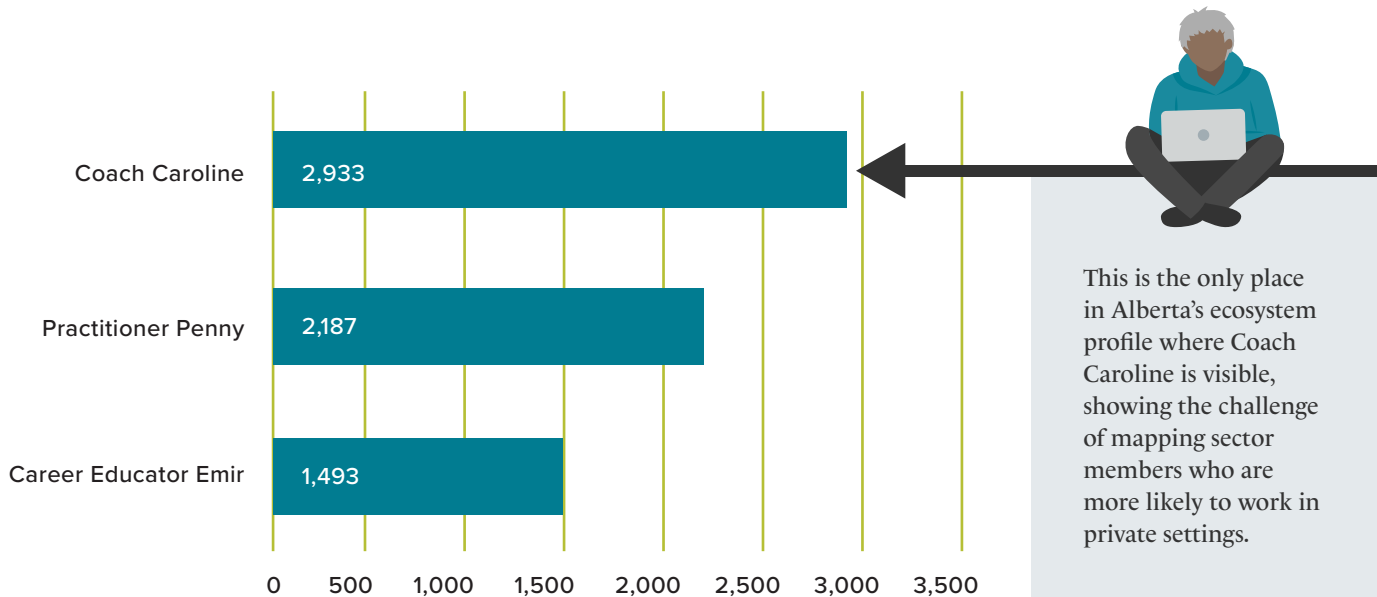


Table 4.1.4. Number of core professionals in Alberta’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Alberta ^a	Calculated total count of career development professionals in Alberta ^b
Practitioner Penny	820	2,187
Coach Caroline	1,100	2,933
Career Educator Emir	560	1,493
Total	2,480	6,613

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 820 / 0.375 = 2,187.

The rest of this profile describes the publicly funded elements of Alberta’s career development ecosystem in detail. These descriptions estimate that there are a total of **1,129-2,375** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **2,933** (Coach Caroline). Adding Coach Caroline to the total count of core professionals more than doubles the size of the career development ecosystem in Alberta.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN ALBERTA

In Alberta, career services primarily fall under the mandate of the Ministry of Seniors, Community, and Social Services (MSCSS), not the Ministry of Jobs, Economy, and Trade (MJET). The MSCSS leads seniors, income, employment, disability and community-based supports, family violence prevention, and family and community support services.⁶⁶ The MJET supports economic development, promotes trade and investment, attracts skilled workers, and promotes safe, fair, and healthy workplaces.⁶⁷

One-on-one career services between client and caseworker (Practitioner Penny) are offered at 51 **Alberta Supports Centres** and **Alberta Works Centres** across the province.⁶⁸ The programs and services offered at these centres are not restricted to career services. The job title for Practitioner Penny at Alberta Supports/Works Centres is Career and Employment Consultant and Career Employment Services (CES) Advisor. The job titles for Director Deepika have been assumed to be Director, Service Delivery Manager, and Service Delivery Supervisor. Table 4.1.5. presents the number of career development professionals working in Alberta Supports/Work Centres, based on the government’s publicly available employee directory.⁶⁹

Job search, workplace, and educational supports are provided to Albertans with disabilities through the **Disability Related Employment Supports (DRES)** program. DRES applicants and clients engage with Career and Employment Consultants at Alberta Supports/Works Centres.⁷⁰

Table 4.1.5. Number of career development professionals working in Alberta Supports/Works Centres, July 2023

Job role/title	Count of career development professionals
Director Deepika	
Director	5
Service Delivery Manager	21
Service Delivery Supervisor	33
Total	59
Practitioner Penny	
Career and Employment Consultant	317
Career Employment Services (CES) Advisor	4
Total	321

Source: Government of Alberta employee directory.

⁶⁶ Government of Alberta, “Ministry of Seniors, Community, and Social Services,” <https://www.alberta.ca/seniors-community-and-social-services.aspx>, accessed October 4, 2023.

⁶⁷ Government of Alberta, “Ministry of Jobs, Economy, and Trade,” <https://www.alberta.ca/jobs-economy-and-trade.aspx>, accessed October 4, 2023.

⁶⁸ Government of Alberta, “Alberta Supports,” <https://www.alberta.ca/alberta-supports.aspx>, accessed October 4, 2023.

⁶⁹ Government of Alberta, “Government Staff Directory,” <https://www.alberta.ca/staff-directory.cfm>, accessed October 4, 2023.

⁷⁰ Government of Alberta, “Disability Related Employment Supports,” <https://www.alberta.ca/disability-related-employment-supports.aspx>, accessed October 4, 2023.

The Government of Alberta provides funding to **community-based organizations** that offer career services to Albertans. A total of 113 service providers are listed in the Government of Alberta’s “Employment services directory” and “Training and employment services directory.”⁷¹ These include non-profits, for-profits, municipal governments, Indian Bands, and select community colleges.⁷² They provide services in at least 37 communities. Based on Government of Alberta mandate letters, we assume that funding is administered through the Training and Employment Services organizational unit of the MJET.

While we were unable to access any government datasets that track external agreement holders and maintain an accurate count of the number of career development professionals working in these community-based organizations, we can estimate ranges for Practitioner Penny and Director Deepika. Table 4.1.6. shows that if each community-based organization has three to seven Practitioner Penny positions, the total number of Practitioner Penny positions is 339-791. If each organization has one to three Director Deepika positions, the total number of Director Deepika positions is 113-339, for a total range of 452-1,130 career development professionals.

Table 4.1.6. Estimated number of career development professionals working in Alberta’s community-based organizations, July 2023

Estimated count per organization	Calculated total (community-based organizations = 113)	Range TOTAL
3 Practitioner Penny	339	339 - 791
5 Practitioner Penny	565	
7 Practitioner Penny	791	
1 Director Deepika	113	113 - 339
2 Director Deepika	226	
3 Director Deepika	339	
Total		452 - 1130

⁷¹ Government of Alberta, “Employment Services Directory Search,” <https://www.alberta.ca/lookup/esd-search.aspx>, accessed October 4, 2023; Government of Alberta, “Training and Employment Services Directory,” <https://www.alberta.ca/training-and-employment-services-directory.aspx>, accessed October 4, 2023.

⁷² The term “Indian Band” has been used verbatim from its original source.

ALBERTA'S ALIS: AN ONLINE HUB FOR CAREER DEVELOPMENT

Alberta's "Alis" (formerly known as Alberta Learning Information Service) is a comprehensive website with a modern user interface that supports the lifelong career, learning, and employment journeys of Albertans. It is a notable example of career development learning, labour market information, and resources gathered in one hub for users.

The Alis website is maintained by Alberta's Ministry of Seniors, Community, and Social Services as a cross-government collaboration.

Visit www.alis.alberta.ca.

CAREER DEVELOPMENT PROFESSIONALS IN ALBERTA'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.⁷³

At the K-12 level, three examples of career education programming in Alberta elementary and secondary schools are **Career and Life Management (CALM)**, **Career and Technology Foundations (CTF)**, and **Career and Technology Students (CTS)**.⁷⁴

ALBERTA'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Alberta has an estimated 147-675 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Alberta's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, Alberta has 26 publicly funded institutions and 190 private career colleges.⁷⁵ Roughly half of Alberta's public post-secondary institutions—including the largest institutions—list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.1.7.). Compared to other provinces and territories, these career development professionals are less visible through publicly accessible websites.

⁷³ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

⁷⁴ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

⁷⁵ Government of Alberta, "Types of Publicly Funded Institutions," <https://www.alberta.ca/types-publicly-funded-post-secondary-institutions.aspx>, accessed October 4, 2023; Government of Alberta, "Private career colleges," <https://www.alberta.ca/private-career-colleges.aspx>, accessed October 4, 2023.

Table 4.1.7. Number of career development professionals working in Alberta’s public post-secondary institutions, July 2023

Post-secondary institution	Count of post-secondary institutions	Director Deepika	Career Educator Emir
Comprehensive academic and research universities	4	8	29
Comprehensive community colleges	9	5	11
Independent academic institutions	5	4	4
Polytechnic institutions	4	2	4
Specialized arts and cultural institutions	1	0	0
Undergraduate universities	3	4	19
Total	26	23	67

Sources: Alberta public post-secondary institution websites and research participants.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large number of private career colleges in Alberta. As a result, the total number of professionals working in post-secondary institutions may be underestimated.

UNDER THE SECTOR’S “BIG TENT” IN ALBERTA

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.1.3./Table 4.1.8., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.

Figure 4.1.3. Number of people under the career development sector’s “big tent” in Alberta, by sector member

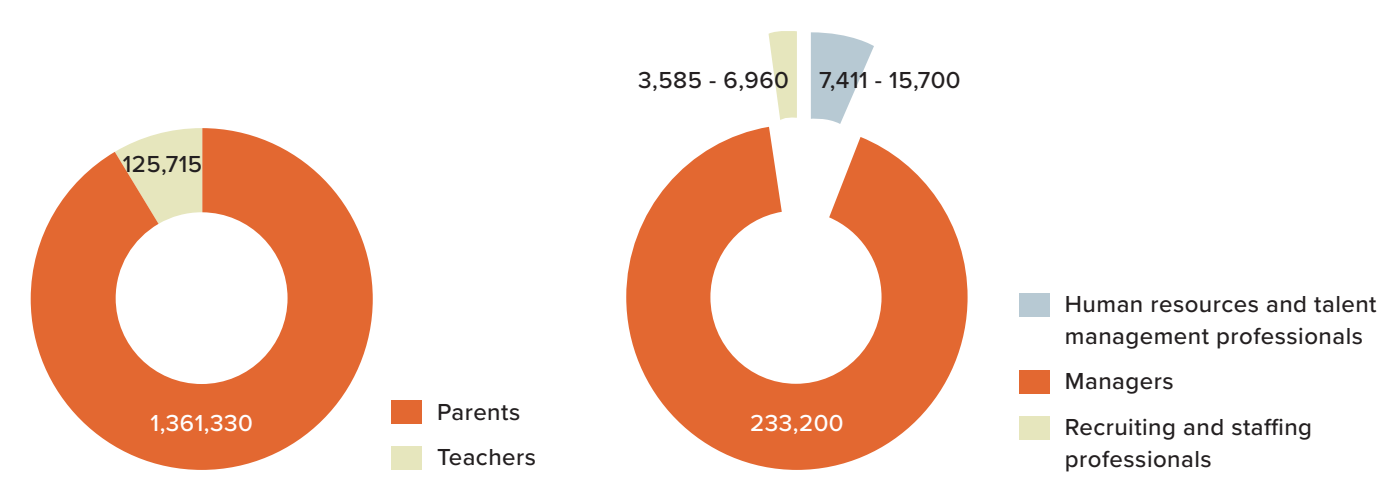
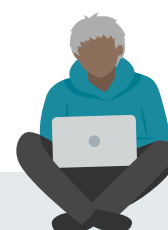


Table 4.1.8. Number of people under the career development sector’s “big tent” in Alberta, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	3,585 - 6,960
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	7,411 - 15,700
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	125,715
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	233,200
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	1,361,330



4.2. BRITISH COLUMBIA

WHAT'S UNIQUE ABOUT BRITISH COLUMBIA'S CAREER DEVELOPMENT ECOSYSTEM

- British Columbia is one of five provinces that has a voluntary professional certification for career development practitioners.
- British Columbia is one of three provinces (along with Newfoundland and Labrador and Quebec) that has at least one career development association whose primary function is to represent organizations (career service providers) instead of individuals.
- Provinces with larger populations are more similar to each other than expected in how career services are structured, administered, and funded.
- Unlike external agreement holders (e.g., community-based organizations) in other provinces and territories that are provided government funding to deliver career services, WorkBC contractors can only use WorkBC branding when promoting funded services.
- Accessing reliable data for publicly funded career services required submitting a Freedom of Information (FOI) request in British Columbia. The request submitted for this project was not successful.
- When estimating the size of British Columbia's career development ecosystem (Figure 4.2.1./Table 4.2.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=13,423-14,755), followed by the Census of Population (n=6,720), followed by the sum total of the provincial and ISET-funded sources of information (n=1,303-2,375). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.
- British Columbia's ecosystem profile may be less complete than other provinces and territories, and may underestimate its size and makeup. Building an accurate profile was particularly challenging in British Columbia because public funding for employment programs and career services is distributed—with no easily accessible reporting system(s)—among several provincial ministries, the federal government, community economic development corporations and trusts, and others.

DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF BRITISH COLUMBIA'S CAREER DEVELOPMENT ECOSYSTEM

1. Ministry of Post-Secondary Education and Future Skills, Province of British Columbia
2. Web Team, Employment and Labour Market Services Division (ELMSD), Ministry of Social Development and Poverty Reduction, Province of British Columbia
3. Provincial sector associations: ASPECT BC, British Columbia Career Development Association
4. National career development associations, organizations, and other sector leaders
5. Publicly available websites
6. LinkedIn Sales Navigator

BRITISH COLUMBIA'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.2.1. provides an overview of the number of organizations providing career services in British Columbia's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.⁷⁶

⁷⁶ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.2.1. Number of organizations providing career services in British Columbia

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	107
Community-based organizations ^b	115
Total	222
Government of Canada Job Bank	
Total	107

Source: Employment and Social Development Canada; assorted others, see profile.

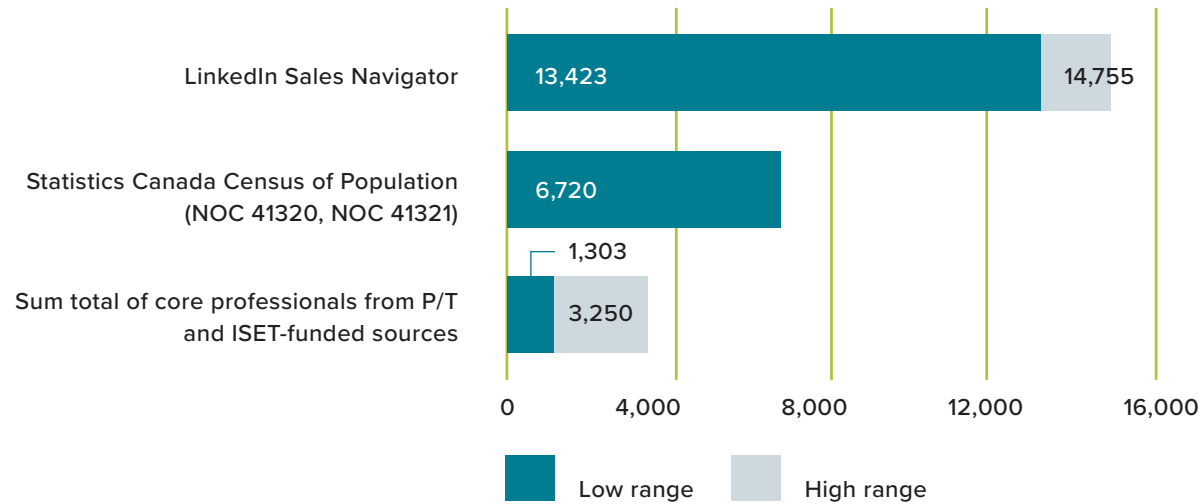
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.2.1./Table 4.2.2. provides an overview of the number of core professionals in British Columbia’s career development ecosystem, based on a variety of data sources.⁷⁷ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

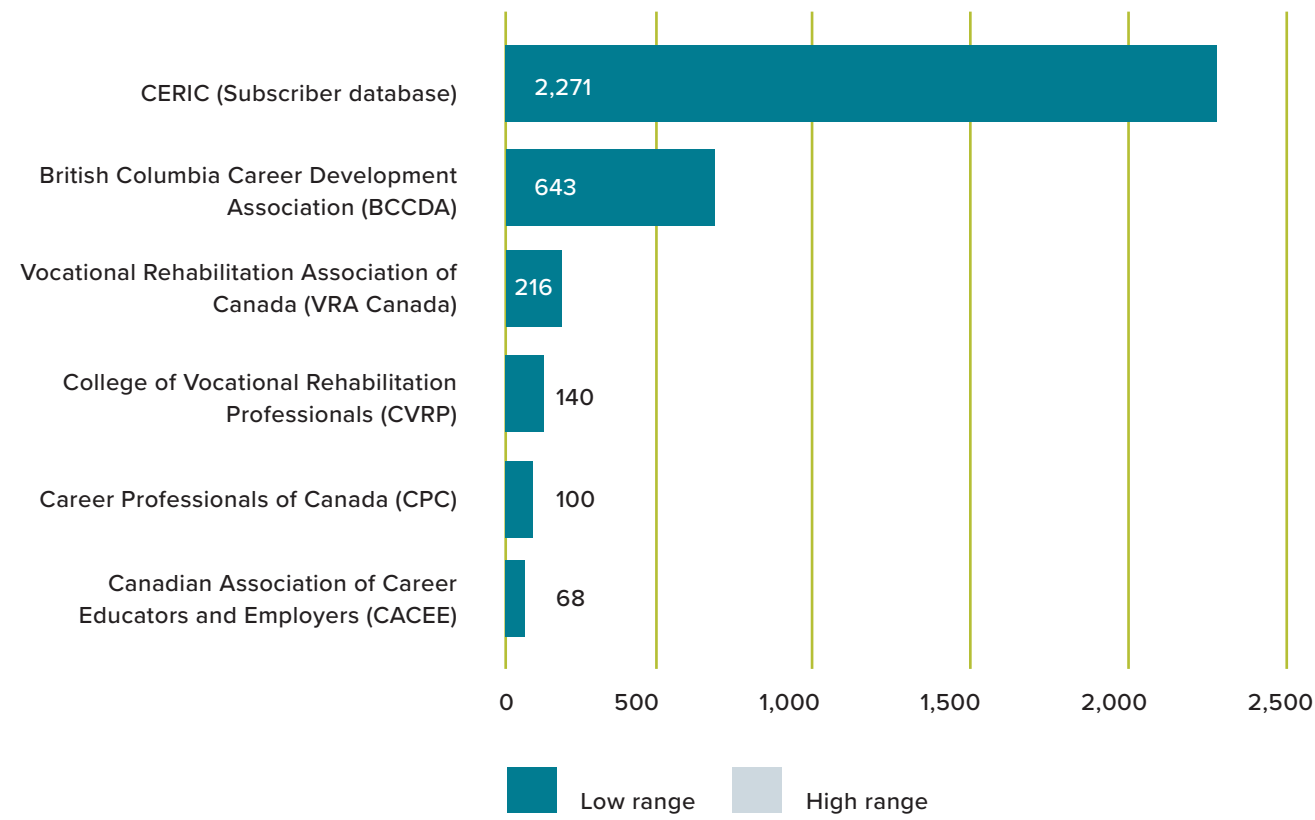
Figure 4.2.1. Number of core professionals in British Columbia’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



⁷⁷ See Section 3.0. for a full discussion of how to interpret Figure 4.2.1./Table 4.2.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

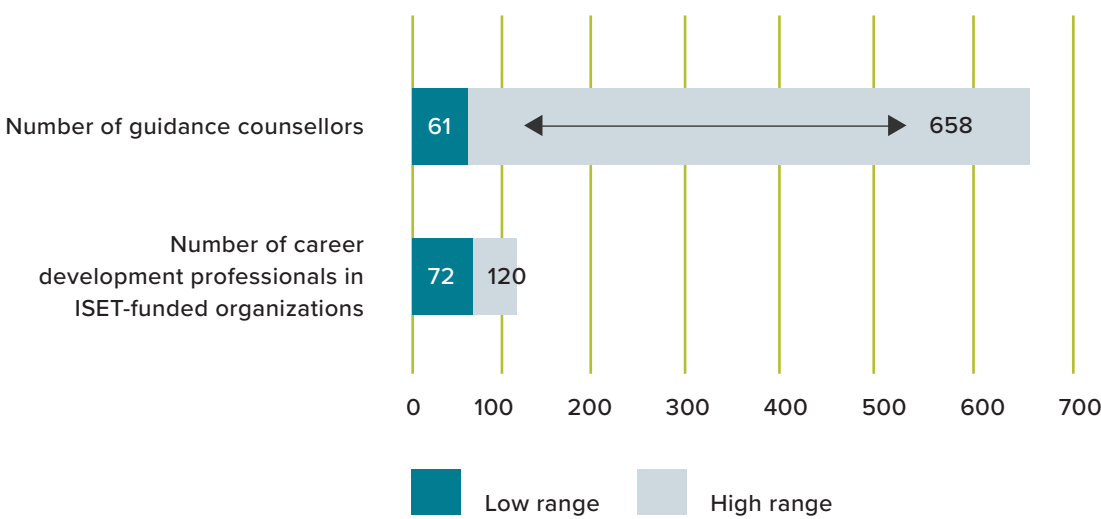


Table 4.2.2. Number of core professionals in British Columbia's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	6,720	Federal government	2021
LinkedIn Sales Navigator	13,423 - 14,755	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	1,303 - 3,250	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	2,271	Subscriber database	2023
British Columbia Career Development Association (BCCDA)	643	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	68	National membership association	2023
Career Professionals of Canada (CPC)	100	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	140	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	216	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	72 - 120	Federal government	2023
Number of guidance counsellors	61 - 658	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.⁷⁸ The career development professionals presented in Table 4.2.3. are accessible to Canadians through publicly funded services and educational supports across British Columbia communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.2.3. Number of core professionals working in British Columbia’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	940 - 2,290
Core professionals working in post-secondary institutions	302
Guidance counsellors working in elementary and secondary schools	61 - 658
Sum total of core professionals from P/T and ISET-funded sources	1,303 - 3,250

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.⁷⁹ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.⁸⁰ Using these percentages, we can calculate the total number of career development professionals in British Columbia (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

⁷⁸ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

⁷⁹ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

⁸⁰ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.2.2. Number of core professionals in British Columbia’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

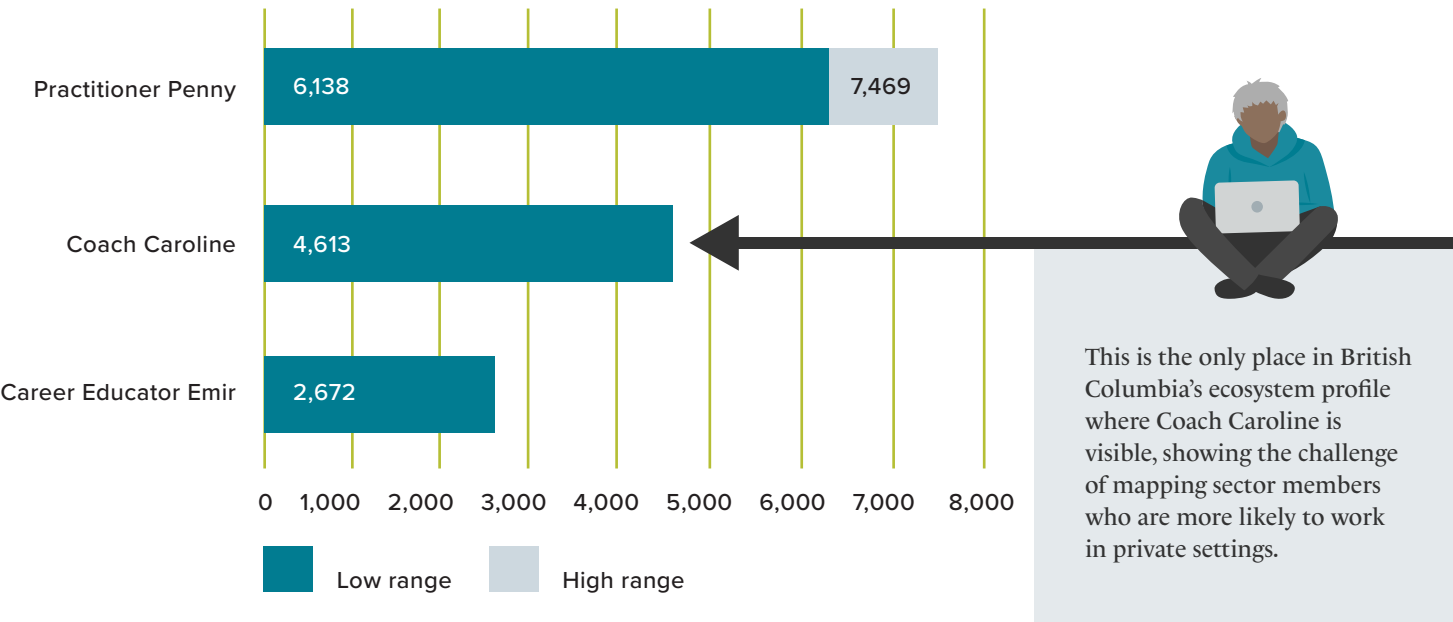


Table 4.2.4. Number of core professionals in British Columbia’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of core career development professionals in British Columbia			
	Low range		High range	
	LinkedIn ^a	Calculated total ^b	LinkedIn ^a	Calculated total ^b
Practitioner Penny	2,302	6,138	2,801	7,469
Coach Caroline	1,730	4,613	1,730	4,613
Career Educator Emir	1,002	2,672	1,002	2,672
Total	5,034	13,423	5,533	14,754

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 2,302 / 0.375 = 6,138.

The rest of this profile describes the publicly funded elements of British Columbia's career development ecosystem in detail. These descriptions estimate that there are a total of **1,303-3,250** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **4,613** (Coach Caroline). Adding Coach Caroline to the total count of core professionals more than doubles the size of the career development ecosystem in British Columbia.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN BRITISH COLUMBIA

In British Columbia, career services are delivered via **WorkBC**, which is administered through the Ministry of Social Development and Poverty Reduction. There are 102 **WorkBC Centres** across the province, an additional four service locations provide assistive technology services, and a fifth provides apprentice services.⁸¹

WorkBC.ca is an online hub of career development and sector resources for British Columbians, including a large job bank, labour market information, employer resources, and links to additional training and education resources and programs. A WorkBC Online Employment Services portal and WorkBC app also allow clients to communicate electronically with their WorkBC Centre, apply for services, upload documents, track and action the items on their to-do lists, and search the WorkBC.ca job board.

WorkBC Centres are run by local non-profits, for-profits, and one public college (as of July 2023). These contracts are administered by the Ministry of Social Development and Poverty Reduction.⁸² Sub-contractors are also retained by WorkBC service providers to deliver services and support partnerships in the community. In 2023, 27 service providers are contracted to run WorkBC Centres.

Unlike external agreement holders in other provinces and territories, WorkBC contractors can only use WorkBC branding when promoting funded services. Because this branding consistency hides individual organization names, building an accurate snapshot of the funded service providers in British Columbia was more difficult compared to other provinces and territories.

Table 4.2.5. shows the results of our own calculations to estimate a range for the number of Practitioner Penny and Director Deepika working in 102 WorkBC Centres. At the lowest end of the range, we estimate each office has a minimum of three Practitioner Penny positions and one Director Deepika position. At the highest end of the range, we estimate seven Practitioner Penny and three Director Deepika. This gives us a range of 306-714 Practitioner Penny and 102-306 Director Deepika positions, for a total range of 408-1,020 career development professionals.

⁸¹ Province of British Columbia, "WorkBC Centre Locations," <https://www.workbc.ca/discover-employment-services/workbc-centres/workbc-centre-locations>, accessed October 4, 2023.

⁸² Ministry of Social Development and Poverty Reduction, "Improving Services at WorkBC," *Province of British Columbia*, <https://news.gov.bc.ca/factsheets/improving-services-at-workbc>, accessed October 4, 2023

Table 4.2.5. Estimated number of career development professionals working in WorkBC Centres, August 2023

Estimated count per WorkBC Centre	Calculated TOTAL (WorkBC Centres = 102)	Range TOTAL
3 Practitioner Penny	306	306 - 714
5 Practitioner Penny	510	
7 Practitioner Penny	714	
1 Director Deepika	102	102 - 306
2 Director Deepika	204	
3 Director Deepika	306	
Total		408 - 1,020

The Ministry of Social Development and Poverty Reduction, in partnership with Community Living BC (CLBC) and the Ministry of Health, also delivers programming (funded through the Canada-British Columbia Workforce Development Agreement) to help decrease barriers to employment experienced by people with disabilities. In 2021-22, a total of 25,291 participants received support through three program areas:

1. WorkBC provided over 19,400 people with disabilities with Employment Assistance Services, Skills Development, and Work Experience services.⁸³
2. CLBC served approximately 1,900 working-age adults who face significant challenges in daily life and have developmental disabilities, fetal alcohol spectrum disorder, or autism spectrum disorder.
3. Over 3,900 persons participated in the Ministry of Health’s Mental Health and Substance Use Pre-Employment, Supported Education, and Supported Employment programs.

At program completion, 86.6 percent of participants were employed and 2.6 percent were pursuing additional education or services, for a total positive outcome rate of 89.2 percent.⁸⁴

⁸³ WorkBC, “People with Disabilities,” Province of British Columbia, <https://www.workbc.ca/plan-career/resources/people-disabilities>, accessed October 4, 2023.

⁸⁴ Province of British Columbia, “Canada-British Columbia Workforce Development Agreement: Program Results Summary – 2021/22,” 2023, pp. 11, <https://www.workbc.ca/research-labour-market/bcs-economy/reports/workforce-development-agreement-and-annual-reports>, accessed October 4, 2023.



FEATURED ASSOCIATIONS

In a powerful show of support, three of British Columbia's sector associations came together to advocate for this research project, understanding the results will help in their provincial advocacy work to elevate the practice of career development. Here are some notable highlights about their associations and memberships:

ASPECT BC

ASPECT BC provides leadership, education, advocacy, and public awareness to support community-based workforce development services. With over 115 member organizations, ASPECT BC may represent as many as 5,500 employees providing services to 289 communities throughout British Columbia.⁸⁵

BRITISH COLUMBIA CAREER DEVELOPMENT ASSOCIATION (BCCDA)

BCCDA administers British Columbia's voluntary career development practitioner certification process. Successful certification confers the right to use the title Certified Career Development Professional and use of the initials CCDP after one's name. As of November 2023, BCCDA has 643 members, including CCDPs and other professionals.⁸⁶

CAREER EDUCATION SOCIETY (CES)

The Career Education Society is an organisation that includes leaders in education, business, industry, labour, government, and private organizations who work together to champion career and learning management as an essential life skill. As of November 2023, CES has over 400 members from all regions of British Columbia.⁸⁷

⁸⁵ Modified with author input from Ziwei (Vera) Wu, Janet Morris-Read, Val Meaney, and Peter Bailey, "Refocusing the Urban Lens for Rural and Remote Employment Services," *ASPECT BC*, November 2022, <https://aspect.bc.ca/Refocusing-the-Urban-Lens> accessed October 4, 2023. The 289 communities served across British Columbia does not include the First Nations communities that are also served by ASPECT BC members.

⁸⁶ British Columbia Career Development Association, "BCCDA Directories," <https://www.bccda.org/directories> accessed October 4, 2023.

⁸⁷ Career Education Society, "Members," <https://ces.bc.ca/members/>, accessed November 13, 2023.



British Columbia's career development ecosystem includes at least **115 community-based organizations** delivering career services to 289 communities across the province.⁸⁸ One sector leader in British Columbia estimates that the total number of community-based organizations may be up to three times larger than this, totalling as many as 345 organizations. This estimation was not verifiable within the scope of this project.

Accessing reliable data for publicly funded career services required submitting a Freedom of Information (FOI) request in British Columbia. The request submitted to the Ministry of Social Development and Poverty Reduction was not successful. The FOI Analyst assigned to our request advised us, within the 30-day limit, that providing the data in full would require “approximately 47 employees and an estimated 385 staff hours to collect, extract, and produce an intelligible record.” Consequently, fulfilling the request “would unreasonably interfere with the Ministry’s day-to-day operations and would likely result in a section 6.2 response to your request.”⁸⁹ While this outcome did not contribute to the sector map, submitting the request did reveal that the data is not available in an accessible way.

Table 4.2.6. shows the results of our own calculations to estimate the range for the number of Practitioner Penny and Director Deepika working in British Columbia’s 115 verified community-based organizations. At the lowest end of the range, we estimate each office has a minimum of three Practitioner Penny positions and one Director Deepika position. At the highest end of the range, we estimate seven Practitioner Penny and three Director Deepika. This gives us a range of 345-805 Practitioner Penny and 115-345 Director Deepika positions, for a total range of 460-1,150 career development professionals.

Table 4.2.6. Estimated number of career development professionals working in WorkBC Centres, August 2023

Estimated count per organization	Calculated TOTAL (ASPECT BC member organizations = 115)	Range TOTAL
3 Practitioner Penny	345	345 - 805
5 Practitioner Penny	575	
7 Practitioner Penny	805	
1 Director Deepika	115	115 - 230
2 Director Deepika	230	
3 Director Deepika	345	
Total		460 - 1,150

⁸⁸ ASPECT BC, “Membership Services,” <https://aspect.bc.ca/Member-Services>, accessed October 4, 2023.

⁸⁹ Section 6.2. of British Columbia’s *Freedom of Information and Protection of Privacy Act* states that the government body is required to fulfill an applicant’s request if “creating the record would not unreasonably interfere with the operations of the public body.” Office of the Information and Privacy Commissioner of British Columbia, “Section 6 – Duty to Assist Applicants,” *Province of British Columbia*, <https://www2.gov.bc.ca/gov/content/governments/services-for-government/policies-procedures/foippa-manual/duty-assist>, accessed October 5, 2023.

CAREER DEVELOPMENT PROFESSIONALS IN BRITISH COLUMBIA'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.⁹⁰

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. British Columbia elementary and secondary schools have a Career Education curriculum, which includes **Career-Life Education** and **Career-Life Connections**.⁹¹

BRITISH COLUMBIA'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

British Columbia has an estimated 61-658 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses British Columbia's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, British Columbia has 25 public universities, colleges, and institutes, 15 theological institutions, 46 Aboriginal-controlled institutes, and 326 private training institutions.⁹² Many of British Columbia's public post-secondary institutions list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.2.7.). Search results from LinkedIn Sales Navigator were also used to help compile Table 4.2.7.

Due to the large number of public universities and colleges in the province, Table 4.2.7. aggregates the count of Career Educator Emir and Director Deepika by type of institution rather than by each individual institution.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large numbers of Aboriginal-controlled institutes and private training institutions in British Columbia.⁹³ As a result, the total number of professionals working in post-secondary institutions may be underestimated.

⁹⁰ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

⁹¹ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

⁹² Province of British Columbia, "Find an Institution," <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution>, accessed October 4, 2023; Province of British Columbia, "Private Training Institutions Branch," <http://www.privatetraininginstitutions.gov.bc.ca>, accessed October 4, 2023.

⁹³ The term "Aboriginal-controlled institute" has been used verbatim from its original source.

Table 4.2.7. Number of career development professionals working in British Columbia’s post-secondary institutions, August 2023

Post-secondary institution	Count of post-secondary institutions	Director Deepika	Career Educator Emir
Universities	11	22	179
Colleges	11	11	51
Institutes	3	2	2
Theological institutions	15	0	0
Aboriginal-controlled institutes ^a	46	<i>Area for future exploration</i>	
Private degree-granting institutions	21	11	24
Private training institutions	326	<i>Area for future exploration</i>	
Total	433	46	256

Sources: British Columbia post-secondary institution websites; research participants; LinkedIn Sales Navigator.

^a The term “Aboriginal-controlled institute” has been used verbatim from its original source.

UNDER THE SECTOR’S “BIG TENT” IN BRITISH COLUMBIA

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.2.3./Table 4.2.8., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.

Figure 4.2.3. Number of people under the career development sector’s “big tent” in British Columbia, by sector member

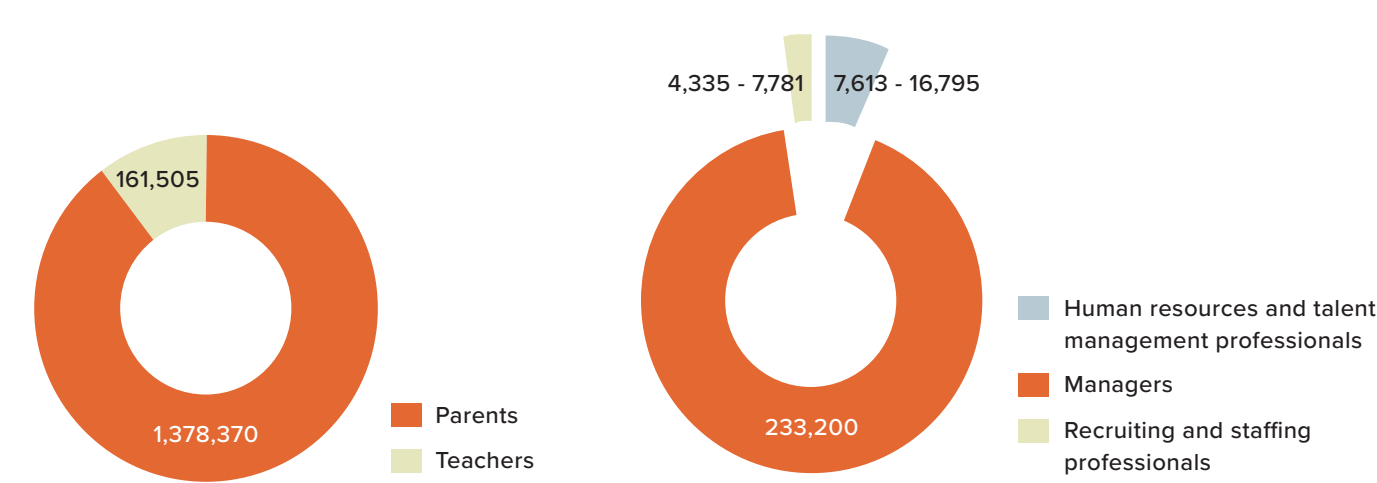


Table 4.2.8. Number of people under the career development sector’s “big tent” in British Columbia, by sector member

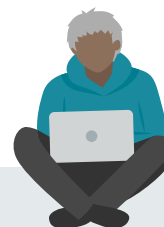
Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	4,335 - 7,781
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	7,613 - 16,795
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	161,505
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	256,400
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	1,378,370



4.3. MANITOBA

WHAT'S UNIQUE ABOUT MANITOBA'S CAREER DEVELOPMENT ECOSYSTEM

- During this project, engagement with the Government of Manitoba demonstrated that our requests for data provoked provinces and territories to consider their own data collection and reporting needs and challenges, including where they need to refine and improve their internal practices. This is an important project outcome.
- Unlike the majority of provinces, where people with disabilities receive career services through a separate department (such as social or community development), Manitoba's Employability Assistance for People with Disabilities (EAPD) falls under the mandate of the Department of Economic Development, Investment, and Trade.
- When estimating the size of Manitoba's career development ecosystem (Figure 4.3.1./Table 4.3.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=1,792), followed by the Census of Population (n=1,705), followed by the sum total of the provincial and ISET-funded sources of information (n=614-641). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.
- The number of core professionals identified through the Statistics Canada Census of Population (n=1,705) is remarkably similar to the number identified through LinkedIn Sales Navigator (n=1,792) (Figure 4.3.1./Table 4.3.2.), increasing our confidence in both the finding and the methodology used to reach it.



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF MANITOBA'S CAREER DEVELOPMENT ECOSYSTEM

1. Service Provider Reporting System (SPRS), Workforce Training and Employment (WTE), Department of Economic Development, Investment, and Trade, Government of Manitoba
2. Manitoba Association for Career Development
3. National career development associations, organizations, and other sector leaders
4. Publicly available websites
5. LinkedIn Sales Navigator

MANITOBA'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.3.1. provides an overview of the number of organizations providing career services in Manitoba's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.⁹⁴

⁹⁴ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.3.1. Number of organizations providing career services in Manitoba

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	13
Community-based organizations ^b	153
Total	166
Government of Canada Job Bank	
Total	14

Source: Employment and Social Development Canada; assorted others, see profile.

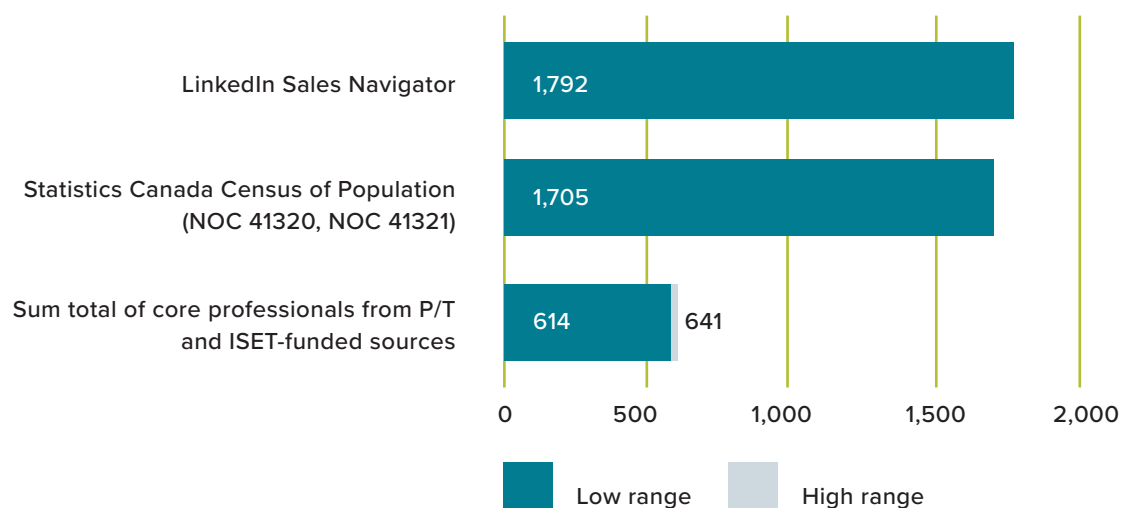
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization's staff, not provincial or territorial government employees.

Figure 4.3.1./Table 4.3.2. provides an overview of the number of core professionals in Manitoba's career development ecosystem, based on a variety of data sources.⁹⁵ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

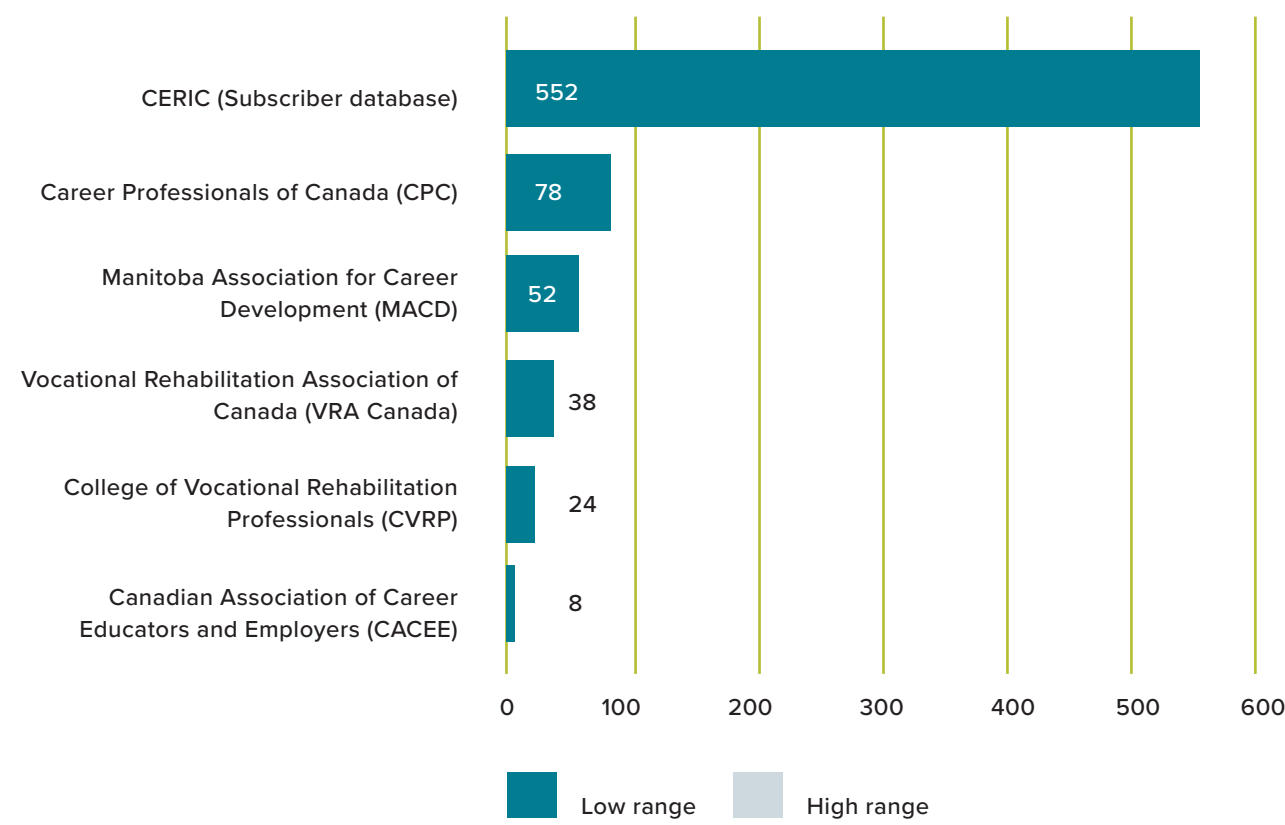
Figure 4.3.1. Number of core professionals in Manitoba's career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



⁹⁵ See Section 3.0. for a full discussion of how to interpret Figure 4.3.1./Table 4.3.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

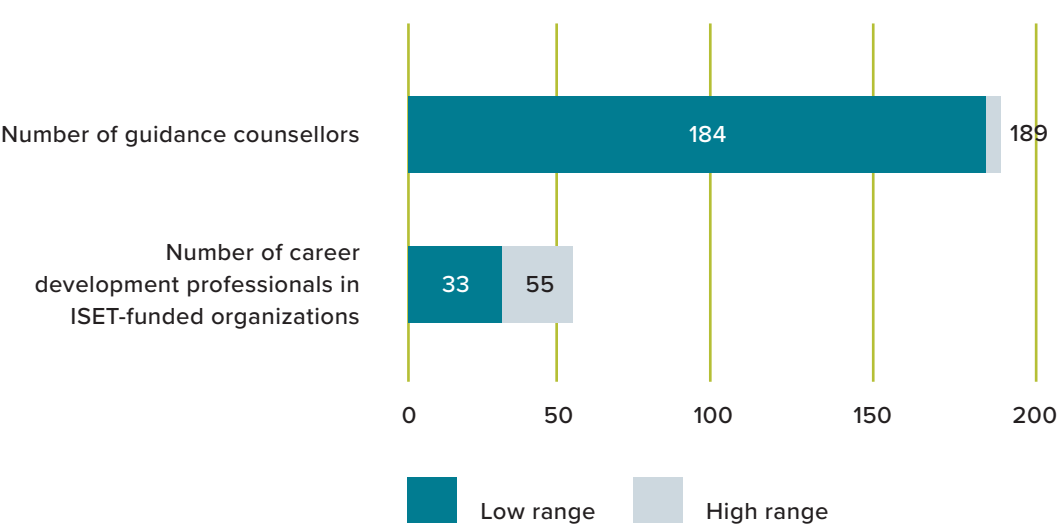


Table 4.3.2. Number of core professionals in Manitoba's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	1,705	Federal government	2021
LinkedIn Sales Navigator	1,792	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	614 - 641	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	552	Subscriber database	2023
Manitoba Association for Career Development (MACD) ^c	52	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	8	National membership association	2023
Career Professionals of Canada (CPC)	78	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	24	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	38	National membership association	2023
Counts that represent sector members with weaker ties to the sector^d			
Number of career development professionals in ISET-funded organizations ^b	33 - 55	Federal government	2023
Number of guidance counsellors	184 - 189	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c MACD membership refers to paid members only.

^d See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.⁹⁶ The career development professionals presented in Table 4.3.3. are accessible to Canadians through publicly funded services and educational supports across Manitoba communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.3.3. Number of core professionals working in Manitoba’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	381 - 403
Core professionals working in post-secondary institutions	49
Guidance counsellors working in elementary and secondary schools	184 - 189
Sum total of core professionals from P/T and ISET-funded sources	614 - 641

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.⁹⁷ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.⁹⁸ Using these percentages, we can calculate the total number of career development professionals in Manitoba (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

⁹⁶ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” *CERIC*, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

⁹⁷ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

⁹⁸ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.3.2. Number of core professionals in Manitoba’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

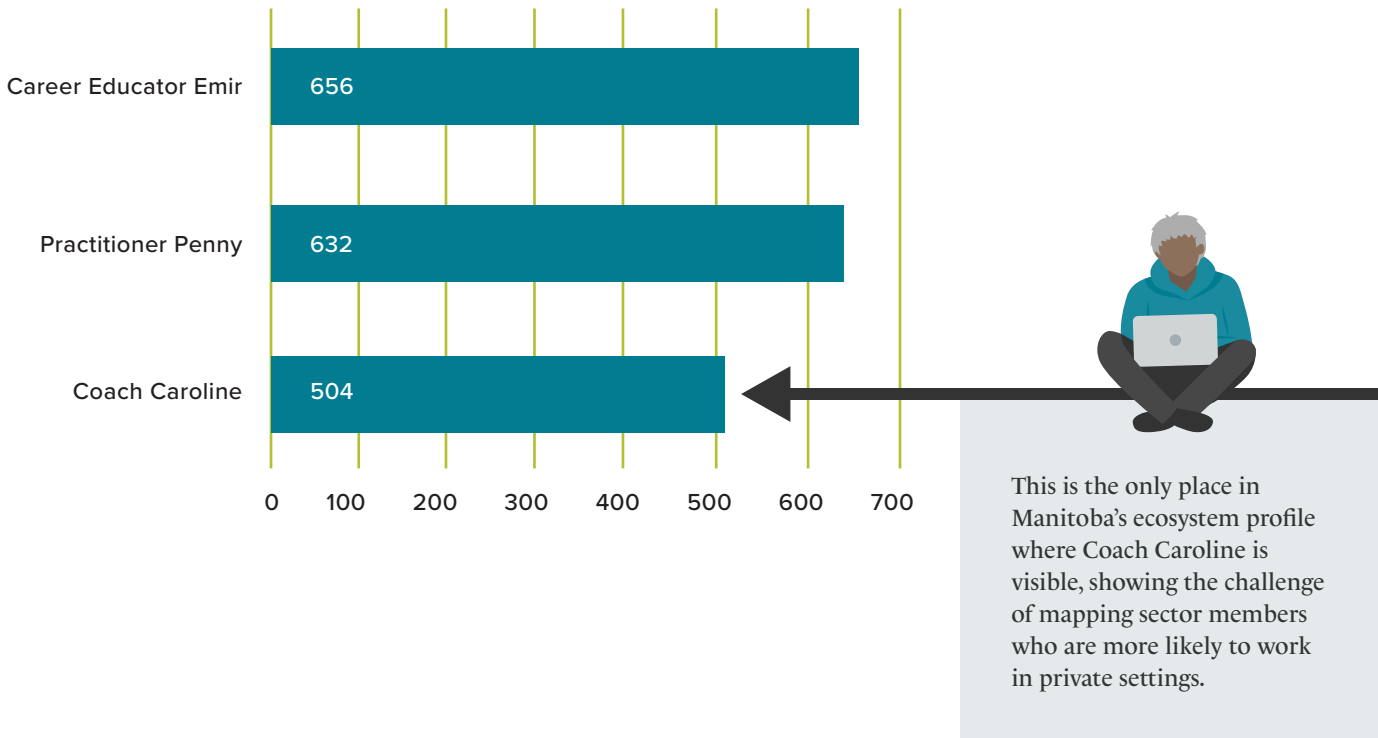


Table 4.3.4. Number of core professionals in Manitoba’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Manitoba ^a	Calculated total count of career development professionals in Manitoba ^b
Practitioner Penny	237	632
Coach Caroline	189	504
Career Educator Emir	246	656
Total	672	1,792

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 237 / 0.375 = 632.

The rest of this profile describes the publicly funded elements of Manitoba's career development ecosystem in detail. These descriptions estimate that there are a total of **614-641** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **504** (Coach Caroline). Adding Coach Caroline to the total count of core professionals almost doubles the size of the career development ecosystem in Manitoba.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN MANITOBA

In Manitoba, publicly funded career services are administered by the Workforce Training and Employment (WTE) organizational unit of the Department of Economic Development, Investment, and Trade. For this project, a director of employment services for one of Manitoba's eight service regions engaged with us to provide valuable career services data from the province's **Service Provider Reporting System (SPRS)**. In other provincial and territorial profiles, we were able to build on research participant interviews by consulting publicly accessible government employee directories. At the time of writing, the Government of Manitoba's "phone book"—assumed to be its employee directory—was unavailable and the data received could not be independently verified or supplemented.

WTE operates 13 **Manitoba Jobs and Skills Development (MJSD) Centres** across the province, which offer a range of services, including employment needs assessment, career counselling, referrals to community agencies, labour market information, job search assistance, access to computers for resume writing, and more.⁹⁹ WTE also contracts 153 **community-based organizations** (also called external agreement holders) that provide career services targeted to individual needs, specific client groups, and local communities.

A third type of funded service is **Employability Assistance for People with Disabilities (EAPD)**, which helps adults with disabilities prepare for, obtain, and maintain employment. Services include vocational assessment, counselling, planning, and training, as well as direct employment services (job search, resume preparation, job referral, etc.) and support services (disability-related education expenses, sign language interpreting, provision of technical equipment, and building or vehicle modifications).

Unlike other provinces where career services are offered to people with disabilities through a separate department (such as social or community development), EAPD is explicitly under the mandate of the Department of Economic Development, Investment, and Trade.

The job titles for Practitioner Penny in MJSD Centres are Career Development Consultant (CDC), Labour Market Services Advisor (LMSA), and Vocational Counsellor. Vocational Counsellors work exclusively with clients with disabilities who are seeking employment.

Table 4.3.5. presents the number of career development professionals working in publicly funded career services. The Government of Manitoba estimates a vacancy rate of 28 percent within their MJSD Centres; as such, at any given time, up to 34 positions may be vacant.

CAREER DEVELOPMENT PROFESSIONALS IN MANITOBA'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Anibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.¹⁰⁰

⁹⁹ Department of Economic Development, Investment, and Trade, "Jobs and Careers," *Government of Manitoba*, https://www.gov.mb.ca/wd/ites/tes/jobs_careers.html, accessed October 4, 2023.

¹⁰⁰ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

Table 4.3.5. Number of career development professionals working in Manitoba’s publicly funded career services, July 2023

Publicly funded career service	Count of centres or organizations	Count of Director Deepika	Count of Practitioner Penny
Manitoba Jobs and Skills Development (MJSD) Centres	13	Minimum 13	123
Community-based organizations (external agreement holders)	153	Minimum 153	59
Total	166	Minimum 166	182

Source: Government of Manitoba Service Provider Reporting System (SPRS).

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. Manitoba high schools have a **Career Development Education** curriculum, which includes career development life/work courses and career education credits for students in grades 9-12.¹⁰¹

MANITOBA’S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Manitoba has an estimated 184-189 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Manitoba’s 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, Manitoba has eight public universities and colleges, as well as 65 private vocational institutions (as of July 2023).¹⁰² A majority of the province’s public post-secondary institutions list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.3.6.). Six private vocational institutions have Career Services departments but do not list their staff members.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large number of private vocational institutions in Manitoba. As a result, the total number of professionals working in post-secondary institutions may be underestimated.

¹⁰¹ To learn more, see Katrina Rozal, “Career Curriculums by Province and Territories,” *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

¹⁰² Department of Advanced Education and Training, “Public Post-Secondary Education Institutions,” *Government of Manitoba*, https://www.edu.gov.mb.ca/ald/uni_coll.html, accessed October 5, 2023; Department of Advanced Education and Training, “Private Vocational Institutions: Listing of Private Vocational Institutions,” *Government of Manitoba*, <https://www.edu.gov.mb.ca/pvi/list/index.html>, accessed October 5, 2023.

Table 4.3.6. Number of career development professionals working in Manitoba’s publicly funded career services, July 2023

Post-secondary institution	Count of Director Deepika	Count of Practitioner Penny
Assiniboine Community College	1	2
Brandon University	1	2
Manitoba Institute of Trades and Technology	1	4
Red River College Polytechnic	3	17
<i>Université de Saint-Boniface</i>	0	0
University College of the North	1	2
University of Manitoba	1	9
University of Winnipeg	1	4
Total	9	40

Sources: Manitoba public post-secondary institution websites and research participants.

UNDER THE SECTOR’S “BIG TENT” IN MANITOBA

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.3.3./Table 4.3.7., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.3.3. Number of people under the career development sector’s “big tent” in Manitoba, by sector member

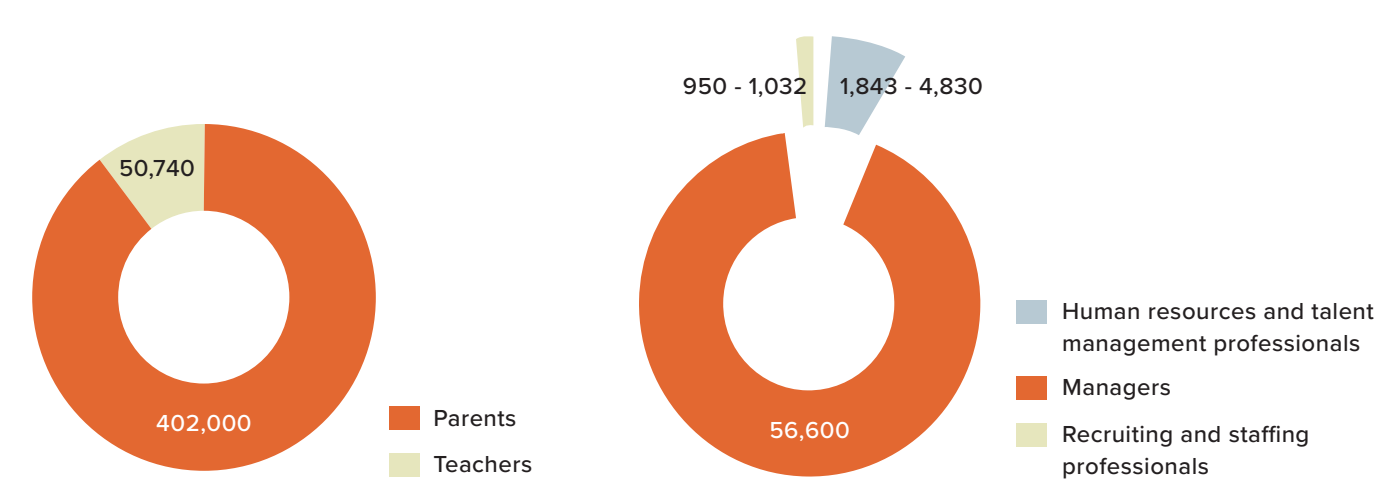


Table 4.3.7. Number of people under the career development sector’s “big tent” in Manitoba, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	950 - 1,032
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	1,843 - 4,830
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	50,740
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	56,600
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	402,000



4.4. NEW BRUNSWICK

WHAT'S UNIQUE ABOUT NEW BRUNSWICK'S CAREER DEVELOPMENT ECOSYSTEM

- New Brunswick is one of five provinces that has a voluntary professional certification for career development practitioners.
- New Brunswick has the most advanced career education strategies for early childhood and grades K-12 in Canada.
- New Brunswick's Work Room Career Resources Centres are an example of cross-departmental and placed-based career development that brings services to job seekers and meets them where they are in their local schools and communities.
- When estimating the size of New Brunswick's career development ecosystem (Figure 4.4.1./Table 4.4.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=1,051), followed by the Census of Population (n=990), followed by the sum total of the provincial and ISET-funded sources of information (n=384-412). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF NEW BRUNSWICK'S CAREER DEVELOPMENT ECOSYSTEM

1. Provincial sector representatives
2. National career development associations, organizations, and other sector leaders
3. LMI jurisdictional report prepared for the Labour Market Information Council (LMIC), "Understanding the Career Service Delivery Ecosystem in Canada"¹⁰³
4. Publicly available websites, including the Government of New Brunswick employee directory
5. LinkedIn Sales Navigator

NEW BRUNSWICK'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.4.1. provides an overview of the number of organizations providing career services in New Brunswick's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.¹⁰⁴

¹⁰³ To read more about the LMIC project, visit <https://lmic-cimt.ca/consultations-with-career-professionals/>.

¹⁰⁴ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.4.1. Number of organizations providing career services in Manitoba

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	33
Community-based organizations ^b	22
Total	55
Government of Canada Job Bank	
Total	19

Source: Employment and Social Development Canada; assorted others, see profile.

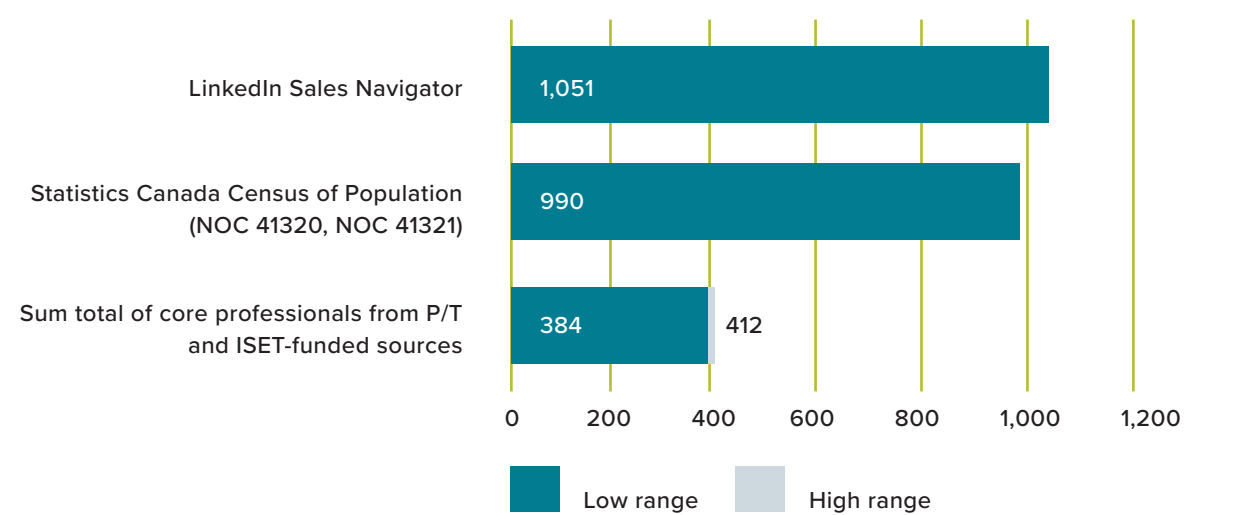
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.4.1./Table 4.4.2. provides an overview of the number of core professionals in New Brunswick’s career development ecosystem, based on a variety of data sources.¹⁰⁵ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

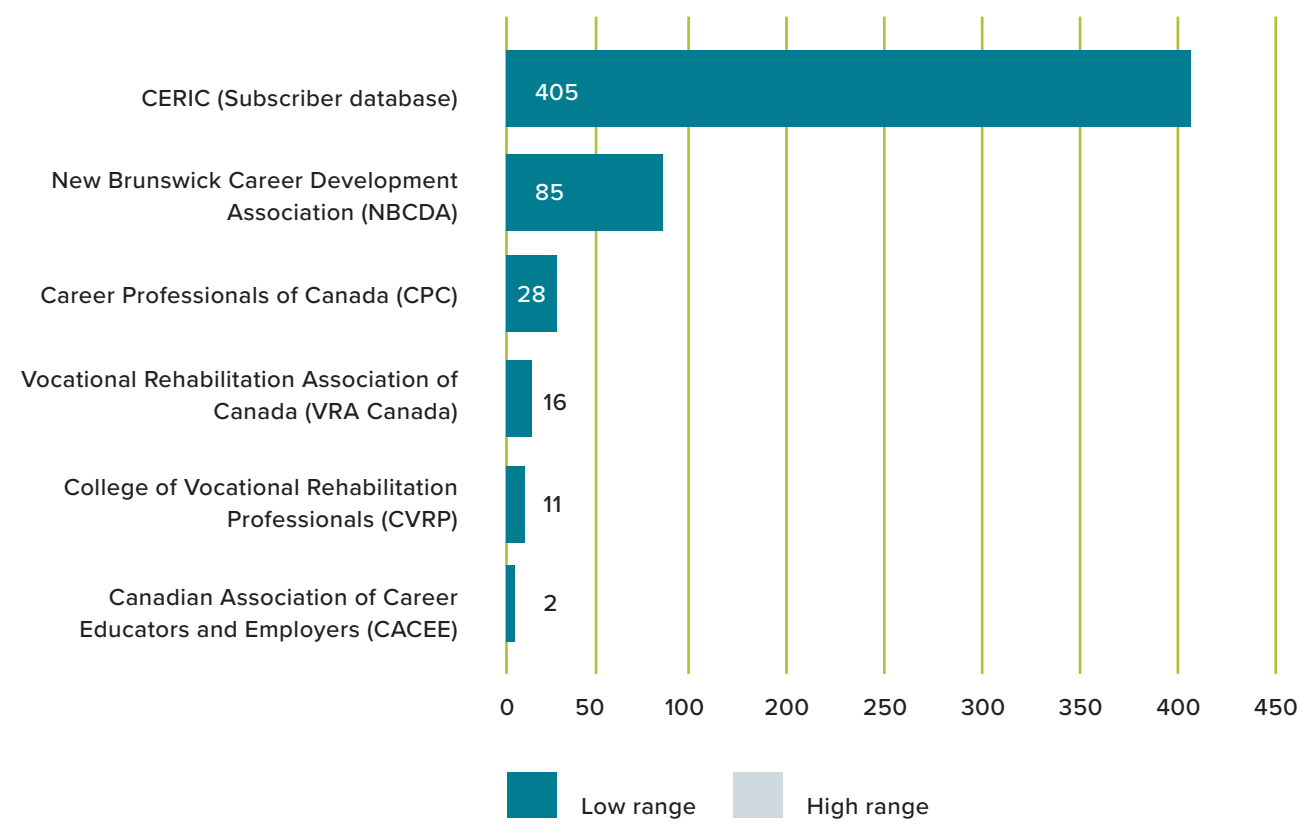
Figure 4.4.1. Number of core professionals in New Brunswick’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



¹⁰⁵ See Section 3.0. for a full discussion of how to interpret Figure 4.4.1./Table 4.4.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

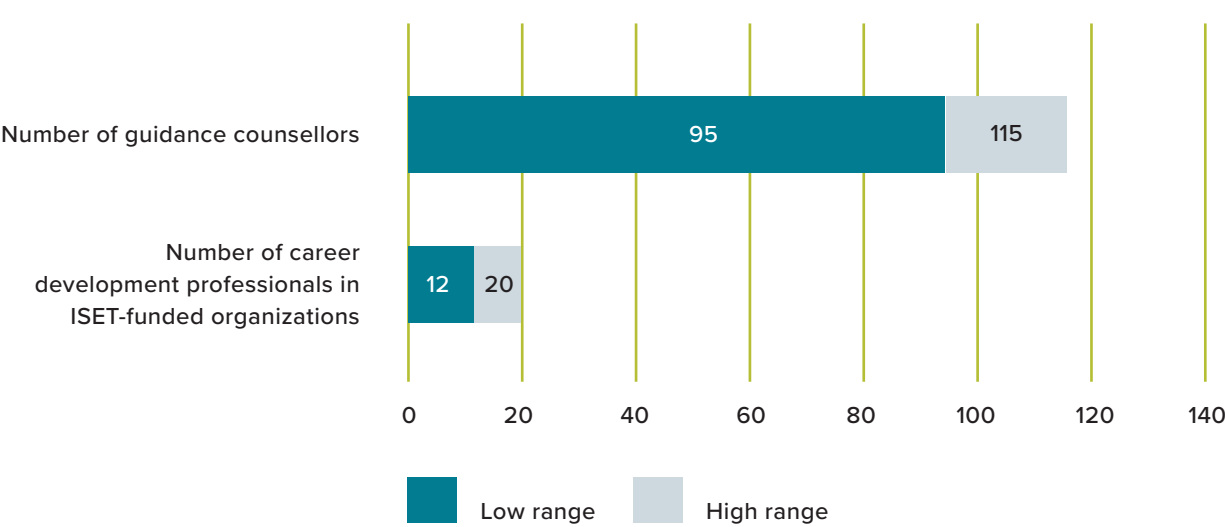


Table 4.4.2. Number of core professionals in New Brunswick's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	990	Federal government	2021
LinkedIn Sales Navigator	1,051	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	384 - 412	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	405	Subscriber database	2023
New Brunswick Career Development Association (NBCDA)	85	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	2	National membership association	2023
Career Professionals of Canada (CPC)	28	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	11	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	16	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	12 - 20	Federal government	2023
Number of guidance counsellors	95 - 115	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.¹⁰⁶ The career development professionals presented in Table 4.4.3. are accessible to Canadians through publicly funded services and educational supports across New Brunswick communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.4.3. Number of core professionals working in New Brunswick’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	225 - 233
Core professionals working in post-secondary institutions	64
Guidance counsellors working in elementary and secondary schools	95 - 115
Sum total of core professionals from P/T and ISET-funded sources	384 - 412

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.¹⁰⁷ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.¹⁰⁸ Using these percentages, we can calculate the total number of career development professionals in New Brunswick (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

¹⁰⁶ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

¹⁰⁷ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

¹⁰⁸ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.4.2. Number of core professionals in Manitoba’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

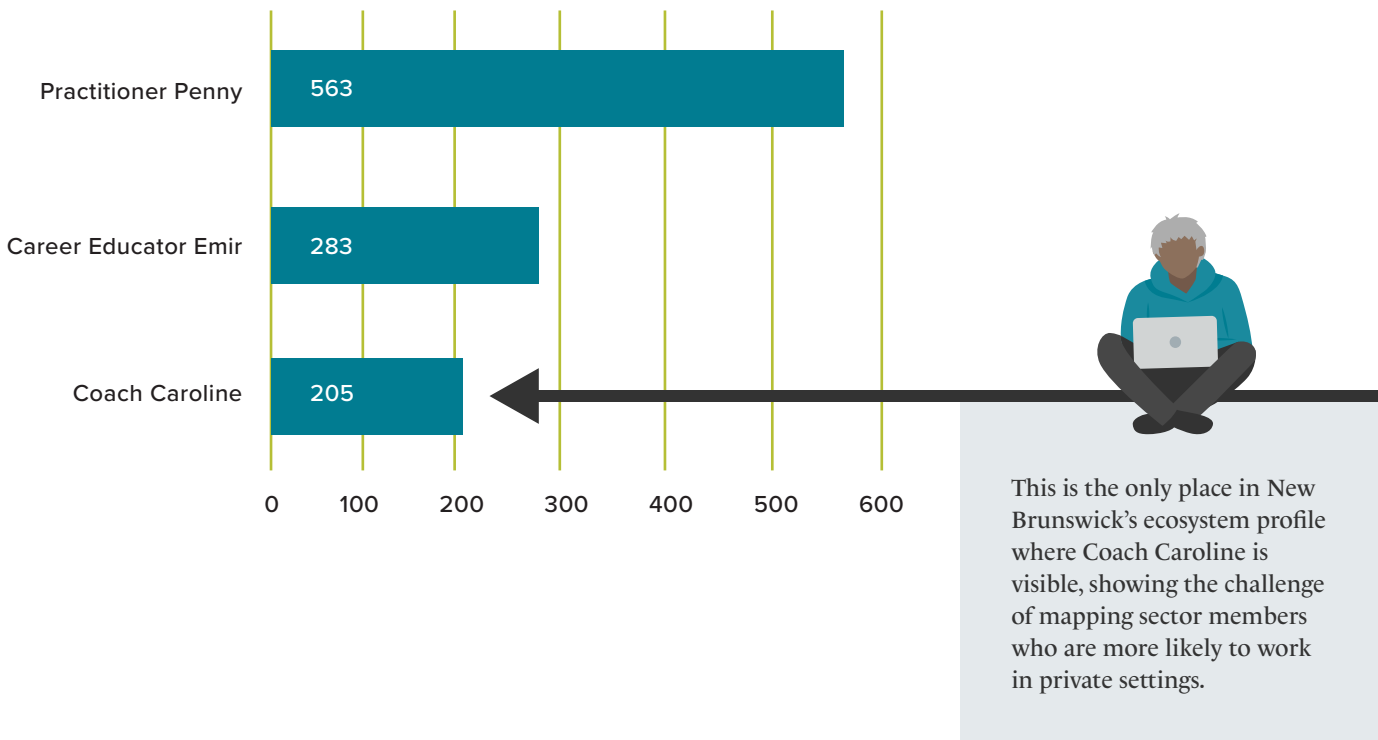


Table 4.4.4. Number of core professionals in New Brunswick’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in New Brunswick ^a	Calculated total count of career development professionals in New Brunswick ^b
Practitioner Penny	211	563
Coach Caroline	77	205
Career Educator Emir	106	283
Total	394	1,051

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 211 / 0.375 = 563.

The rest of this profile describes the publicly funded elements of New Brunswick's career development ecosystem in detail. These descriptions estimate that there are a total of **384-412** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **205** (Coach Caroline). Adding Coach Caroline to the total count of core professionals increases the size of the career development ecosystem in New Brunswick by approximately half.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN NEW BRUNSWICK

In New Brunswick, publicly funded career development programs, services, and supports fall under the mandate of three departments: Post-Secondary Education, Training, and Labour (PETL), Education and Early Childhood Development, and Social Development.

Interviews conducted during a 2021 research project for the Labour Market Information Council (LMIC) indicate that PETL has been modernizing its career services strategy in recent years, shifting from the provision of employer subsidies for addressing human resources issues and development towards a greater focus on client needs and supports for labour market development.¹⁰⁹ These modernization efforts include working towards increasing the consistency in accessibility and quality of services across the province. In the 2019-2020 fiscal year, PETL rebranded its employment offices and website as WorkingNB to make them more visible and accessible to clients.

WorkingNB has 19 offices across New Brunswick (as of July 2023) that serve jobseekers and employers.¹¹⁰ Table 4.4.5. presents the number of career development professionals working in WorkingNB, based on the government's publicly available employee directory.¹¹¹

Job titles of Director Deepika in WorkingNB include Executive Director, Director (Section), Regional Director, and Manager. The job title of Practitioner Penny is Employment Counsellor.

The Department of Social Development also provides **Career Development Services** to clients of New Brunswick's social assistance program.¹¹² There are eight Social Development regional offices across the province where these career services are delivered, including literacy (CALP), academic upgrading, career information, employment programs and services (work services), employability assessment, and case planning. Table 4.4.5. presents the number of career development professionals that work in the Department of Social Development's career development services, based on the government's publicly available employee directory.¹¹³

The job title of Director Deepika in the Department of Social Development's Career Development Services is Supervisor and the job titles of Practitioner Penny are Case Manager, Assessor (Needs Assessment), Reviewer, and Investigator.

A third stream of career services is the **Work Room Career Resources Centres**, a partnership between PETL Southwest Region and Anglophone South School District.¹¹⁴ Open to everyone in the community, the Work Room Career Resource Centres are located in six high schools in southwest New Brunswick and two regional PETL offices in St. Stephen and Saint John. Practitioner Penny in the Work Room Career Resource Centres are called Coordinator and Coordinator Assistant. Table 4.4.5. presents the number of career development professionals that work in the Work Room Career Resource Centres.

¹⁰⁹ Goss Gilroy Inc., "Understanding the Career Service Delivery Ecosystem in Canada – Pilot Project, Jurisdictional Report: New Brunswick," *Labour Market Information Council*, September 2022, pp. 4.

¹¹⁰ WorkingNB, "Contact Us: WorkingNB Offices," *Government of New Brunswick*, <https://workingnb.ca/contact>, accessed October 5, 2023.

¹¹¹ Government of New Brunswick, "Contacts Directory: Post-Secondary Education, Training, and Labour," <https://www2.gnb.ca/content/gnb/en/contacts.html>, accessed October 5, 2023.

¹¹² Department of Social Development, "Career Development Services," *Government of New Brunswick*, https://www2.gnb.ca/content/gnb/en/departments/social_development/services/services_renderer.14316.Career_Development_Services.html, accessed October 5, 2023.

¹¹³ Government of New Brunswick, "Contacts Directory: Social Development," <https://www2.gnb.ca/content/gnb/en/contacts.html>, accessed October 5, 2023.

¹¹⁴ The Work Room, "The Work Room: Your Career Resource Centre," *Government of New Brunswick*, <http://www.careersthatwork.ca>, accessed October 5, 2023.

Table 4.4.5. Number of career development professionals working in New Brunswick’s publicly funded career services, July 2023

Publicly funded career service	Count of Director Deepika	Count of Practitioner Penny
WorkingNB – Department of Post-Secondary Education, Training and Labour	18	71
Career Development Services – Department of Social Development	14	101
Work Room Career Resources Centres	0	9
Total	32	181

Sources: Government of New Brunswick employee directory; Work Room Career Resources Centres website.

In April 2022, the Government of New Brunswick introduced a new model for delivering career services to people with disabilities.¹¹⁵ **AvenueNB**, a non-profit organization and co-operative, was created to oversee the contract management of its 22 member agencies, coordinate professional development, promote communication and outreach, develop intersectional partnerships, and monitor programs and services for evaluation and accountability.¹¹⁶ Its member agencies are third-party specialized organizations that provide services and programs to help people with disabilities participate fully in the labour market. Prior to April 2022, PETL had separate contracts with each third-party organization.

As of July 2023, fewer than half of avenueNB’s member agencies list their staff members publicly. As a result, it was not possible to determine the number of career development professionals working in these organizations.

¹¹⁵ Post-Secondary Education, Training and Labour, “New Service Delivery Model Aims to Enhance Disability Employment Services,” *Government of New Brunswick*, April 2022, https://www2.gnb.ca/content/gnb/en/news/news_release.2022.04.0217.html, accessed October 5, 2023.

¹¹⁶ AvenueNB Cooperative, “Who We Are,” <https://www.avenuenb.com:453/avenueNB.dll/WhoWeAre>, accessed October 5, 2023.

CAREER DEVELOPMENT PROFESSIONALS IN NEW BRUNSWICK'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Anibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.¹¹⁷

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. **New Brunswick's career education strategy is a standout across Canada.**¹¹⁸



CAREER CONNECTED EDUCATORS

The New Brunswick Department of Education and Early Childhood Development has developed a career education strategy for anglophone grades K-12, called **Career Connected Learning K-12**, which uses a **Universal Design for Learning** framework.¹¹⁹

Career Connected Learning is the intentional integration of research-backed career education best practices in all grades and all subjects.¹²⁰ This strategy includes five online learning modules that prepare educators to implement career development in their classrooms. New Brunswick educators who successfully complete the modules receive digital badges of completion.¹²¹

As of July 2023, more than 200 educators have engaged the learning modules, with 60 completing all five modules to become Career Connected Educators. In the Sector Scoping Model, these educators are represented by Instructor Iris. However, they have received additional investment and career development training.

A second career education strategy that complements and supports the Career Connected Learning K-12 is the **Career Education Framework for Early Childhood to Grade 12**.¹²² Developed by New Brunswick's francophone and anglophone school systems and the Organization for Economic Cooperation and Development (OECD), it includes two resources, the **Hopeful Transitions Model** and an online tool, which support the facilitation of transition planning for each learner in grades 6-12.¹²³

This work is an example of where a province is focusing on career development sector foundational gaps and core strengths, specifically in the areas of quality, capacity, and access. Measuring the impact of this investment can serve as a demonstration not only of the benefits of enriched career development among educators, but also as a model for how to set up initiatives that expand career development awareness and competence for any member of the Sector Scoping Model. See Section 5 for more information about the Career Development Maturity Matrix, a tool that can help measure and advance the sector's quality, capacity, access, and cohesion.

¹¹⁷ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

¹¹⁸ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise* by CERIC, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

¹¹⁹ Department of Education and Early Childhood Development, "Career Connected Learning," *Government of New Brunswick*, <https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/career-connected-learning.html>, accessed October 5, 2023.

¹²⁰ Tricia Berry, "Career Connect Learning K-12 Overview," *Government of New Brunswick*, 2021, <https://www.youtube.com/watch?v=uUnCqYDVG0k>, accessed October 5, 2023.

¹²¹ Department of Education and Early Childhood Development, "Career Connected Educator: Module Completion Badges," *Government of New Brunswick*, <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/FRI/badges.pdf>, accessed October 5, 2023.

¹²² Department of Education and Early Childhood Development, "Career Education Framework in New Brunswick," *Government of New Brunswick*, <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/FRI/nb-career-education-framework.pdf>, accessed November 9, 2023.

¹²³ Department of Education and Early Childhood Development, "Hopeful Transitions," *Government of New Brunswick*, <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/what-is-hopeful-transitions.pdf>, accessed November 9, 2023.

NEW BRUNSWICK'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

New Brunswick has an estimated 95-115 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses New Brunswick's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, New Brunswick has four public universities, four public colleges, three private universities, and 52 private colleges.¹²⁴ Almost all of New Brunswick's public post-secondary institutions and private universities list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.4.6.). Three of the larger private career colleges in New Brunswick have Career Services departments but do not list staff members.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large number of private colleges in New Brunswick. As a result, the total number of professionals working in post-secondary institutions may be underestimated.



¹²⁴ Post-Secondary Education, Training and Labour, "Universities and Colleges," *Government of New Brunswick*, https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/Institutions/UniversitiesAndColleges.html, accessed October 5, 2023.

Table 4.4.6. Number of career development professionals working in New Brunswick's post-secondary institutions, July 2023

Post-secondary institution	Count of Director Deepika	Count of Career Educator Emir
Public universities		
University of New Brunswick	4	17
<i>Université de Moncton</i>	3	10
Mount Allison University	2	3
St. Thomas University	2	2
Public colleges		
New Brunswick Community College	1	7
<i>Collège communautaire du Nouveau-Brunswick</i>	1	7
New Brunswick College of Craft and Design	1	1
Maritime College of Forest Technology	0	0
Private universities		
Crandall University	1	2
Kingswood University	0	0
St. Stephen's University	0	0
Total	15	49

Note: Private colleges are not included in Table 4.4.6.

Sources: New Brunswick post-secondary institution websites and research participants.

UNDER THE SECTOR'S "BIG TENT" IN NEW BRUNSWICK

In this project, we approach Canada's career development sector as a "big tent," an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the "big tent" that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized

field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.4.3./Table 4.4.7., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.4.3. Number of people under the career development sector’s “big tent” in New Brunswick, by sector member

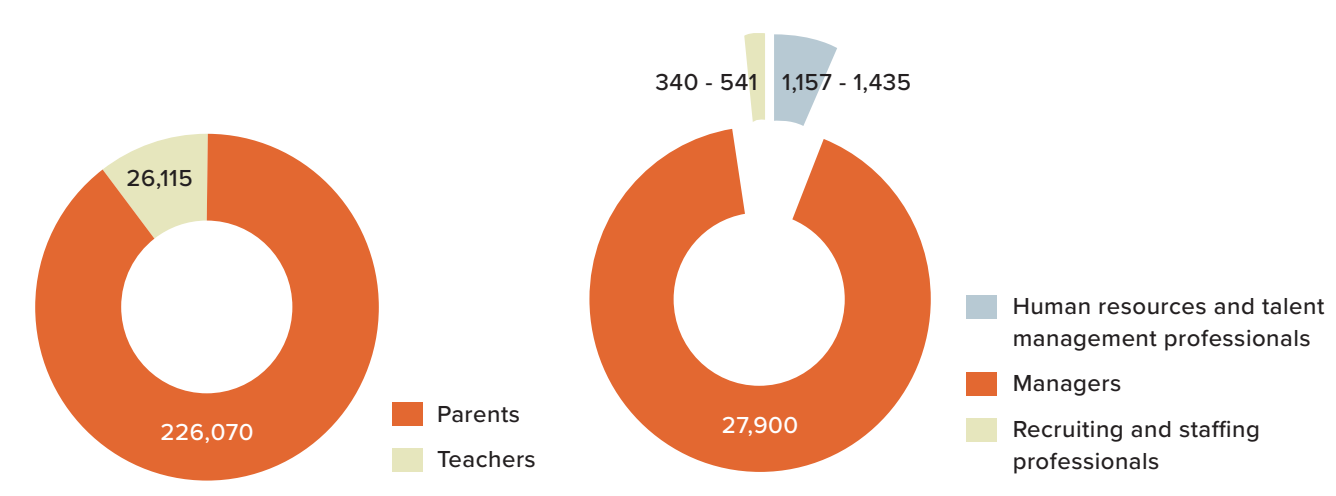


Table 4.4.7. Number of people under the career development sector’s “big tent” in New Brunswick, by sector member

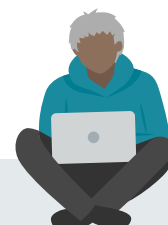
Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	340 - 541
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	1,157 - 1,435
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	26,115
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	27,900
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	226,070

4.5. NEWFOUNDLAND AND LABRADOR



WHAT'S UNIQUE ABOUT NEWFOUNDLAND AND LABRADOR'S CAREER DEVELOPMENT ECOSYSTEM

- Newfoundland and Labrador is one of three provinces (along with British Columbia and Quebec) that has a career development association whose primary function is to represent organizations instead of individuals. Unlike British Columbia and Quebec, Newfoundland and Labrador's association, Community Employment Collaboration, is structured as a network of community partners rather than as a membership association.
- Newfoundland and Labrador is the only Canadian province that does not have a career development association that represents individual professionals.
- The role and value of Communicator Colette, a member persona in the Sector Scoping Model, is evident in Newfoundland and Labrador's career development ecosystem.
- A research project conducted from 2018 to 2020 in Newfoundland and Labrador represents the first ever mapping of the province's career development sector and demonstrates the breadth of its ecosystem, bringing together seven of the Sector Scoping Model's member personas.
- When estimating the size of Newfoundland and Labrador's career development ecosystem (Figure 4.5.1./Table 4.5.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=661), followed by the Census of Population (n=605), followed by the sum total of the provincial and ISET-funded sources of information (n=350-463). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF NEWFOUNDLAND AND LABRADOR'S CAREER DEVELOPMENT ECOSYSTEM

1. Community Employment Collaboration (a network of community, post-secondary schools, and government employment offices in Newfoundland and Labrador)
2. National career development associations, organizations, and other sector leaders
3. LMI jurisdictional report prepared for the Labour Market Information Council (LMIC) project, "Understanding the Career Service Delivery Ecosystem in Canada"¹²⁵
4. Publicly available websites, including the Government of Newfoundland and Labrador employee directory
5. LinkedIn Sales Navigator

NEWFOUNDLAND AND LABRADOR'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.5.1. provides an overview of the number of organizations providing career services in Newfoundland and Labrador's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.¹²⁶

¹²⁵ To read more about the LMIC project, visit <https://lmic-cimt.ca/consultations-with-career-professionals/>.

¹²⁶ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.5.1. Number of organizations providing career services in Newfoundland and Labrador

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	19
Community-based organizations ^b	52
Total	71
Government of Canada Job Bank	
Total	19

Source: Employment and Social Development Canada; assorted others, see profile.

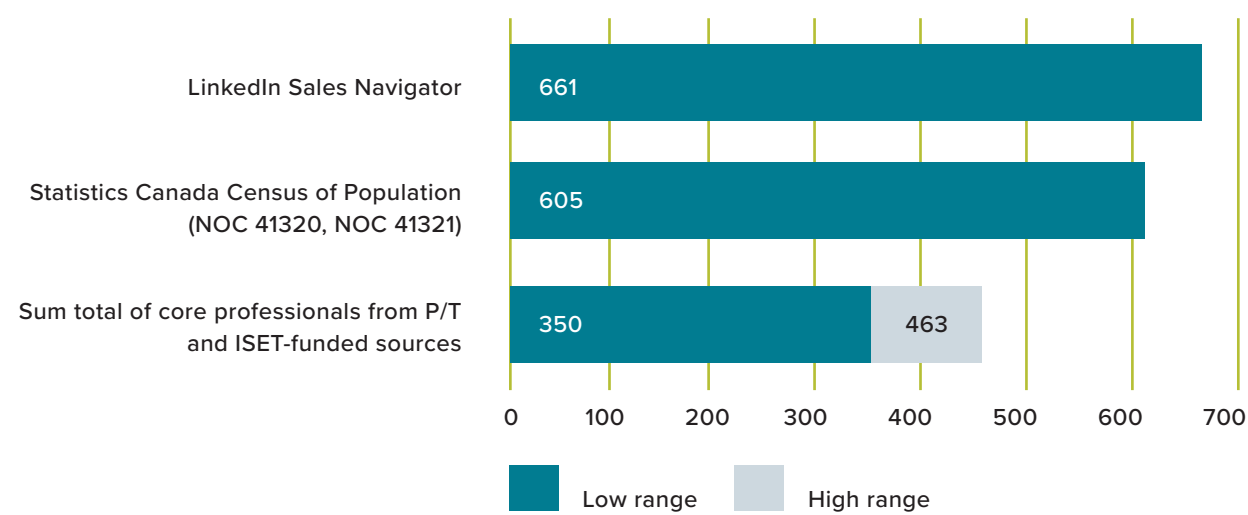
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.5.1./Table 4.5.2. provides an overview of the number of core professionals in Newfoundland and Labrador’s career development ecosystem, based on a variety of data sources.¹²⁷ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

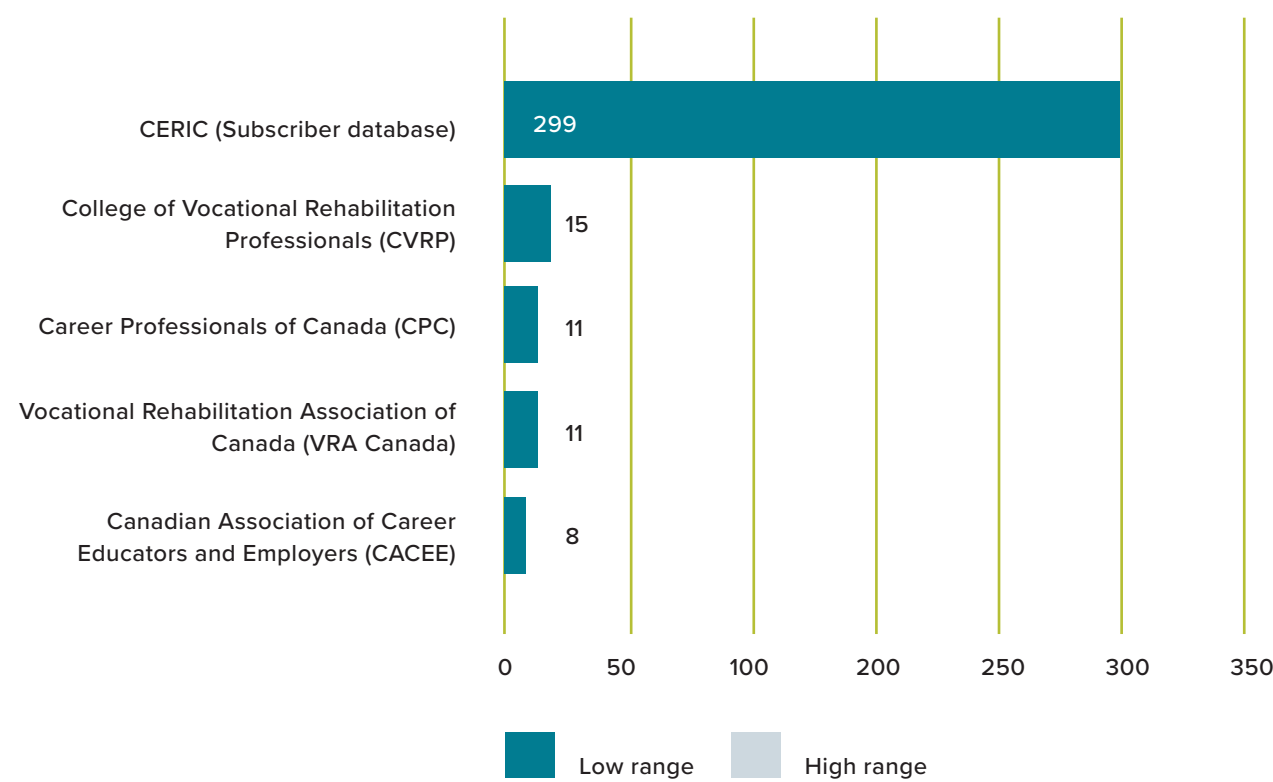
Figure 4.5.1. Number of core professionals in Newfoundland and Labrador’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



¹²⁷ See Section 3.0. for a full discussion of how to interpret Figure 4.5.1./Table 4.5.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

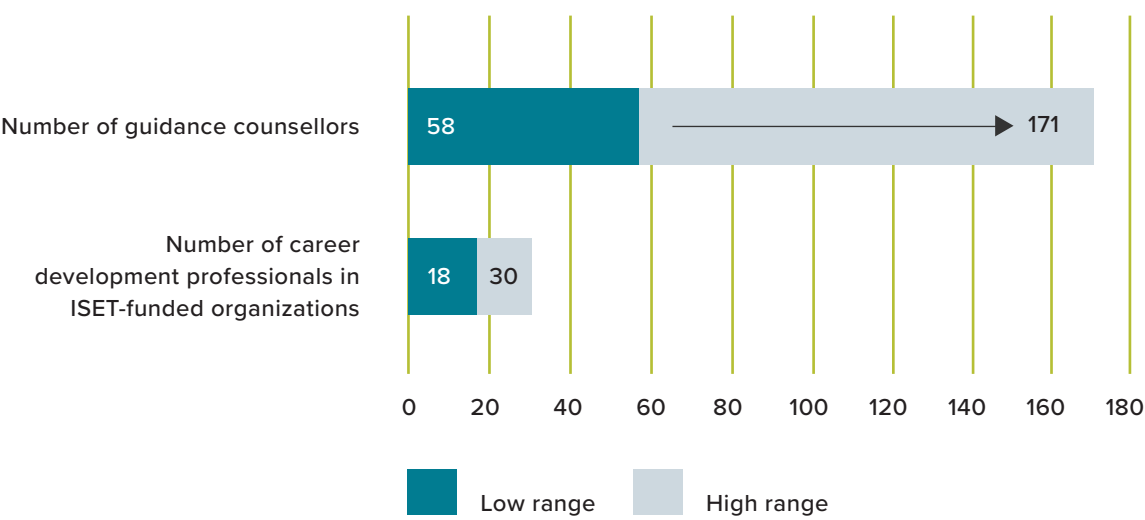


Table 4.5.2. Number of core professionals in Newfoundland and Labrador's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	605	Federal government	2021
LinkedIn Sales Navigator	661	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	350 - 463	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	299	Subscriber database	2023
Canadian Association of Career Educators and Employers (CACEE)	8	National membership association	2023
Career Professionals of Canada (CPC)	11	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	15	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	11	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	18 - 30	Federal government	2023
Number of guidance counsellors	58 - 171	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.¹²⁸ The career development professionals presented in Table 4.5.3. are accessible to Canadians through publicly funded services and educational supports across Newfoundland and Labrador communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.5.3. Number of core professionals working in Newfoundland and Labrador’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	270
Core professionals working in post-secondary institutions	22
Guidance counsellors working in elementary and secondary schools	58 - 171
Sum total of core professionals from P/T and ISET-funded sources	350 - 463

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.¹²⁹ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.¹³⁰ Using these percentages, we can calculate the total number of career development professionals in Newfoundland and Labrador (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

¹²⁸ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

¹²⁹ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

¹³⁰ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.5.2. Number of core professionals in Newfoundland and Labrador’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

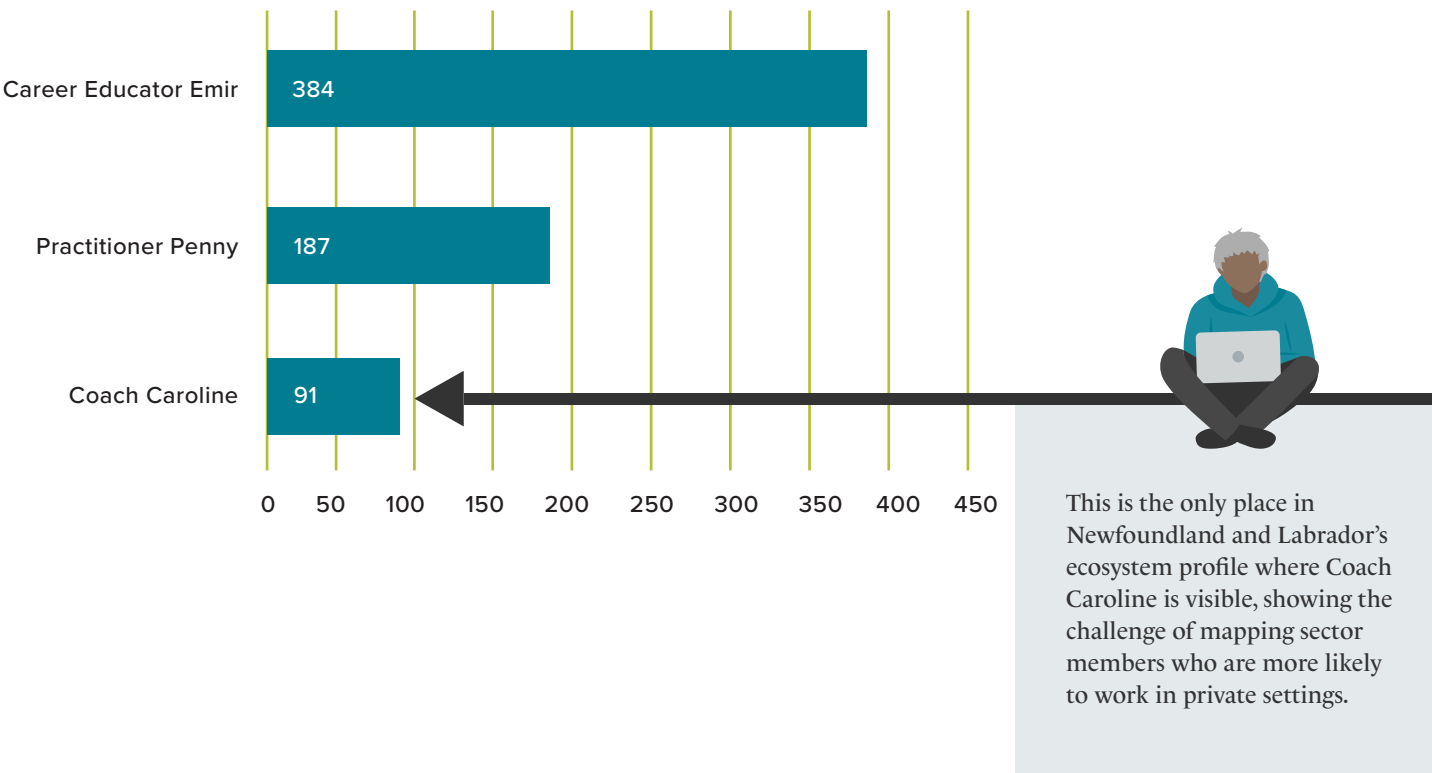


Table 4.5.4. Number of professionals in Newfoundland and Labrador’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Newfoundland and Labrador ^a	Calculated total count of career development professionals in Newfoundland and Labrador ^b
Practitioner Penny	70	187
Coach Caroline	34	91
Career Educator Emir	144	384
Total	248	662

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 70 / 0.375 = 187.

The rest of this profile describes the publicly funded elements of Newfoundland and Labrador's career development ecosystem in detail. These descriptions estimate that there are a total of **350-463** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **91** (Coach Caroline). Adding Coach Caroline to the total count of core professionals is a fairly significant increase in the size of Newfoundland and Labrador's career development ecosystem.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN NEWFOUNDLAND AND LABRADOR

The findings in this subsection are drawn from publicly available websites and the gracious participation of a sector leader—Communicator Colette from the Sector Scoping Model—with **Community Employment Collaboration (CEC)**, a network of community, post-secondary schools, and government employment offices in Newfoundland and Labrador.¹³¹ Building a profile of Newfoundland and Labrador's career development ecosystem benefitted from the existence of a province-wide Communicator Colette, who demonstrated deep understanding of the ecosystem.

Newfoundland and Labrador's Department of Immigration, Population Growth, and Skills (IPGS) operates 19 **employment centres** across the province (as of July 2023).¹³² Table 4.5.5. presents the number of career development professionals working in these employment centres, based on the government's publicly available employee directory.¹³³ In these centres, Director Deepika's job titles include Director, Regional Director, Regional Manager, and Manager. Practitioner Penny's job titles include Career Development Specialist and Job Broker.

An organization called **Employment Options**, which is funded through the Labour Market Development Agreement (LMDA) between Newfoundland and Labrador and the federal government, operates four offices that provide career development services in Corner Brook, Grand Falls-Windsor, St. John's West, and St. John's East.¹³⁴

As of July 2023, 12 **community-based organizations** throughout the province are funded through IPGS's **Community Partnership Program (Employment)**. Publicly accessible information indicates that all organizations that apply for funding must first register with the Department's Labour Market Programs Support System (LaMPSS).¹³⁵ This system is described as "a common system and set of business processes developed to focus on the administration of labour market programs and services."¹³⁶ It may have relevant reporting data that would increase our understanding of Newfoundland and Labrador's overall career development ecosystem.

¹³¹ For more information about Community Employment Collaboration, visit <https://employmentcollaboration.ca>.

¹³² Department of Immigration, Population Growth, and Skills, "Employment Centres," *Government of Newfoundland and Labrador*, <https://www.gov.nl.ca/ipgs/career-2/employment-centres/>, accessed October 5, 2023.

¹³³ Government of Newfoundland and Labrador, "Telephone Directory," <https://telephonedirectory.gov.nl.ca/default.aspx>, accessed October 5, 2023.

¹³⁴ Employment Options, "Our Offices," <https://www.employmentnl.ca/english/office-locations/>, accessed October 5, 2023.

¹³⁵ Department of Immigration, Population Growth, and Skills, "Community Partnerships," *Government of Newfoundland and Labrador*, <https://www.gov.nl.ca/ipgs/files/forcommunitypartners-community-employment-partnerships.pdf>, accessed October 5, 2023.

¹³⁶ Department of Immigration, Population Growth, and Skills, "Labour Market Programs Support System," *Government of Newfoundland and Labrador*, <https://www.gov.nl.ca/ipgs/lampss-public/>, accessed October 5, 2023.

A number of organizations that deliver employment supports to people with disabilities across the province are funded through an IPGS program called **Supported Employment for Persons with Disabilities**.¹³⁷ This includes at least 16 community-based organizations that form the Supported Employment Newfoundland Labrador (SENL) network, as well as at least five additional organizations.¹³⁸ While it was not possible to identify all career development professionals who work in these organizations, Table 4.5.5. presents an estimate based on the knowledge of local subject matter experts and staff teams listed on a limited number of the organizations' websites.

Lastly, twelve organizations receive funding through the federal government, including five funded through the Indigenous Skills and Employment Training (ISET) Program, and another three organizations receive both federal and provincial funding.

Table 4.5.5. Number of career development professionals working in New Brunswick's publicly funded career services, July 2023

Publicly funded career service	Count of career service providers	Count of Director Deepika	Count of Practitioner Penny
Employment centres, Department of Immigration, Population Growth, and Skills (IPGS)	19 offices	6	36
Employment Options	4 offices	4	29
Provincially funded organizations	12 organizations	12	59
Provincially funded organizations that specialize in serving people with disabilities	21 organizations	21	33
Federally funded organizations (including 5 organizations funded through the Indigenous Skills and Employment Training (ISET) Program)	12 organizations, First Nations, and Band Councils ^a	12	39
Organizations that receive both federal and provincial funding	3 organizations	3	16
Total	71	58	212

Sources: Government of Newfoundland and Labrador employee directory and research participants.

^a The term "Band Council" has been used verbatim from its original source.

¹³⁷ Department of Immigration, Population Growth, and Skills, "For Persons with Disabilities," *Government of Newfoundland and Labrador*, <https://www.gov.nl.ca/ipgs/disabilities/>, accessed October 5, 2023.

¹³⁸ Department of Immigration, Population Growth, and Skills, "Supported Employment Newfoundland and Labrador," *Government of Newfoundland and Labrador*, 2023, <https://www.gov.nl.ca/ipgs/disabilities/supported-employment-nl/>, accessed October 5, 2023; Supported Employment Newfoundland Labrador, "Locations," <http://www.senl.ca/locations.html>, accessed October 5, 2023.

EVIDENCE FOR COMMUNITY EMPLOYMENT SERVICES: A COLLABORATIVE REGIONAL APPROACH

In 2018-2020, the Canadian Career Development Foundation (CCDF) led a research project to rigorously test PRIME—a new approach to employability assessment, data collection, accountability, and quality service assurance—in Newfoundland and Labrador’s career services delivery ecosystem.¹³⁹ The project demonstrated two key findings:

1. Clients experienced statistically and clinically significant positive changes across a range of employability indicators and outcomes as they progressed through career services.
2. Career development practitioners who participated in the project and used PRIME experienced statistically significant positive changes (including professionalism, ethical practice, client engagement, quality service, and evidence-based practice).

The project’s funder was the NL Workforce Innovation Centre (NLWIC), which is administered by the College of the North Atlantic. Funding for NLWIC is provided by Newfoundland and Labrador’s Department of Immigration, Population Growth, and Skills (IPGS) under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

CCDF was the project’s research lead. Goss Gilroy Inc. conducted the data analysis. ARMS provided technical data and software support. Community engagement was led by the Community Employment Collaboration. Project oversight was managed by the Collective Interchange Co-op.

Six agencies contributed to the research design, the redesign of PRIME, its implementation, data collection, and analysis: AXIS Career Services | Association for New Canadians, Community Centre Alliance (CCA), John Howard Society of Newfoundland and Labrador, Salvation Army, Single Parents Association of Newfoundland and Labrador, and Women in Resource Development Corporation (WRDC).

A total of 81 career development professionals participated in the data collection phase of the project.

The participants in and contributors to this research project shows the breadth of the sector’s ecosystem in Newfoundland and Labrador. It brought together a number of the Sector Scoping Model’s member personas: Researcher Robert, Communicator Colette, Director Deepika, Practitioner Penny, Career Educator Emir, Ally Aniibish, and Policy Pieter.

¹³⁹ Canadian Career Development Foundation, “Evidence for Community Employment Services: A Collaborative Regional Approach – Final Report: A Tale of Transformation,” 2021, <https://ccdf.ca/wp-content/uploads/2021/03/NLWIC-FINAL-REPORT-2021-04-01-CCDF-submitted.pdf>, accessed October 5, 2023.

CAREER DEVELOPMENT PROFESSIONALS IN NEWFOUNDLAND AND LABRADOR'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Anibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.¹⁴⁰

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. Newfoundland and Labrador's curriculum has three strands: **Personal Management, Career Exploration/Learning and Work Exploration, and Career Preparation: Life/Work Building.**¹⁴¹

NEWFOUNDLAND AND LABRADOR'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Newfoundland and Labrador has an estimated 58-171 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Newfoundland and Labrador's 2021-2022 student enrollments and a known ratio of guidance counsellors to students.¹⁴² See Section 3.8. for more details.

At the post-secondary level, Newfoundland and Labrador has two public institutions: Memorial University and College of the North Atlantic.¹⁴³ The province also has 15 private training institutions, comparable to what other provinces and territories call private colleges.¹⁴⁴ All private training institutions that offer courses of 50 or more instructional hours are legally required to register with the Newfoundland and Labrador Department of Education.¹⁴⁵

Newfoundland and Labrador's public institutions list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.5.6.). One of the private training institutions in the province has a Career Services department and lists one employment specialist on staff. *Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in these private colleges. As a result, the total number of professionals working in post-secondary institutions may be underestimated.*

¹⁴⁰ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

¹⁴¹ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

¹⁴² At the time of writing, the most recent student enrollment reporting available in Newfoundland and Labrador was for the 2021-2022 academic year.

¹⁴³ Department of Education, "Public Institutions," *Government of Newfoundland and Labrador*, <https://www.gov.nl.ca/education/post-secondary-education/public-institutions/>, accessed October 5, 2023.

¹⁴⁴ Department of Education, "Private Training Institution Directory," *Government of Newfoundland and Labrador*, accessed October 5, 2023.

¹⁴⁵ Department of Education, "Post-Secondary Education: Private Training," *Government of Newfoundland and Labrador*, <https://www.gov.nl.ca/education/post-secondary-education/private-training/>, accessed October 5, 2023.

Table 4.5.6. Number of career development professionals working in Newfoundland and Labrador’s public post-secondary institutions, July 2023

Publicly funded career service	Director Deepika	Career Educator Emir
College of the North Atlantic	1	5
Memorial University	3	13
Total	4	18

Sources: Newfoundland and Labrador public post-secondary institution websites and research participants.

UNDER THE SECTOR’S “BIG TENT” IN NEWFOUNDLAND AND LABRADOR

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.5.3./Table 4.5.7., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.5.3. Number of people under the career development sector’s “big tent” in Newfoundland and Labrador, by sector member

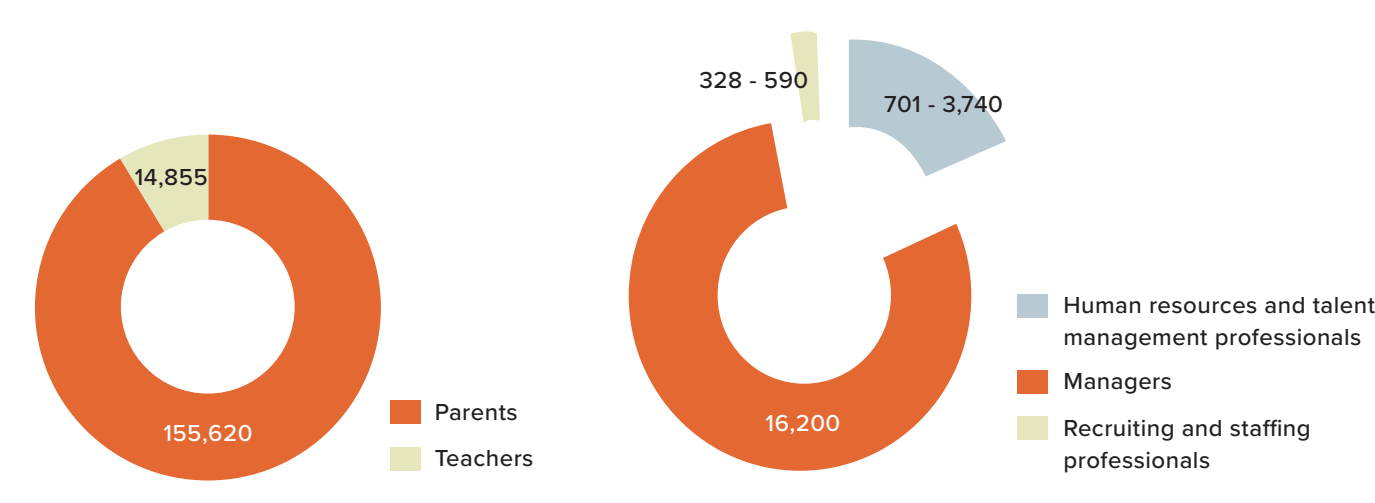


Table 4.5.7. Number of people under the career development sector’s “big tent” in Newfoundland and Labrador by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	328 - 590
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	701 - 3,740
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	14,855
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	16,200
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	155,620

4.6. NORTHWEST TERRITORIES



WHAT'S UNIQUE ABOUT THE NORTHWEST TERRITORIES' CAREER DEVELOPMENT ECOSYSTEM

- The career development ecosystems in Canada's territories differ from the provincial ecosystems in unique ways.¹⁴⁶
 - » Service delivery is decentralized and service providers may work in a range of small local and community-based settings, such as hamlets and villages.
 - » There are informed and enthusiastic champions of career development in the Northwest Territories, and network cohesion is maintained in different ways than in southern Canada, where formal associations and structures are more prevalent.
- The Northwest Territories is the only jurisdiction where significantly more core professionals in the career development ecosystem were identified through territorial and ISET-funded sources of information (n=81-104) than through the Census of Population (n=40) or LinkedIn (n=53) (Figure 4.6.1./Table 4.6.2.).



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF THE CAREER DEVELOPMENT ECOSYSTEM IN THE NORTHWEST TERRITORIES

1. Department of Education, Culture, and Employment (ECE), Government of Northwest Territories
2. National career development associations, organizations, and other sector leaders
3. Publicly available websites, including the Government of the Northwest Territories employee directory
4. LinkedIn Sales Navigator

THE NORTHWEST TERRITORIES' CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.6.1. provides an overview of the number of organizations providing career services in the Northwest Territories' career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.¹⁴⁷

¹⁴⁶ See Section 2.2. for further discussion of this project's methodological approach to significant jurisdictional differences across Canada's provinces and territories.

¹⁴⁷ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.6.1. Number of organizations providing career services in the Northwest Territories

Dataset	Count of organizations
Territorial ecosystem profile	
Government-run centres ^a	5
Community-based organizations ^b	2
Total	7
Government of Canada Job Bank	
Total	6

Source: Employment and Social Development Canada; assorted others, see profile.

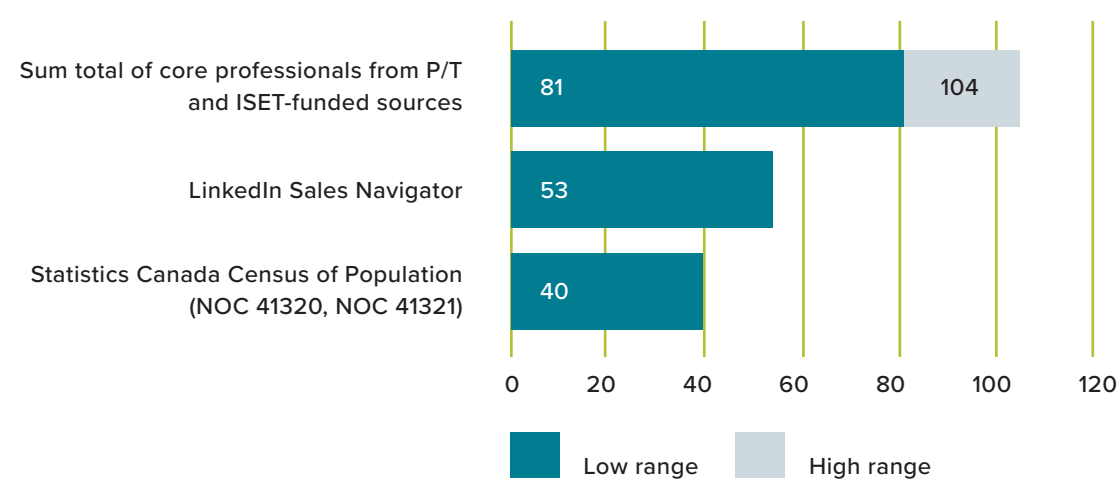
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.6.1./Table 4.6.2. provides an overview of the number of core professionals in the Northwest Territories’ career development ecosystem, based on a variety of data sources.¹⁴⁸ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

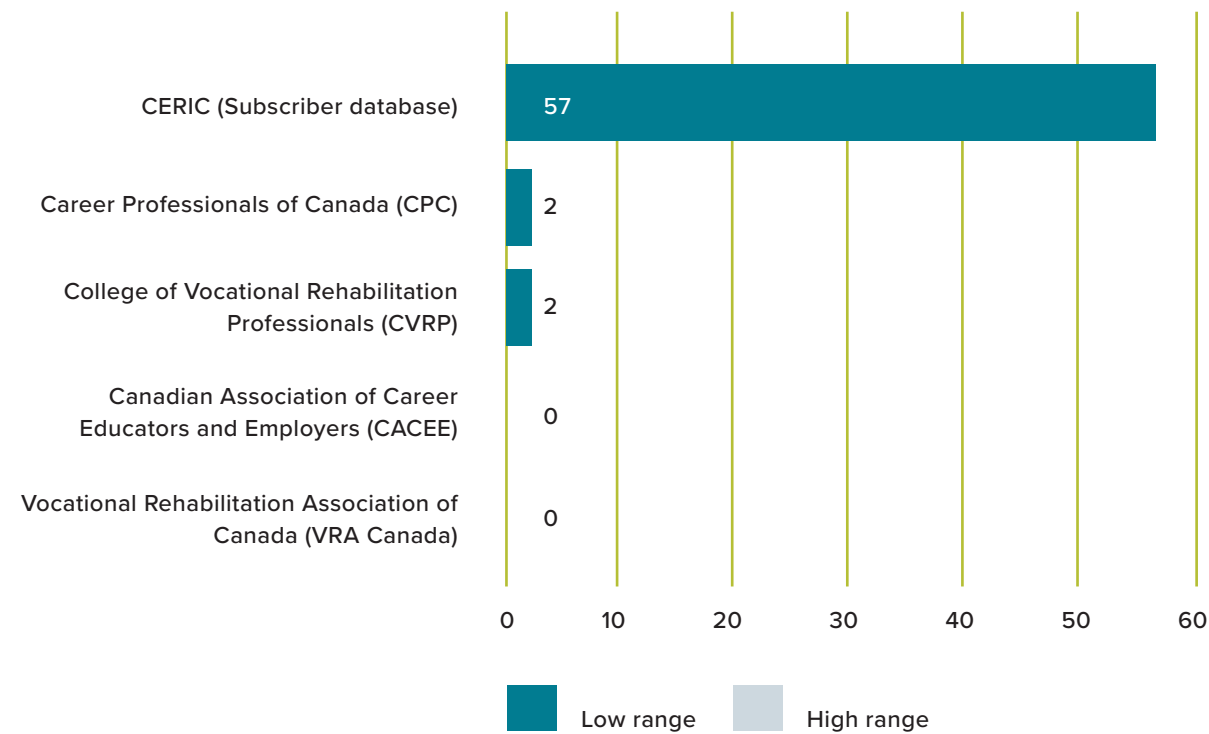
Figure 4.6.1. Number of core professionals in the Northwest Territories’ career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



¹⁴⁸ See Section 3.0. for a full discussion of how to interpret Figure 4.6.1./Table 4.6.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

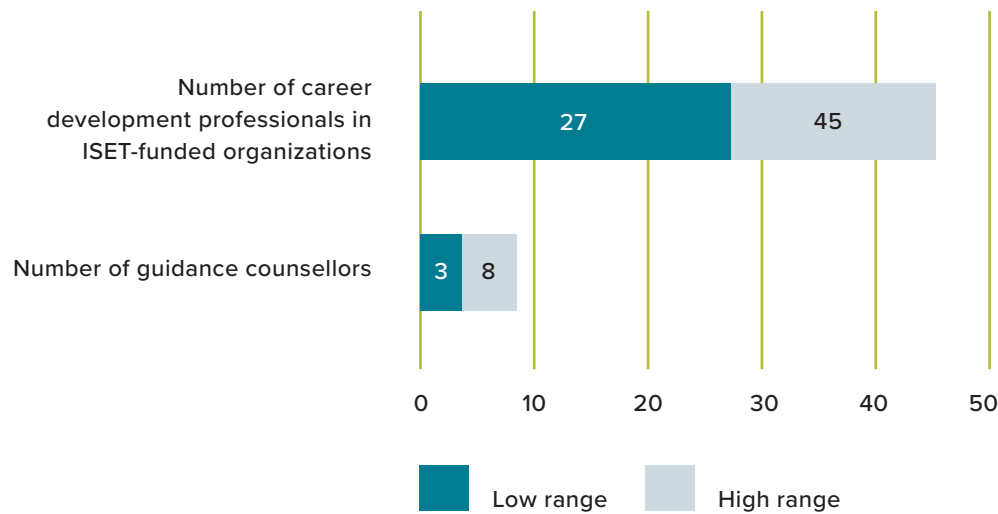


Table 4.6.2. Number of core professionals in the Northwest Territories' career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	40	Federal government	2021
LinkedIn Sales Navigator	53	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	81 - 104	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	57	Subscriber database	2023
Canadian Association of Career Educators and Employers (CACEE)	0	National membership association	2023
Career Professionals of Canada (CPC)	2	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	2	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	0	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	27 - 45	Federal government	2023
Number of guidance counsellors	3 - 8	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.¹⁴⁹ The career development professionals presented in Table 4.6.3. are accessible to Canadians through publicly funded services and educational supports across the Northwest Territories’ communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.6.3. Number of core professionals working in the Northwest Territories’ publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	78 - 96
Core professionals working in post-secondary institutions	0
Guidance counsellors working in elementary and secondary schools	3 - 8
Sum total of core professionals from P/T and ISET-funded sources	81 - 104

^a This includes professionals working in ISET-funded organizations and government employees working in K-12 schools.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.¹⁵⁰ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.¹⁵¹ Using these percentages, we can calculate the total number of career development professionals in the Northwest Territories (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

¹⁴⁹ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

¹⁵⁰ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

¹⁵¹ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

However, this measure for estimating LinkedIn users in Canada does not account for potential differences in usages by geographic region, such as remote communities where Internet connectivity may be sporadic, or linguistic group. It is likely that career development professionals in the Northwest Territories may use LinkedIn less than the Canadian average. We have included this calculation method here, despite its possible lower reliability, for consistency across the various provincial and territorial profiles in this report.

Figure 4.6.2. Number of core professionals in the Northwest Territories’ career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

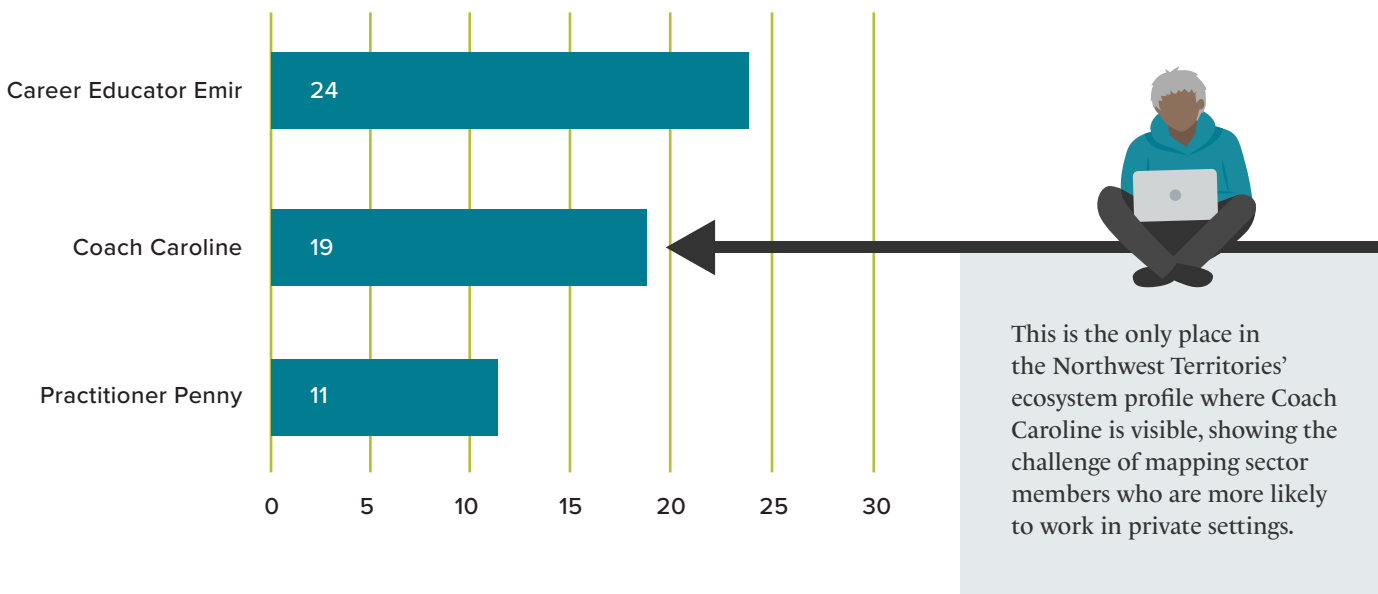


Table 4.6.4. Number of core professionals in the Northwest Territories’ career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in the Northwest Territories ^a	Calculated total count of career development professionals in the Northwest Territories ^b
Practitioner Penny	4	11
Coach Caroline	7	19
Career Educator Emir	9	24
Total	20	54

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 4 / 0.375 = 11.



The rest of this profile describes the publicly funded elements of the Northwest Territories’ career development ecosystem in detail. These descriptions estimate that there are a total of **81-104** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **19** (Coach Caroline). **Additional research is needed to fully map career development professionals working in private settings in the Northwest Territories.**

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN THE NORTHWEST TERRITORIES

In the Northwest Territories, career services are intertwined with other supports in the community. Publicly funded career services are primarily delivered through the Government of the Northwest Territories’ Department of Education, Culture, and Employment (ECE) and the Government of Canada’s Indigenous Skills and Employment Training (ISET) Program.

Career Development Officers (CDOs) work at five regional **ECE Service Centres** across the Northwest Territories: Beaufort Delta, Dehcho, North Slave, South Slave, and Sahtu.¹⁵² Some ECE Service Centres also provide funding to third-party organizations to support delivery of employment and career counseling services and supports to clients. Table 4.6.5. presents the number of career development professionals working for ECE Service Centres, based on the government’s publicly available employee directory.¹⁵³

Table 4.6.5. Number of career development professionals working for the Northwest Territories’ ECE Service Centres, November 2023

Job role/title	Count of career development professionals
Director Deepika	
Regional Manager, Career Development	5
Regional Superintendent, ECE Service Centres	5
Total	10
Practitioner Penny	
Career Development Officer (CDO)	18
Total	18

Source: Government of the Northwest Territories employee directory.

¹⁵² Department of Education, Culture, and Employment, “ECE Service Centres,” *Government of the Northwest Territories*, <https://www.ece.gov.nt.ca/en/ece-service-centres>, accessed November 20, 2023.

¹⁵³ Government of the Northwest Territories, “Phone Directory,” <https://rdirectory.gov.nt.ca/rDirectory.aspx>, accessed November 20, 2023.

CDOs serve as the main point of contact for clients seeking to access ECE labour market supports, services, and programs. They help assess individuals’ skillsets by administering various career counselling tools to help them in their career searches, support clients in accessing skills development and training programs to develop their skills, assist with resumes and offer interview tips, and more. They also support apprentices.

Some communities have **Employment Officers (EOs)** who perform similar functions to CDOs. These are not GNWT employees but, rather, employees of the local town, hamlet or village, or Indigenous government. The populations they serve in many smaller northern communities are predominantly Indigenous. In August 2023, a search of LinkedIn Sales Navigator returned six Employment Officer results (using a Northwest Territories geographic filter and current job filter), which we can use to estimate a total count of approximately **8-9 EOs**. In the total count of core professionals in the Northwest Territories’ ecosystem, these EOs are hypothesized to be part of the 27-45 career development professionals working in ISET-funded organizations.

Another prominent career services provider is the **NWT Career Centre**, operated by non-profit organization **CDETNO** (*Conseil de développement économique des Territoires du Nord-Ouest*). Funded through the Government of Canada-Government of the Northwest Territories Labour Market Development Agreement, the NWT Career Centre provides assistance and skills training to jobseekers.¹⁵⁴

CDETNO also offers one-on-one career services to immigrants and other jobseekers and helps employers recruit the workers they need. Table 4.6.6. presents the number of career development professionals working for CDETNO, based on the staff listed on its website.¹⁵⁵

Table 4.6.6. Number of career development professionals working for CDETNO, August 2023

Job role/title	Count of career development professionals
Director Deepika	
Executive Director, CDETNO	1
Manager, NWT Career Centre	1
Total	2
Practitioner Penny	
Career Coach / Program Coordinator / Training Coordinator, NWT Career Centre	3
Immigration, Recruitment, and Career Officer	1
Total	4

Source: CDETNO website.

¹⁵⁴ CDETNO, “About: Team Members,” <https://cdetno.com/en/about/>, accessed August 10, 2023.

¹⁵⁵ CDETNO, “About: Team Members,” <https://cdetno.com/en/about/>, accessed August 10, 2023.

The GNWT Department of Health and Social Services maintains an inventory of government programs and services for people with disabilities.¹⁵⁶ Relevant education, training, and employment supports are funded through the Workforce Development Agreement between the Government of Canada and Government of the Northwest Territories. Residents are directed to contact their ECE Service Centre for additional information about these supports, where they would be served by a CDO.

The Department of Health and Social Services lists seven partner organizations that serve people with disabilities. Of these organizations, at least one, **InclusionNWT**, provides career services (Table 4.6.7).¹⁵⁷

Table 4.6.7. Number of career development professionals working for InclusionNWT, August 2023

Job role/title	Count of career development professionals
Director Deepika	
Skills Training & Supported Employment Manager	1
EmployABILITY Manager	1
Total	2
Practitioner Penny	
Skills Training & Supported Employment Coordinator	1
Employment Support Officer	1
Total	2

Source: InclusionNWT website.

CAREER DEVELOPMENT PROFESSIONALS IN THE NORTHWEST TERRITORIES' EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Anibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.¹⁵⁸

¹⁵⁶ Department of Health and Social Services, "GNWT Programs and Services for Persons with Disabilities Inventory, 2nd Edition," *Government of the Northwest Territories*, June 2020, <https://www.hss.gov.nt.ca/sites/hss/files/resources/gnwt-disabilities-inventory.pdf>, accessed October 5, 2023.

¹⁵⁷ InclusionNWT, "Contact Us," <https://inclusionnwt.ca/contact/>, accessed December 4, 2023.

¹⁵⁸ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. The curriculum in the Northwest Territories includes **Career and Technology Studies (CTS)** and the **Career and Education Advisors (CEA) Program**.¹⁵⁹

The Career and Education Advisors (CEA) Program provides career and education advising services to students in grades 9-12 across the Northwest Territories: Yellowknife, Behchoko, Fort Smith, Fort Simpson, Norman Wells, and Inuvik.¹⁶⁰ Although CEAs work in schools, they are employed by the Department of Education, Culture, and Employment (ECE) instead of a school board. The CEA Program collaborates with school boards to meet the diverse needs of students in each region.

The CEA Program partners with CDOs and the **Apprenticeship, Trades, and Occupation Certification (ATOC) Division** of ECE to deliver the **Schools North Apprenticeship Program (SNAP)**, which provides work experience to high school students in a designated trade.¹⁶¹ The SNAP program is designed to increase the number of graduates going directly into an apprenticeship and fill skills gaps in their local communities.

Table 4.6.8. presents the number of government employees working on career development who are part of the CEA Program or ATOC Division of ECE.

Table 4.6.8. Number of Northwest Territories government employees working on career development in K-12 schools, November 2023

Job role/title	Count of career development professionals
Director Deepika	
Director, Student Support and Wellness (CEA Program)	1
Career and Education Advising (CEA) Manager	1
Manager, Apprenticeship, Trades, and Occupational Certification (ATOC)	1
Total	3
Practitioner Penny	
Career and Education Advisor (CEA)	8
ATOC Advisor	2
Total	10

Source: Government of the Northwest Territories employee directory and research participants.

¹⁵⁹ To learn more, see Katrina Rozal, “Career Curriculums by Province and Territories,” *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

¹⁶⁰ Department of Education, Culture, and Employment, “Career and Education Advisors,” *Government of the Northwest Territories*, <https://www.ece.gov.nt.ca/en/CEA>, accessed November 20, 2023.

¹⁶¹ Department of Education, Culture, and Employment, “Schools North Apprenticeship Program,” *Government of the Northwest Territories*, <https://www.ece.gov.nt.ca/en/services/apprenticeship-trade-and-occupation-certification/schools-north-apprenticeship-program>, accessed November 20, 2023.

THE NORTHWEST TERRITORIES' GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members. In the Northwest Territories, the job title “guidance counsellor” is not used in schools. Individual job titles vary, but “academic advisor” is accepted as an overarching term.

The Northwest Territories has an estimated 3-8 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses the Northwest Territories' 2020-2021 student enrollments and a known ratio of guidance counsellors to students.¹⁶² See Section 3.8. for more details. A sector expert familiar with the Northwest Territories' ecosystem confirmed there are a total of six academic advisors working in four schools across the Northwest Territories (as of November 2023).

At the post-secondary level, the Northwest Territories has three public institutions: Aurora College, Collège Nordique Francophone, and the Dechinta Centre for Research and Learning, a University of Alberta-accredited educational experience.¹⁶³ Their websites do not list any dedicated career services (Table 4.6.9.).

The GNWT identifies private training institutions as private businesses that offer post-secondary education programs and provides an accreditation process.¹⁶⁴ As of August 2023, the GNWT does not list any accredited private training institutions. No private training institutions in the Northwest Territories are listed on the Government of Canada's designated learning institutions list.¹⁶⁵

Dedicated career services departments were not identified in the Northwest Territories' three post-secondary institutions.

¹⁶² At the time of writing, the most recent student enrollment reporting available in the Northwest Territories was for the 2020-2021 academic year.

¹⁶³ Department of Education, Culture, and Employment, “Northern Post-Secondary Opportunities,” *Government of the Northwest Territories*, <https://www.ece.gov.nt.ca/en/services/advanced-education/northern-post-secondary-opportunities>, accessed October 5, 2023.

¹⁶⁴ Department of Education, Culture, and Employment, “Private Training Institutions,” *Government of the Northwest Territories*, <https://www.ece.gov.nt.ca/en/services/post-secondary-education-institutions-and-accreditation/private-training-institutions>, accessed October 5, 2023.

¹⁶⁵ Immigration, Refugees, and Citizenship Canada, “Designated Learning Institutions List,” *Government of Canada*, <https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/study-permit/prepare/designated-learning-institutions-list.html>, accessed October 5, 2023.



Table 4.6.9. Number of career development professionals working in Northwest Territories' publicly funded career services, July 2023

Publicly funded career service	Director Deepika	Career Educator Emir
Aurora College	0	0
Collège Nordique Francophone	0	0
Dechinta Centre for Research and Learning	0	0
Total	0	0

Source: Northwest Territories post-secondary institution websites.

Sector members familiar with the Northwest Territories’ ecosystem reiterate that there are many people who provide career advice to students, such as registrar’s offices, elders, instructors, and others. This contributes to an ecosystem profile that is less formalized, but no less influential in the career decisions of students. **Additional research would benefit from other methods of community-based data collection.**

UNDER THE SECTOR’S “BIG TENT” IN THE NORTHWEST TERRITORIES

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.6.3./Table 4.6.10., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.6.3. Number of people under the career development sector’s “big tent” in the Northwest Territories, by sector member

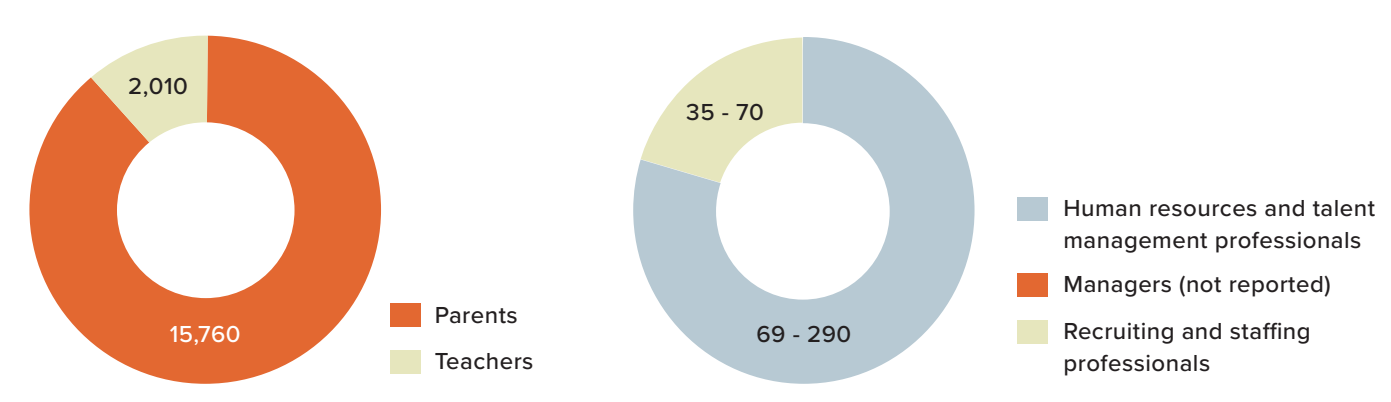


Table 4.6.10. Number of people under the career development sector’s “big tent” in the Northwest Territories, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	35 - 70
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	69 - 290
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	2,010
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	Not reported
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	15,760

4.7. NOVA SCOTIA



WHAT'S UNIQUE ABOUT NOVA SCOTIA'S CAREER DEVELOPMENT ECOSYSTEM

- Nova Scotia is one of five provinces that has a voluntary professional certification for career development practitioners.
- Access to the Province of Nova Scotia's reporting and tracking data about career services was quick and efficient.
- Through the maturity of its data systems, the Province of Nova Scotia demonstrates an intentional focus on understanding the role of career services in the lives of Nova Scotians.
- The Nova Scotia Career Development Association (NSCDA) has the highest membership (n=800) of all Canada's provincial career development associations.
- When estimating the size of Nova Scotia's career development ecosystem (Figure 4.7.1./Table 4.7.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=1,336), followed by the Census of Population (n=1,175), followed by the sum total of the provincial and ISET-funded sources of information (n=506-523). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.
- The difference in the size of the NSCDA's membership (n=800) and the size of the ecosystem based on other provincial and ISET-funded sources of information (n=506-523) may demonstrate the hiddenness of members who work in private settings or fall under the sector's "big tent."¹⁶⁶



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF NOVA SCOTIA'S CAREER DEVELOPMENT ECOSYSTEM

1. Employment Assistance Services Program (NSEAS), Employment Nova Scotia (ENS), Province of Nova Scotia: Accountability Dashboard and Employer Engagement Specialist (EES) Smartsheet Dashboard
2. Nova Scotia Career Development Association
3. National career development associations, organizations, and other sector leaders
4. Publicly available websites, including the Province of Nova Scotia employee directory
5. LinkedIn Sales Navigator

NOVA SCOTIA'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.7.1. provides an overview of the number of organizations providing career services in Nova Scotia's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.¹⁶⁷

¹⁶⁶ See Section 1 to learn more about the sector's "big tent."

¹⁶⁷ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.7.1. Number of organizations providing career services in Nova Scotia

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	8
Community-based organizations ^b	18
Total	26
Government of Canada Job Bank	
Total	50

Source: Employment and Social Development Canada; assorted others, see profile.

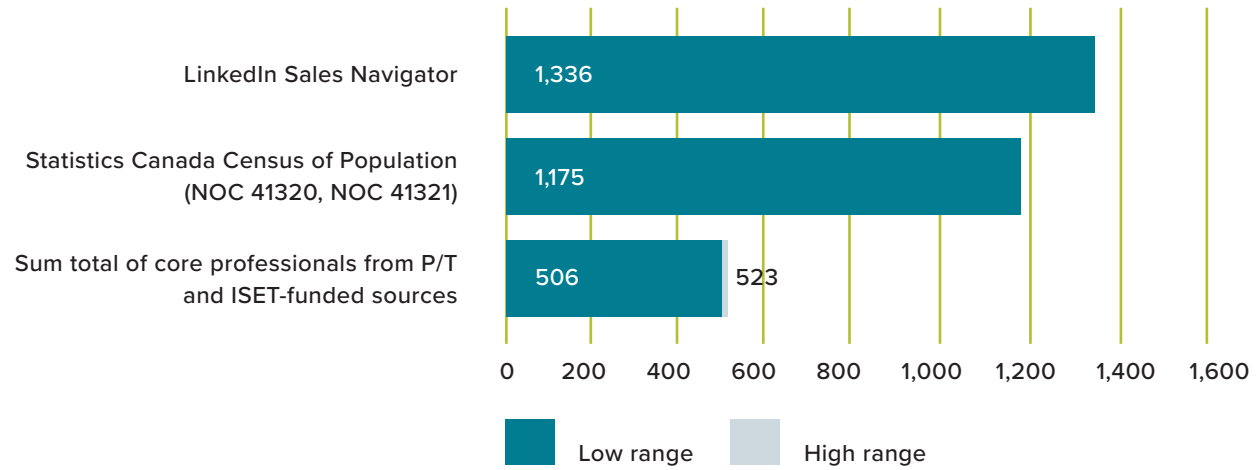
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.7.1./Table 4.7.2. provides an overview of the number of core professionals in Nova Scotia’s career development ecosystem, based on a variety of data sources.¹⁶⁸ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

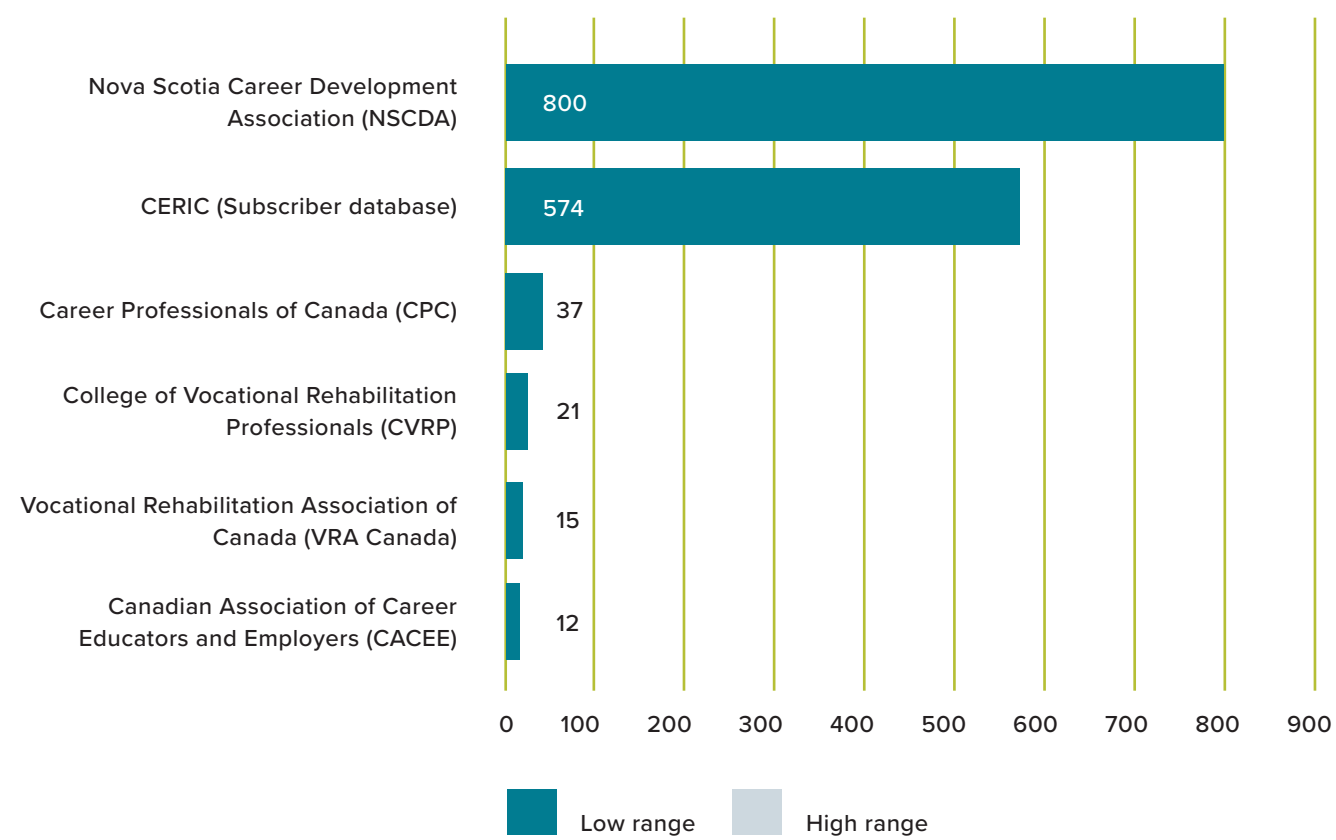
Figure 4.7.1. Number of core professionals in Nova Scotia’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



¹⁶⁸ See Section 3.0. for a full discussion of how to interpret Figure 4.7.1./Table 4.7.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

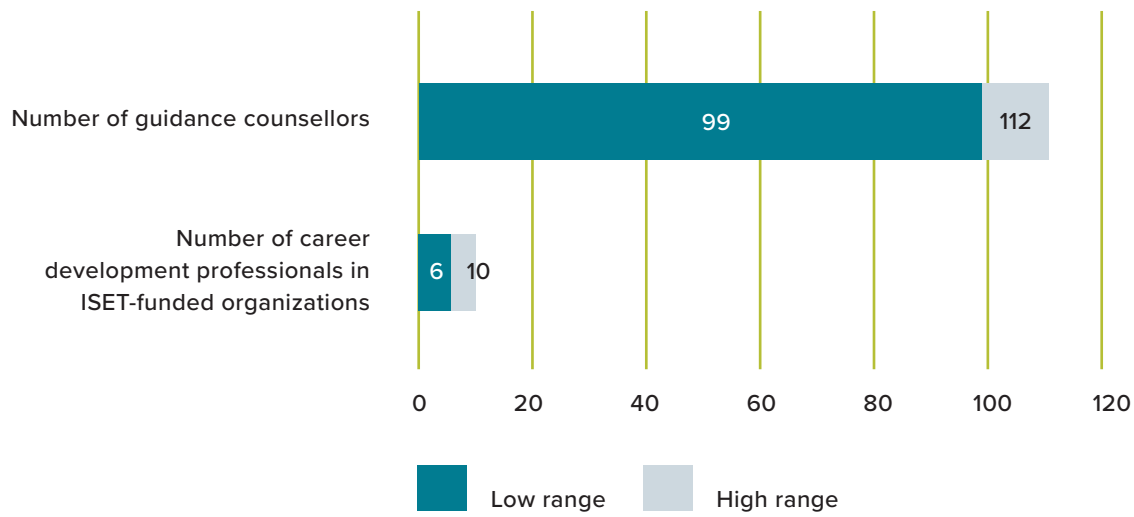


Table 4.7.2. Number of core professionals in Nova Scotia's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	1,175	Federal government	2021
LinkedIn Sales Navigator	1,336	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	506 - 523	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	574	Subscriber database	2023
Nova Scotia Career Development Association (NSCDA)	800	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	12	National membership association	2023
Career Professionals of Canada (CPC)	37	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	21	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	15	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	6 - 10	Federal government	2023
Number of guidance counsellors	99 - 112	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.¹⁶⁹ The career development professionals presented in Table 4.7.3. are accessible to Canadians through publicly funded services and educational supports across Nova Scotia communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.7.3. Number of core professionals working in Nova Scotia’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	319 - 323
Core professionals working in post-secondary institutions	88
Guidance counsellors working in elementary and secondary schools	99 - 112
Sum total of core professionals from P/T and ISET-funded sources	506 - 523

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.¹⁷⁰ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.¹⁷¹ Using these percentages, we can calculate the total number of career development professionals in Nova Scotia (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

¹⁶⁹ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” *CERIC*, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

¹⁷⁰ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

¹⁷¹ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.7.2. Number of core professionals in Nova Scotia’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

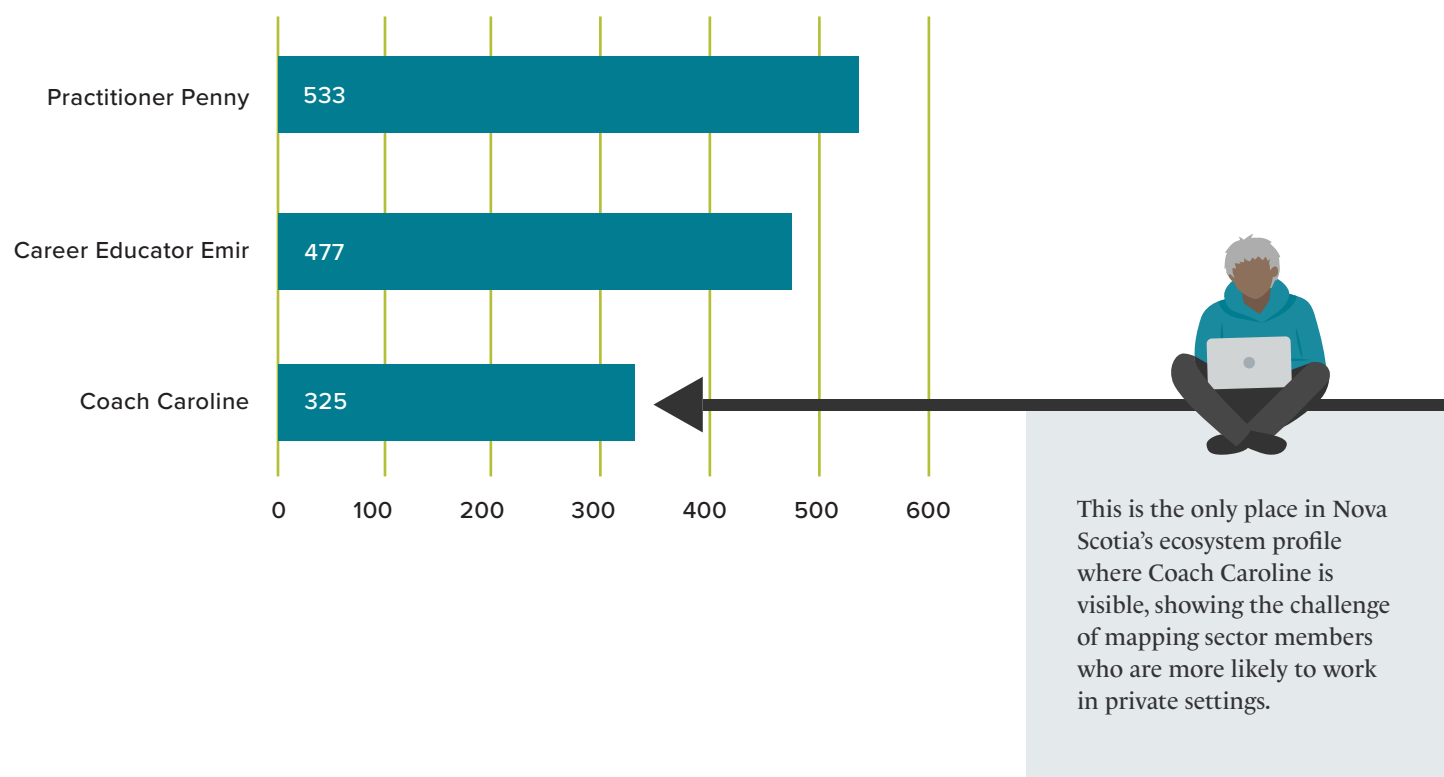


Table 4.7.4. Number of core professionals in Nova Scotia’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Nova Scotia ^a	Calculated total count of career development professionals in Nova Scotia ^b
Practitioner Penny	200	533
Coach Caroline	122	325
Career Educator Emir	179	477
Total	501	1,335

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 200 / 0.375 = 533.

The rest of this profile describes the publicly funded elements of Nova Scotia’s career development ecosystem in detail. These descriptions estimate that there are a total of **506-523** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **325** (Coach Caroline). Adding Coach Caroline to the total count of core professionals is a fairly significant increase in the size of Nova Scotia’s career development ecosystem.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN NOVA SCOTIA

In Nova Scotia, publicly funded career services are delivered to clients by **Nova Scotia Works Employment Services Centres**, a province-wide network of organizations.¹⁷² **Employment Nova Scotia (ENS)**, a division of Nova Scotia’s Department of Labour, Skills, and Immigration, is responsible for administering funding to the Nova Scotia Works Employment Services Centres and other case management providers via the Employment Assistance Services Program (NSEAS).¹⁷³ In specific instances, the staff at ENS’ offices also provide career services—primarily administrative in nature—directly to clients.

FEATURED ASSOCIATION

The Nova Scotia Career Development Association (NSCDA) has the highest membership of all Canada’s provincial career development associations. The NSCDA receives funding from the Province of Nova Scotia, oversees the province’s professional certification for career development practitioners, and provides extensive training both within and beyond Nova Scotia. While certification is voluntary, career development professionals who work for publicly funded career service providers (Nova Scotia Works Employment Service Centres) are required to be certified. For Nova Scotia Works staff, certification is included in their NSCDA membership.

Table 4.7.5. Number of publicly funded career service providers in Nova Scotia, January 2023

Career service provider	Count of career service providers	Count of offices
Employment Nova Scotia	1	8
Nova Scotia Works Employment Service Centres	18	59
Total	19	67

Sources: Province of Nova Scotia Accountability Dashboard and Employer Engagement Specialist (EES) Smartsheet Dashboard.

¹⁷² Nova Scotia Works System, “Nova Scotia Works,” *BluedropISM*, <https://novascotiaworks.ca/nsdc/>, accessed October 4, 2023.

¹⁷³ Province of Nova Scotia, “Employment Nova Scotia,” <https://novascotia.ca/employmentnovascotia/>, accessed October 4, 2023.

ENS has an Accountability Dashboard and Employer Engagement Specialist (EES) Smartsheet Dashboard, hosted on Microsoft Power BI (an interactive data visualization software product), that tracks various monitoring and reporting metrics about the career service providers funded through the NSEAS.

ENS's dashboards report that 16 organizations hold NSEAS agreements, corresponding with the number of organizations listed publicly on the Nova Scotia Works website (as of June 2023).¹⁷⁴ Two additional organizations, the Immigrant Services Association of Nova Scotia and Phoenix Learning and Employment Centre (which is part of Phoenix Youth Programs), receive funding to provide case management but do not hold NSEAS agreements because they work with specialized clientele. Of the 16 agreement holders, 15 are non-profit organizations and one is a private company.

The dashboards also track the number of employees that each agreement holder has (Table 4.7.6.), with breakdowns by job title or role.

Table 4.7.6. Number of career development professionals working in NSEAS agreement holders, January 2023, by job role/title

Job role/title	Count of career development professionals
Director Deepika	
CEO / Director / Executive director	16
Manager / Operations manager	25
Total	41
Practitioner Penny	
Career counsellor	14
Case manager	96
Employer engagement specialist	25
Employment support practitioner / Employment maintenance worker	17
Information resource specialist	32
Job developer	19
Workshop facilitator	11
Total	214

Source: Province of Nova Scotia Accountability Dashboard and Employer Engagement Specialist (EES) Smartsheet Dashboard.

¹⁷⁴ Nova Scotia Works, “Contact Us,” <https://novascotiaworks.ca/nsdc/contact-us>, accessed October 4, 2023.

Nova Scotia is the only province or territory to share information for this project related to the Equity, Diversity, Inclusion, and Indigeneity (EDII) of career development professionals working for funded community-based organizations. Specifically, ENS collected demographic data on a voluntary, self-identification basis from organizations applying to the NSEAS Program at the beginning of 2020 (Table 4.7.7.). Government representatives note that there has been staff turnover since the application period closed and agreements were finalized, and these EDII numbers have likely increased. The total number of people who self-identified during this data collection (n=273) is higher than the total number of career development professionals shown in Table 4.7.6. This may be because other staff besides career development professionals self-identified (such as administrative and finance staff members) and/or the overall number of staff members in NSEAS agreement holders decreased between January 2020 and January 2023.

Table 4.7.7. EDII indicators reported by NSEAS agreement holders, January 2020

EDII indicator	Count of career development professionals and administrative staff
Person living with a disability	69
Woman	192
African Nova Scotian	43
Visible minority	26
Acadian French	17
Aboriginal	14
LGBTQ	6
Total	273

Note: The sum of the EDII indicators does not match the total number of people who self-identified (n=273) because individuals may self-identify with more than one EDII indicator.

Source: Province of Nova Scotia.

Nova Scotia's **Disability Support Program (DSP)**, operated by the Department of Community Services, delivers a range of services to people with disabilities.¹⁷⁵ This includes **Employment Support Services (ESS)**, which provides information, opportunities, and services to Income Assistance (IA) recipients to help them build the skills and experience they need for work.¹⁷⁶ Table 4.7.8. presents the number of career development professionals working in Employment Support Services, based on the government's publicly accessible employee directory.¹⁷⁷ Those employees who provide frontline service delivery to Nova Scotians work out of local offices across the province's 18 counties.¹⁷⁸

¹⁷⁵ Department of Community Services, "Disability Support Program," *Province of Nova Scotia*, <https://novascotia.ca/coms/disabilities/index.html>, accessed October 4, 2023.

¹⁷⁶ Department of Community Services, "Employment Support Services," *Province of Nova Scotia*, https://novascotia.ca/coms/employment/employment_services/index.html, accessed October 4, 2023.

¹⁷⁷ Province of Nova Scotia, "Employee Contact Directory Search," <https://novascotia.ca/psc/geds/>, accessed October 4, 2023.

¹⁷⁸ Department of Community Services, "How Community Services Workers Help You," *Province of Nova Scotia*, <https://novascotia.ca/coms/Caseworker.html>, accessed October 4, 2023.

Table 4.7.8. Number of career development professionals working for Nova Scotia's Department of Community Services, October 2023, by job role/title

Job role/title	Count of career development professionals
Director Deepika	
Director (Disability Support Program, Employment Support Services)	3
Executive director (Disability Support Program, Employment Support and Income Assistance)	2
Manager, Employment Support Services (ESS)	1
Supervisor (ESS Casework, Employment Support and Income Assistance)	5
Total	11
Practitioner Penny	
Career service navigator	1
Employment counsellor	1
Employment services caseworker / ESS Caseworker	38
ESS specialist	3
Job developer	4
Total	47

Note: A sector leader from Nova Scotia observes that Table 4.7.8. likely underrepresents the total number of career development professionals working for the Department of Community Services.

Source: Province of Nova Scotia employee directory.

The Disability Support Program also includes **Adult Service Centres**, which provide community-based vocational programs for youth and adults with disabilities.¹⁷⁹ Programs may cover skills development and training, employment and entrepreneurship, social enterprise, social and recreational activities, and retirement (55+ years). As of October 2023, 52 community-based organizations deliver Adult Service Centre programs, although it is unclear how many of them offer the employment and careers related programs. Due to project constraints, it was not possible to determine the number of career development professionals working in these organizations.

¹⁷⁹ Department of Community Services, "Adult Service Centres," *Province of Nova Scotia*, <https://novascotia.ca/coms/disabilities/AdultServiceCentres.html>, accessed October 4, 2023.

CAREER DEVELOPMENT PROFESSIONALS IN NOVA SCOTIA'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.¹⁸⁰

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. Nova Scotia's high school curriculum has a mix of optional and mandatory courses that build on content from healthy living/life skills courses taught in grades 7-9.¹⁸¹

NOVA SCOTIA'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Nova Scotia has an estimated 99-112 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Nova Scotia's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, Nova Scotia has 11 public institutions and 41 private career colleges.¹⁸² Private career colleges offer one program in a single vocation to more than a dozen programs in several different vocations. Nova Scotia's public institutions list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.7.9.). Four of the larger private career colleges in Nova Scotia have Career Services departments but do not list staff members.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large number of private career colleges in Nova Scotia. As a result, the total number of professionals working in post-secondary institutions may be underestimated.



¹⁸⁰ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

¹⁸¹ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

¹⁸² Department of Advanced Education, "Contact Us – Higher Education," *Province of Nova Scotia*, <https://novascotia.ca/lae/highereducation/contacts.asp>, accessed October 4, 2023.

Table 4.7.9. Number of career development professionals working in Nova Scotia’s public post-secondary institutions, July 2023

Post-secondary institution	Director Deepika	Career Educator Emir
Acadia University	1	7
Atlantic School of Theology	0	0
Cape Breton University	1	5
Dalhousie University	5	24
Mount Saint Vincent University	1	5
Nova Scotia Community College	2	13
Nova Scotia College of Art and Design	0	0
Saint Mary's University	2	17
St. Francis Xavier University	1	2
<i>Université Sainte-Anne</i>	1	1
University of King's College	0	0
Total	14	74

Sources: Nova Scotia public post-secondary institution websites and research participants.

UNDER THE SECTOR’S “BIG TENT” IN NOVA SCOTIA

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.7.3./Table 4.7.10., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.7.3. Number of people under the career development sector’s “big tent” in Nova Scotia, by sector member

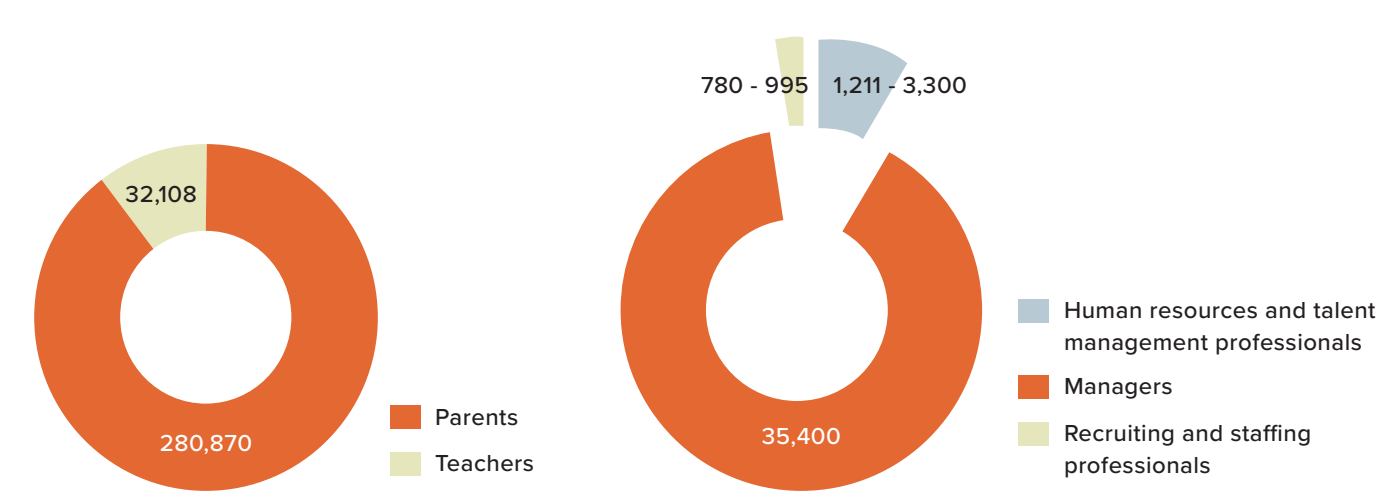


Table 4.7.10. Number of people under the career development sector’s “big tent” in Nova Scotia, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	780 - 995
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	1,211 - 3,300
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	32,108
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	35,400
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	280,870

4.8. NUNAVUT



WHAT'S UNIQUE ABOUT NUNAVUT'S CAREER DEVELOPMENT ECOSYSTEM

- The career development ecosystems in Canada's territories differ from the provincial ecosystems in unique ways.¹⁸³
 - » Service delivery is decentralized and service providers may work in a range of small local and community-based settings, such as hamlets and villages.
 - » There are informed and enthusiastic champions of career development in Nunavut, and network cohesion is maintained in different ways than in southern Canada, where formal associations and structures are more prevalent.
- In Nunavut, labour market and training programs are administered by the Department of Family Services.
- The number of core professionals identified through the three datasets that are representative of the sector's size in Nunavut are all similar (n=65, n=55-56, n=43), and more similar than in most provinces and territories (Figure 4.8.1./Table 4.8.2.).
- In most jurisdictions, the number of core professionals in the ecosystem according to LinkedIn is higher than the number reported by the Census of Population and the sum total from P/T and ISET-funded sources. However, LinkedIn is not the largest dataset in Nunavut (Figure 4.8.1./Table 4.8.2.). This likely reflects lower usage rates on the social media platform by Canadians in more remote communities.



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF NUNAVUT'S CAREER DEVELOPMENT ECOSYSTEM

This profile of Nunavut's career development ecosystem draws on the following data sources:

1. Kitikmeot Inuit Association
2. National career development associations, organizations, and other sector leaders
3. Publicly available websites
4. LinkedIn Sales Navigator

NUNAVUT'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.8.1. provides an overview of the number of organizations providing career services in Nunavut's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.¹⁸⁴

¹⁸³ See Section 2.2. for further discussion of this project's methodological approach to significant jurisdictional differences across Canada's provinces and territories.

¹⁸⁴ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.8.1. Number of organizations providing career services in Nunavut

Dataset	Count of organizations
Territorial ecosystem profile	
Government-run centres ^a	10
Community-based organizations ^b	4
Total	14
Government of Canada Job Bank	
Total	14

Source: Employment and Social Development Canada; assorted others, see profile.

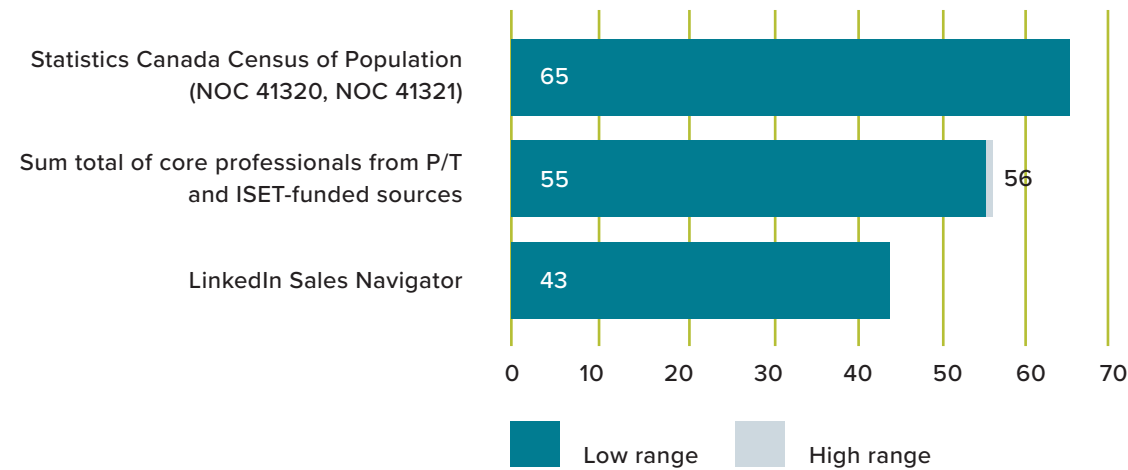
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.8.1./Table 4.8.2. provides an overview of the number of core professionals in Nunavut’s career development ecosystem, based on a variety of data sources.¹⁸⁵ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

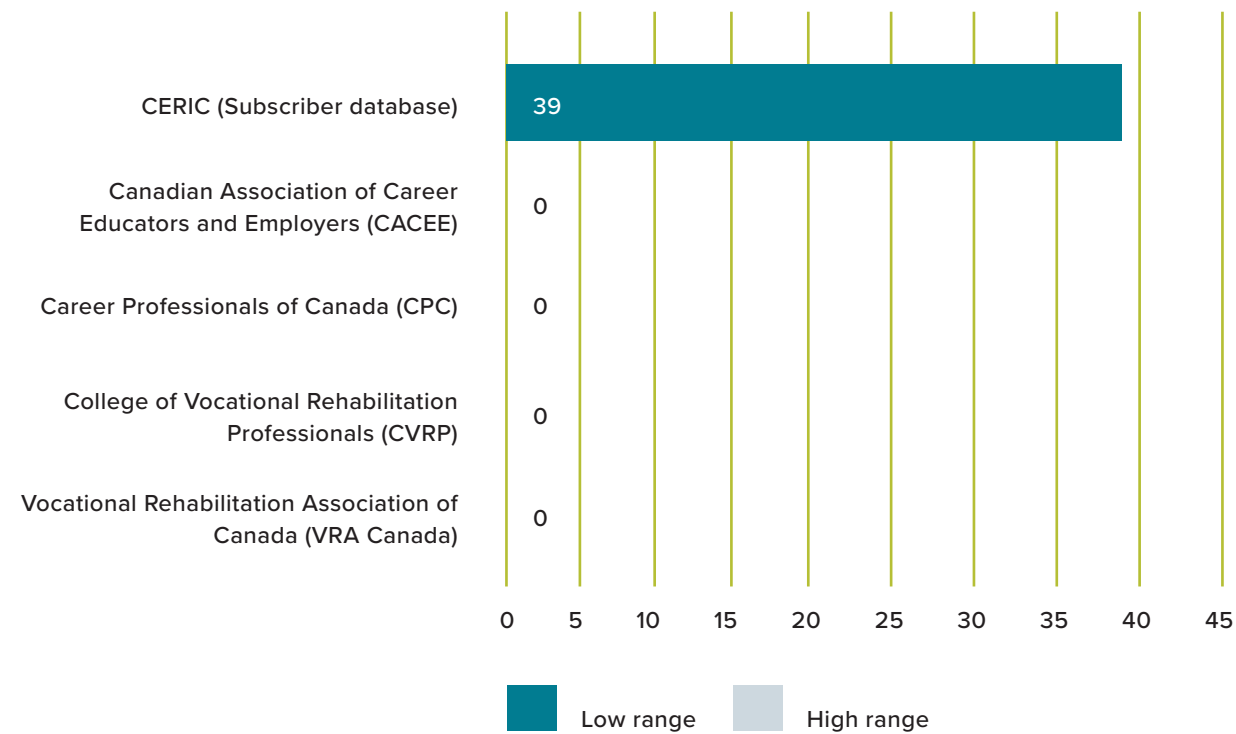
Figure 4.8.1. Number of core professionals in Nunavut’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



¹⁸⁵ See Section 3.0. for a full discussion of how to interpret Figure 4.8.1./Table 4.8.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

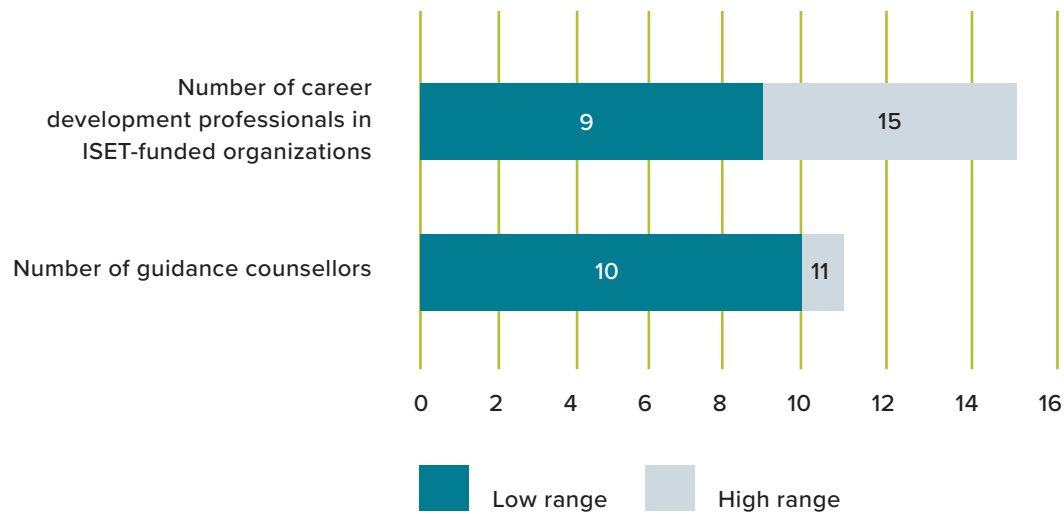


Table 4.8.2. Number of core professionals in Nunavut's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	65	Federal government	2021
LinkedIn Sales Navigator	43	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	55 - 56	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	39	Subscriber database	2023
Canadian Association of Career Educators and Employers (CACEE)	0	National membership association	2023
Career Professionals of Canada (CPC)	0	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	0	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	0	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	9 - 15	Federal government	2023
Number of guidance counsellors	10 - 11	<i>Social media, assorted other sources</i>	2020 - 2023

Note: Research participants familiar with Nunavut's ecosystem observe that these low membership numbers are not surprising, given that people doing career development work in the territory are less likely to identify with these southern-based associations.

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.¹⁸⁶ The career development professionals presented in Table 4.8.3. are accessible to Canadians through publicly funded services and educational supports across Nunavut communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.8.3. Number of core professionals working in Nunavut’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	45
Core professionals working in post-secondary institutions	0
Guidance counsellors working in elementary and secondary schools	10 - 11
Sum total of core professionals from P/T and ISET-funded sources	55 - 56

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.¹⁸⁷ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.¹⁸⁸ Using these percentages, we can calculate the total number of career development professionals in Nunavut (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

However, this measure for estimating LinkedIn users in Canada does not account for potential differences in usages by geographic region, such as remote communities where Internet connectivity may be sporadic, or linguistic group. It is likely that career development professionals in Nunavut may use LinkedIn less than the Canadian average. We have included this calculation method here, despite its possible lower reliability, for consistency across the various provincial and territorial profiles in this report.

¹⁸⁶ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

¹⁸⁷ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

¹⁸⁸ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.8.2. Number of core professionals in Nunavut’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

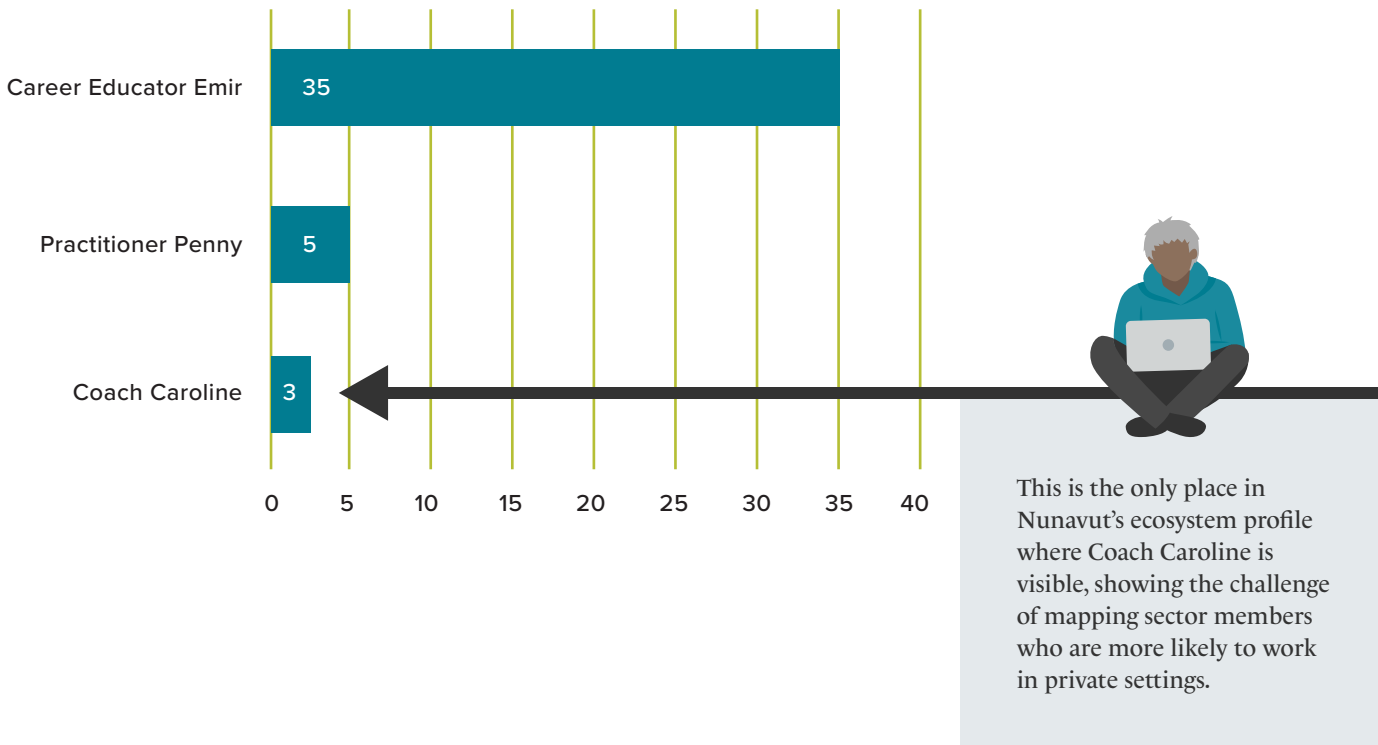


Table 4.8.4. Number of core professionals in Nunavut’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Nunavut ^a	Calculated total count of career development professionals in Nunavut ^b
Practitioner Penny	2	5
Coach Caroline	1	3
Career Educator Emir	13	35
Total	16	43

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 2 / 0.375 = 5.

The rest of this profile describes the publicly funded elements of Nunavut’s career development ecosystem in detail. These descriptions estimate that there are a total of **55-56** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be only **3** (Coach Caroline). **Additional research is needed to fully map career development professionals working in private settings in Nunavut.**



When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN NUNAVUT

In Nunavut, career services are intertwined with other supports in the community. Publicly funded career services are delivered by the Department of Family Services’ Career Development Division.¹⁸⁹ Career Development Officers are the first point of contact for clients to access Employment Assistance Services (EAS) and other labour market and training programs.¹⁹⁰ They cover communities across Nunavut’s three regions: Kitikmeot, Kivalliq, and Qikiqtani.

Table 4.8.5. presents the number of career development professionals working for the Government of Nunavut’s Department of Family Services, based on the contacts listed in a series of PDFs available on the Government of Nunavut’s website in August 2023.

Table 4.8.5. Number of career development professionals working for the Government of Nunavut’s Department of Family Services, August 2023

Job role/title	Count of career development professionals
Director Deepika	
Director, Career Development Division, Family Services	1
Total	1
Practitioner Penny	
Career Development Officer	6
Total	6

Source: Government of Nunavut website.

¹⁸⁹ Department of Family Services, “Career Development Headquarters,” *Government of Nunavut*, <https://gov.nu.ca/en/department-family-services/career-development-headquarters>, accessed December 14, 2023.

¹⁹⁰ Department of Family Services, “Employment Assistance Services (EAS),” *Government of Nunavut*, <https://gov.nu.ca/en/department-family-services/employment-assistance-services>, accessed December 14, 2023.

Three regional Inuit associations (Designated Inuit Organization) also provide career services: Kitikmeot Inuit Association, Kivalliq Inuit Association, and Qikiqtani Inuit Association. Their main focus is Inuit clients, but they also serve non-Inuit clients if needed. The Kakivak Association also provides career services to Inuit in the Qikiqtani region. In 2021-2022, 327 clients accessed services through Kakivak’s Career Services Centre.¹⁹¹

Table 4.8.6. Number of career development professionals working in Nunavut associations, August 2023

Association	Director Deepika	Practitioner Penny
Kakivak Association	1	3
Kitikmeot Inuit Association	1	6
Kivalliq Inuit Association	3	10
Qikiqtani Inuit Association	2	13
Total	6	32

Source: Nunavut association websites and research participants.

CAREER DEVELOPMENT PROFESSIONALS IN NUNAVUT’S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada’s education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.¹⁹²

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. Nunavut’s curriculum includes **Career and Technology Studies (CTS)** and *Iqqaqqaukkaringniq*, a broader combination of CTS, math, and science.¹⁹³

¹⁹¹ Kakivak Association, “Kakivak Association Annual Report 2022,” pp. 28, https://www.kakivak.ca/data/UPLOADS/files/Annual_reports/Kakivak_AR_2022_EN.pdf, accessed October 5, 2023.

¹⁹² See Section 1.1. to learn more about each of these Sector Scoping Model personas.

¹⁹³ To learn more, see Katrina Rozal, “Career Curriculums by Province and Territories,” *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

NUNAVUT’S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Nunavut has an estimated 10-11 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Nunavut’s 2020-2021 student enrollments and a known ratio of guidance counsellors to students.¹⁹⁴ See Section 3.8. for more details. However, research participants familiar with Nunavut’s education system caution that this estimation may be less reliable for the territory.

At the post-secondary level, Nunavut has one institution: Nunavut Arctic College. The college’s website does not list any dedicated career services (Table 4.8.7.). The Government of Nunavut website does not identify the territory as having any private career colleges (variously known as private training colleges, private vocational institutes, etc.).

Table 4.8.7. Number of career development professionals working in Nunavut’s post-secondary institutions, August 2023

Post-secondary institution	Director Deepika	Career Educator Emir
Nunavut Arctic College	0	0
Total	0	0

Sources: Nunavut post-secondary institution websites.

Sector members familiar with Nunavut’s ecosystem reiterate that there are many people who provide career advice to students, such as registrar’s offices, elders, instructors, and others. This contributes to an ecosystem profile that is less formalized, but no less influential in the career decisions of students. **Additional research would benefit from other methods of community-based data collection.**

UNDER THE SECTOR’S “BIG TENT” IN NUNAVUT

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.8.3./Table 4.8.8., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.

¹⁹⁴ At the time of writing, the most recent student enrollment reporting available in Nunavut was for the 2020-2021 academic year.

Figure 4.8.3. Number of people under the career development sector’s “big tent” in Nunavut, by sector member

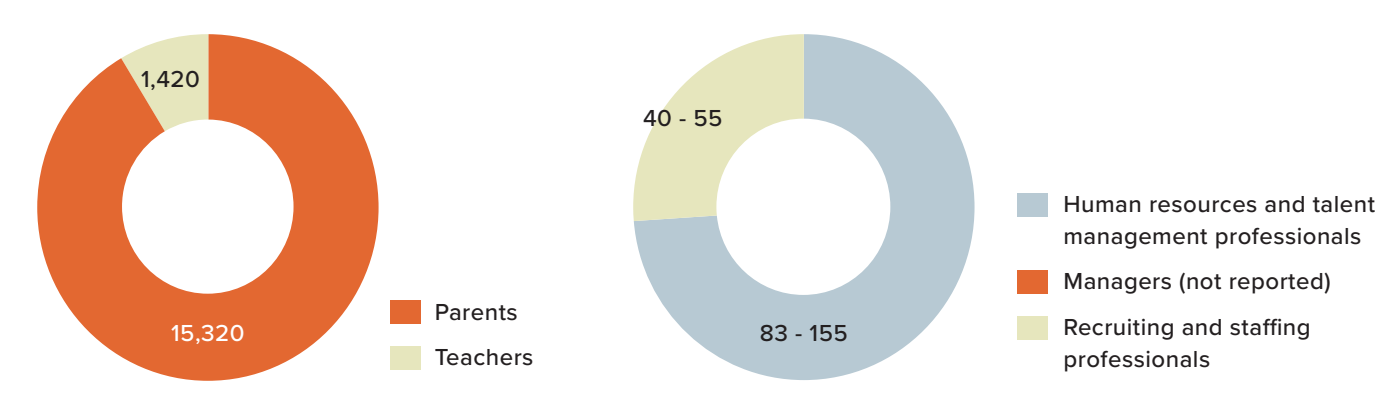


Table 4.8.8. Number of people under the career development sector’s “big tent” in Nunavut, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	40 - 55
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	83 - 155
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	1,420
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	Not reported
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	15,320

4.9. ONTARIO



WHAT'S UNIQUE ABOUT ONTARIO'S CAREER DEVELOPMENT ECOSYSTEM

- Ontario is one of five provinces that has a voluntary professional certification for career development practitioners.
- Provinces with larger populations are more similar to each other than expected in how career services are structured, administered, and funded.
- Accessing reliable data for publicly funded career services required submitting a Freedom of Information (FOI) request. The request submitted for this project was successful.
- When estimating the size of Ontario's career development ecosystem (Figure 4.9.1./Table 4.9.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=22,163-23,493), followed by the Census of Population (n=14,370), followed by the sum total of the provincial and ISET-funded sources of information (n=7,497-8,869). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.
- The number of career development professionals in Ontario who are engaged sector members (those who are subscribed to CERIC's communications database) is proportionally higher than in other provinces and territories (Figure 4.9.1./Table 4.9.2.).
- The number of career development professionals estimated to be working for ISET-funded organizations in Ontario is lower than expected (Figure 4.9.1./Table 4.9.2.).



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF ONTARIO'S CAREER DEVELOPMENT ECOSYSTEM

1. Response to Freedom of Information (FOI) request: Freedom of Information, Privacy, and Information Management Office, Ministry of Labour, Immigration, Training, and Skills Development (Employment Ontario), Government of Ontario
2. Provincial sector associations: Career Development Practitioners Certification Board of Ontario (CDPCBO), Ontario Association of Career Management (OACM)
3. Provincial service delivery organizations and sector leaders, including First Work, Métis Nation of Ontario, and others
4. National career development associations, organizations, and other sector leaders
5. LMI jurisdictional report prepared for the Labour Market Information Council (LMIC) project, "Understanding the Career Service Delivery Ecosystem in Canada"¹⁹⁵
6. Publicly available websites, including the Government of Ontario employee and organization directory
7. LinkedIn Sales Navigator

¹⁹⁵ To read more about the LMIC project, visit <https://lmic-cimt.ca/consultations-with-career-professionals/>.



ONTARIO’S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.9.1. provides an overview of the number of organizations providing career services in Ontario’s career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.¹⁹⁶

Table 4.9.1. Number of organizations providing career services in Ontario

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	0
Community-based organizations ^b	232
Total	232
Government of Canada Job Bank	
Total	355

Sources: Employment and Social Development Canada; assorted others, see profile.

^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

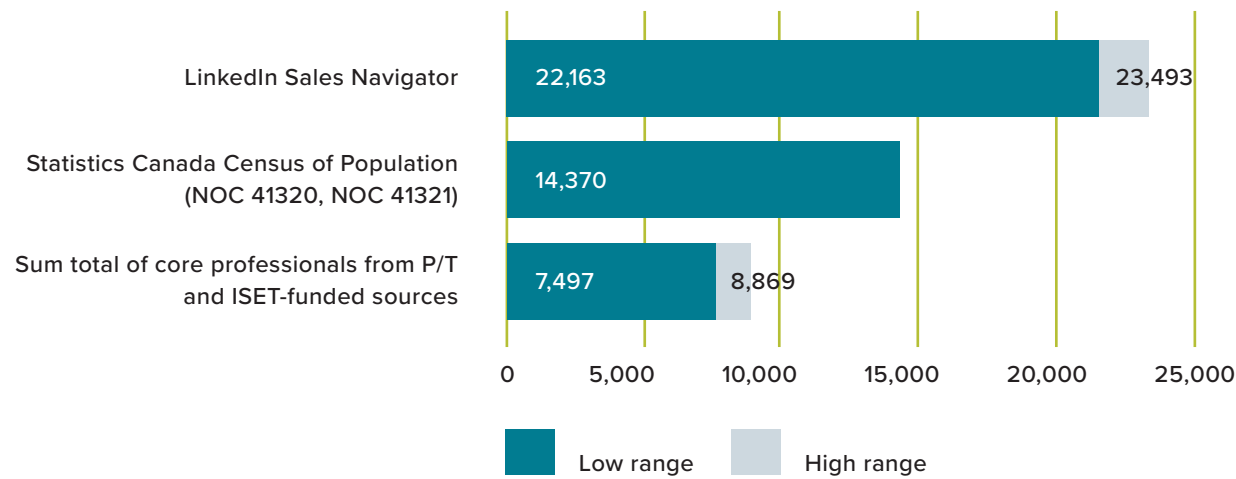
Figure 4.9.1./Table 4.9.2. provides an overview of the number of core professionals in Ontario’s career development ecosystem, based on a variety of data sources.¹⁹⁷ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

¹⁹⁶ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

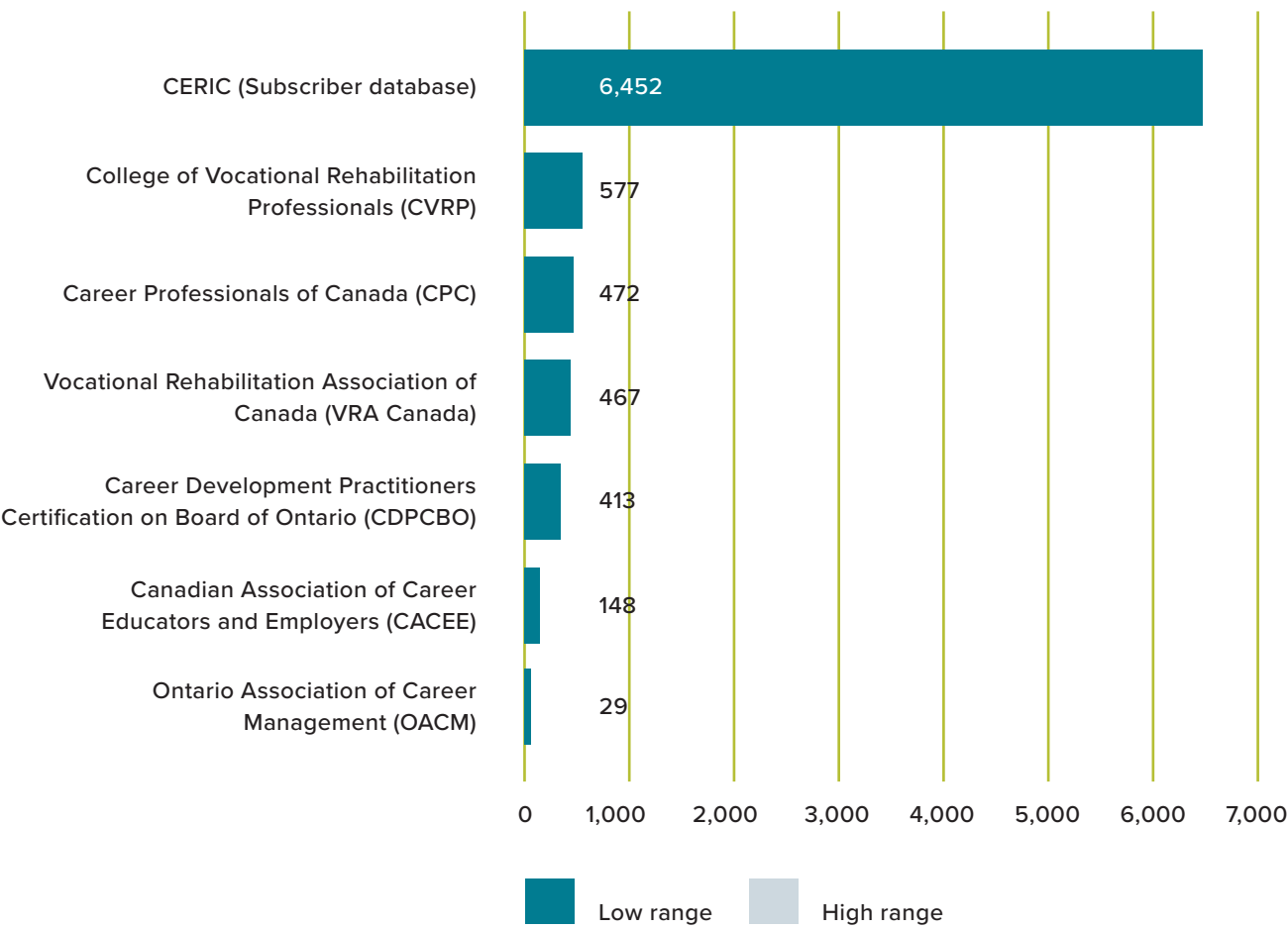
¹⁹⁷ See Section 3.0. for a full discussion of how to interpret Figure 4.9.1./Table 4.9.2.

Figure 4.9.1. Number of core professionals in Ontario’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

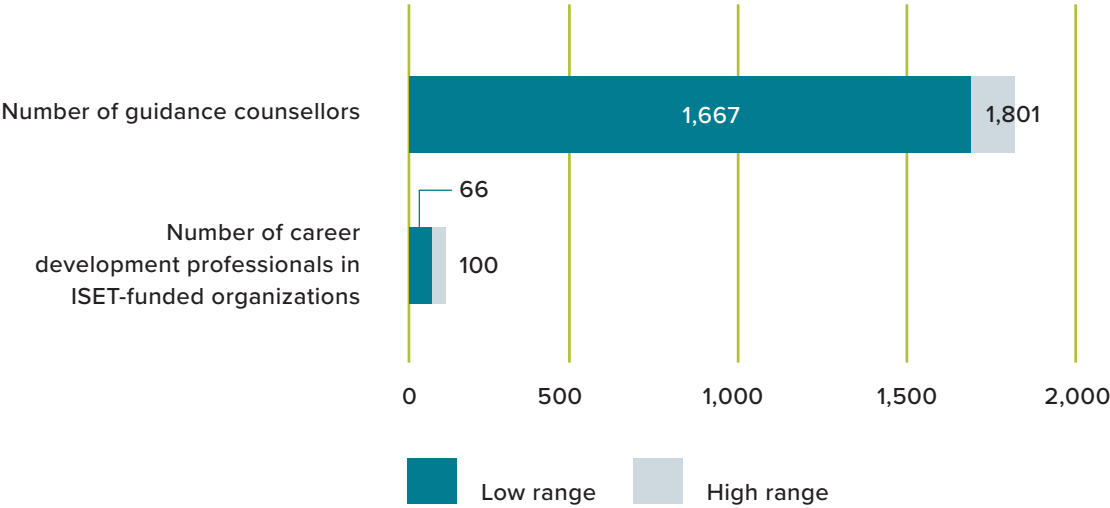


Table 4.9.2. Number of core professionals in Ontario's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	14,370	Federal government	2021
LinkedIn Sales Navigator	22,163 - 23,493	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	7,497 - 8,869	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	6,452	Subscriber database	2023
Career Development Practitioners Certification Board of Ontario (CDPCBO)	413	Provincial membership association	2023
Ontario Association of Career Management (OACM)	29	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	148	National membership association	2023
Career Professionals of Canada (CPC)	472	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	577	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	467	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	66 - 110	Federal government	2023
Number of guidance counsellors	1,667 - 1,801	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.¹⁹⁸ The career development professionals presented in Table 4.9.3. are accessible to Canadians through publicly funded services and educational supports across Ontario communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.9.3. Number of core professionals working in Ontario’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	4,475 - 5,713
Core professionals working in post-secondary institutions	1,355
Guidance counsellors working in elementary and secondary schools	1,667 - 1,801
Sum total of core professionals from P/T and ISET-funded sources	7,497 - 8,869

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.¹⁹⁹ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.²⁰⁰ Using these percentages, we can calculate the total number of career development professionals in Ontario (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

¹⁹⁸ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

¹⁹⁹ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

²⁰⁰ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.9.2. Number of core professionals in Ontario’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

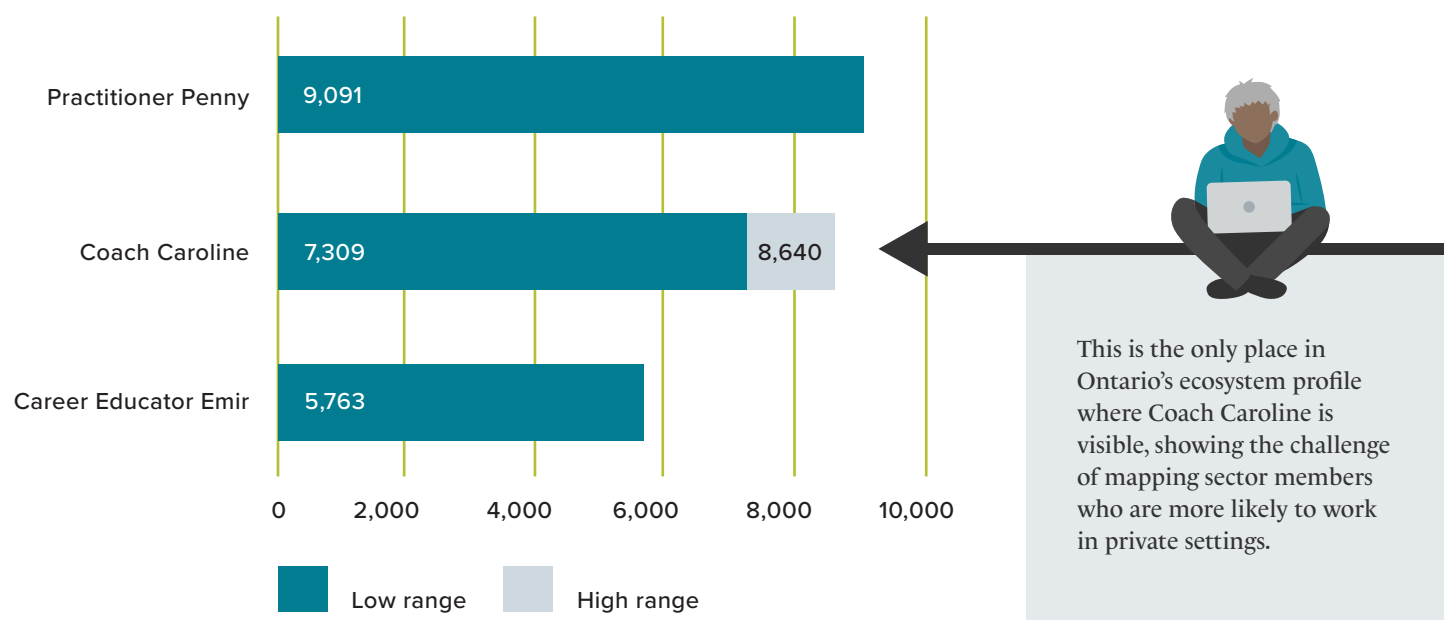


Table 4.9.4. Number of core professionals in Ontario’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of core career development professionals in Ontario			
	Low range		High range	
	LinkedIn ^a	Calculated total ^b	LinkedIn ^a	Calculated total ^b
Practitioner Penny	3,409	9,091	3,409	9,091
Coach Caroline	2,741	7,309	3,240	8,640
Career Educator Emir	2,161	5,763	2,161	5,763
Total	8,311	22,163	8,810	23,494

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 3,409 / 0.375 = 9,091.

The rest of this profile describes the publicly funded elements of Ontario's career development ecosystem in detail. These descriptions estimate that there are a total of **7,497-8,869** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **7,309-8,640** (Coach Caroline). Adding Coach Caroline to the total count of core professionals doubles the size of the career development ecosystem in Ontario.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN ONTARIO

In Ontario, publicly funded career services are administered through **Employment Ontario** by the Employment Training Division of the Ministry of Labour, Immigration, Training, and Skills Development (MLITSD).²⁰¹ Employment Ontario funds a range of service providers, including non-profits, for-profits, Indian Bands, municipal governments, colleges, and school boards.²⁰² The Government of Ontario does not operate its own centres for one-on-one career services delivery between client and caseworker (Practitioner Penny), as other provincial governments do.

ADMINISTRATIVE POLICY PIETER IN ONTARIO'S MINISTRY OF LABOUR

Because Ontario is such a populated province, the Ministry of Labour, Immigration, Training, and Skills Development (MLITSD) has a large administration for Employment Ontario and other service and program delivery within the Employment and Training Division.

In the Sector Scoping Model, Policy Pieter is a policy analyst in any sector (public, private, non-profit) who has indirect influence on the careers of Canadians through their areas of focus and policy portfolios.

The MLITSD employs an administrative version of Policy Pieter, whose main responsibilities relate to service and program delivery (the implementation of policy) rather than to policy research, analysis, and recommendations. The Government of Ontario's employee and organization directory lists 469 Administrative Policy Pieter positions in the MLITSD (Table 4.9.5).²⁰³

These positions represent an important role within Ontario's career development ecosystem. However, they are less likely to be captured in snapshots of the sector using sources of data that are more explicitly related to career development—for example, the Census of Population according to the National Occupational Classification (NOC 41320, NOC 41321). While the responsibilities of the Program Delivery Coordinator, Service Delivery Manager, Service Coordinator, and Service Delivery Assistant may not explicitly include careers policy, we include them in Table 4.9.5. to indicate that increasing the career development awareness of the people in these roles would positively contribute to shaping a better future for Ontario's changing labour markets.

²⁰¹ Ministry of Labour, Immigration, Training, and Skills Development, "Employment Ontario," *King's Printer for Ontario*, <https://www.ontario.ca/page/employment-ontario>, accessed October 5, 2023.

²⁰² The term "Indian Band" has been used verbatim from its original source.

²⁰³ Government of Ontario, "INFO-GO: Employee and Organization Directory," *King's Printer for Ontario*, <https://www.info.go.gov.on.ca>, accessed October 5, 2023.

Table 4.9.5. Number of Administrative Policy Pieter positions in Ontario’s Ministry of Labour

Job title	Count of Administrative Policy Pieter
Employment & Training Consultant	259
Employment Program Consultant	41
Employment ON Program Alignment Consultant	4
Program Delivery Coordinator	36
Service Delivery Manager	35
Service Delivery Coordinator	26
Service Delivery Assistant	68
Total	469

Source: Government of Ontario’s employee and organization directory.

FEATURED ASSOCIATION

First Work is Ontario’s leading workforce development membership network, bringing together providers of employment programming services, business leadership, academia, and government to develop and advance solutions that bridge the gap between jobseekers and employment opportunities, especially for youth. First Work generously shared its membership database of career service providers and mailing list of Employment Ontario service providers with us for this research project.

VALIDATING RESEARCH FINDINGS VIA MULTIPLE DATA SOURCES

The two additional sources of data shared with us by First Work—the organization’s membership database and mailing list—can be used to compare and validate the robustness of the dataset provided to us by the MLITSD through an FOI request. Table 4.9.7. shows that the counts of career services providers across all three sources are not drastically different. This indicates that we have likely compiled a sufficiently accurate snapshot of the career service providers in Ontario.

Table 4.9.7. Number of career service providers in Ontario, by data source

Data source	Source year	Count of career service provider organizations
Challenge Factory FOI request, submitted to the MLITSD	FY2020-21, FY2021-22	141
First Work map of employment centres	2023	108
First Work mailing list	2023	171

Source: First Work; Ministry of Labour, Immigration, Training, and Skills Development.

Table 4.9.6. presents the findings of a Freedom of Information (FOI) request submitted to the MLITSD for data pertaining to Ontario’s career service providers, staff, and clients in the fiscal years 2020-21 and 2021-22. See Appendix A for the full FOI request.

Table 4.9.6. Number of career development professionals working in Employment Ontario service providers, by sector, fiscal years 2020-21 and 2021-22

Career service provider sector	Count of career service providers	Count of Director Deepika	Count of Practitioner Penny/ Career Educator Emir
Not for profit agency	100	432	1,987
Private for profit	9	45	353
Indian Band ^a	3	7	13
Municipal government	6	39	98
College	18	88	443
School board	5	7	101
Total	141	618	2,995

Source: Ministry of Labour, Immigration, Training, and Skills Development.

^a The term “Indian Band” has been used verbatim from its original source.

Career services are provided to people with disabilities through the **Ontario Disability Support Program (ODSP)**, which is administered by the Ministry of Children, Community, and Social Services.²⁰⁴ **Community-based organizations** are contracted to deliver ODSP employment supports. In July 2023, 91 organizations delivered services at 199 locations across the province.

Table 4.9.8. is built with the assumption that staff are not shared across multiple locations. This table shows the results of our own calculations to estimate the range for the number of Practitioner Penny and Director Deepika working in 199 ODSP career services delivery locations. At the lowest end of the range, we estimate each office has a minimum of three Practitioner Penny positions and one Director Deepika position. At the highest end of the range, we estimate seven Practitioner Penny and three Director Deepika. This gives us a range of 597-1,393 Practitioner Penny and 199-597 Director Deepika positions, for a total range of 796-1,990 career development professionals.

²⁰⁴ Ministry of Children, Community, and Social Services, “Ontario Disability Support Program Employment Supports,” *King’s Printer for Ontario*, <https://www.ontario.ca/page/ontario-disability-support-program-employment-supports>, accessed October 5, 2023.

Table 4.9.8. Estimated number of career development professionals working in Ontario community-based organizations that provide ODSP career services, March 2023

Estimated count per organization	Calculated TOTAL (community-based organization locations = 199)	Range TOTAL
3 Practitioner Penny	597	597 - 1,393
5 Practitioner Penny	995	
7 Practitioner Penny	1,393	
1 Director Deepika	199	199 - 597
2 Director Deepika	398	
3 Director Deepika	597	
Total		796 - 1990

Ontario Works, another program administered by the Ministry of Children, Community, and Social Services, provides financial assistance, benefits, and employment assistance to eligible Ontarians who need support to pay for food and housing costs and are willing to take part in activities that will help them find, prepare for, and/or keep a job.²⁰⁵ Program participants work with an Ontario Works caseworker to develop an individual plan that is focused on improving their skills towards finding and keeping a job.”²⁰⁶

For many years, Ontario Works was delivered by municipalities (Municipal Service Managers) through transfer payments. As of November 2023, both Ontario Works and ODSP service providers are in the process of being integrated into the Employment Ontario network. While experts familiar with the province’s delivery of career services agree there are no government-run career centres in Ontario, they note that clients may access certain program services and support—including Ontario Works, ODSP, and training programs such as Better Jobs Ontario and Skilled Trades Ontario—through government staff.²⁰⁷ Mapping the number of professionals who work in this portion of Ontario’s ecosystem falls outside the scope of this project.



²⁰⁵ Ministry of Children, Community, and Social Services, “Ontario Works,” *King’s Printer for Ontario*, <https://www.ontario.ca/page/ontario-works>, accessed November 20, 2023.

²⁰⁶ Ministry of Children, Community, and Social Services, “Working and Earning While on Ontario Works,” *King’s Printer for Ontario*, <https://www.ontario.ca/page/working-and-earning-while-ontario-works>, accessed November 20, 2023

²⁰⁷ Learn more about Better Jobs Ontario and Skilled Trades Ontario at Ministry of Labour, Immigration, Training, and Skills Development, “Better Jobs Ontario,” *King’s Printer for Ontario*, <https://www.ontario.ca/page/better-jobs-ontario>, accessed November 20, 2023; Skilled Trades Ontario, “About Us,” <https://www.skilledtradesontario.ca/about-us/>, accessed November 20, 2023.

CAREER SERVICES FOR NEWCOMERS AND IMMIGRANTS

While many career service providers throughout Ontario serve newcomers and immigrants alongside many other client groups, there are also organizations that specialize in dedicated services and programs for newcomers and immigrants. **This part of the ecosystem requires further exploration.**

Some organizations focus on the employment and career needs of newcomers and immigrants, such as **World Skills Employment Centre** in Ottawa. Other organizations provide career services as one of a wide range of settlement services. **The Ontario Council of Agencies Serving Immigrants (OCASI)** works to strengthen the voice of immigrants in Ontario and represents 246 member organizations (as of 2023), including employment organizations and many others.²⁰⁸ Major funders of OCASI member organizations are Immigration, Refugees, and Citizenship Canada and the Ministry of Labour, Immigration, Training, and Skills Development.

CAREER DEVELOPMENT PROFESSIONALS IN ONTARIO'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.²⁰⁹

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. In Ontario, specific curriculum is determined by the school, except for a grade 10 career studies course that is compulsory for graduation.²¹⁰

ONTARIO'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Ontario has an estimated 1,667-1,801 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Ontario's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

²⁰⁸ Ontario Council of Agencies Serving Immigrants, "Resistance and Renewal: OCASI Annual Report 2023," pp. 16-23, <https://ocasi.org/annual-reports>, accessed November 10, 2023; Ontario Council of Agencies Serving Immigrants, "OCASI Member Agencies," http://members.ocasi.org/member_directory_public.asp, accessed November 10, 2023.

²⁰⁹ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

²¹⁰ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

At the post-secondary level, Ontario has 23 public universities, 24 public colleges, and approximately 600 registered private career colleges and institutions.²¹¹ Many of Ontario’s public post-secondary institutions list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.9.9.).

Due to the large number of public universities and colleges in the province, Table 4.9.9. aggregates the count of Career Educator Emir and Director Deepika by type of institution rather than by each individual institution. Eighteen of Ontario’s 24 public colleges are Employment Ontario agreement holders; as such, they were included in the MLITSD dataset provided to us through a FOI request. The rest of the college and university data was collected from their websites and LinkedIn Sales Navigator.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large number of private career colleges and institutions in Ontario. As a result, the total number of professionals working in post-secondary institutions may be underestimated.



Table 4.9.9. Number of career development professionals working in Ontario’s public post-secondary institutions, August 2023

Post-secondary institution	Director Deepika	Career Educator Emir
Public universities	140	568
Public colleges	102	545
Total	242	1,113

Source: Ministry of Labour, Immigration, Training, and Skills Development; Ontario public post-secondary institution websites and research participants.

UNDER THE SECTOR’S “BIG TENT” IN ONTARIO

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.9.3./Table 4.9.10., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



²¹¹ Ministry of Colleges and Universities, “Go to College or University in Ontario,” *King’s Printer for Ontario*, <https://www.ontario.ca/page/go-college-or-university-ontario>, accessed October 5, 2023; Ministry of Colleges and Universities, “Private Career College Search Service,” *King’s Printer for Ontario*, <https://www.pcc.tcu.gov.on.ca/PARISearchWeb/searchResult.xhtml>, accessed October 5, 2023.

Figure 4.9.3. Number of people under the career development sector’s “big tent” in Ontario, by sector member

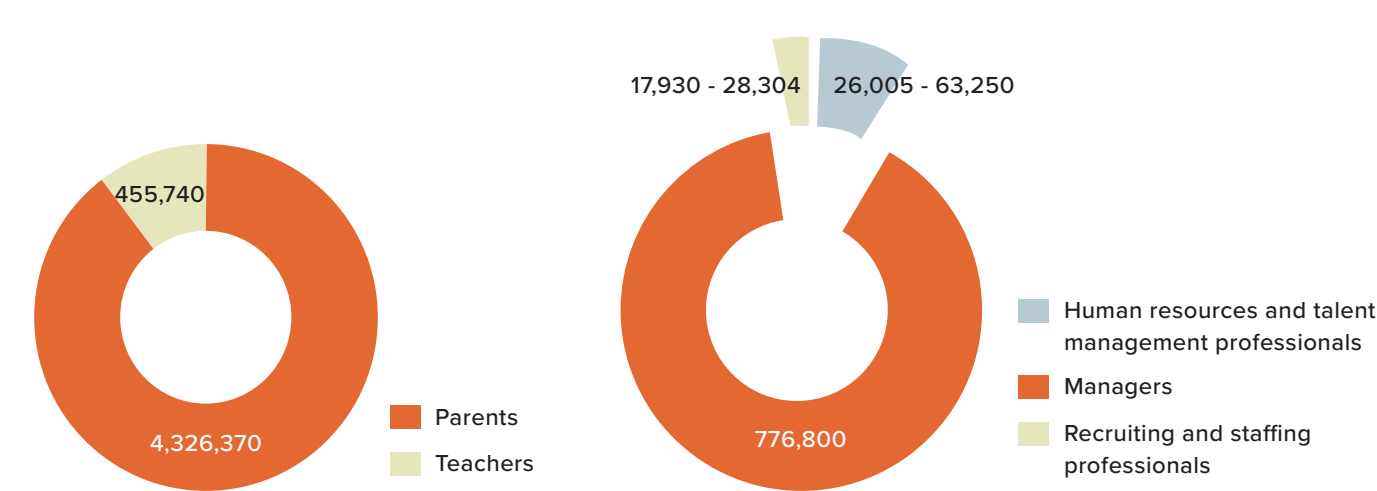


Table 4.9.10. Number of people under the career development sector’s “big tent” in Ontario, by sector member

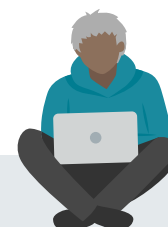
Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	17,930 - 28,304
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	26,005 - 63,250
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	455,740
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	776,800
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	4,326,370



4.10. PRINCE EDWARD ISLAND

WHAT'S UNIQUE ABOUT PRINCE EDWARD ISLAND'S CAREER DEVELOPMENT ECOSYSTEM

- The role and value of Communicator Colette, a persona in the Sector Scoping Model, is evident in Prince Edward Island's career development ecosystem.
- PEI's career service landscape may be navigated more frequently through referrals and relationships, rather than through websites (online sources of information). This may make accessing information about services more challenging for people who do not have strong local awareness and networks, such as newcomers.
- A provincial sector expert highlighted other job titles to capture the career development work done on Prince Edward Island, including career facilitator, event planner, community outreach worker, workforce engagement worker, and navigator. This demonstrates that different job titles may be more or less common across Canada depending on the ecosystem.
- When estimating the size of Prince Edward Island's career development ecosystem (Figure 4.10.1./Table 4.10.2.), using LinkedIn as a research tool produces the highest number of core professionals (n=301), followed by the Census of Population (n=195), followed by the sum total of the provincial and ISET-funded sources of information (n=122-141). This pattern matches the findings for the sector as a whole (Figure 3.0.1./Table 3.0.1. in Section 3) and the majority of other provincial and territorial ecosystems.



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF PRINCE EDWARD ISLAND'S CAREER DEVELOPMENT ECOSYSTEM

1. Career Development Association of Prince Edward Island
2. National career development associations, organizations, and other sector leaders
3. Publicly available websites, including the Government of Prince Edward Island employee directory
4. LinkedIn Sales Navigator

PRINCE EDWARD ISLAND'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.10.1. provides an overview of the number of organizations providing career services in Prince Edward Island's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.²¹²

²¹² See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.10.1. Number of organizations providing career services in Prince Edward Island

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	7
Community-based organizations ^b	22
Total	29
Government of Canada Job Bank	
Total	28

Source: Employment and Social Development Canada; assorted others, see profile.

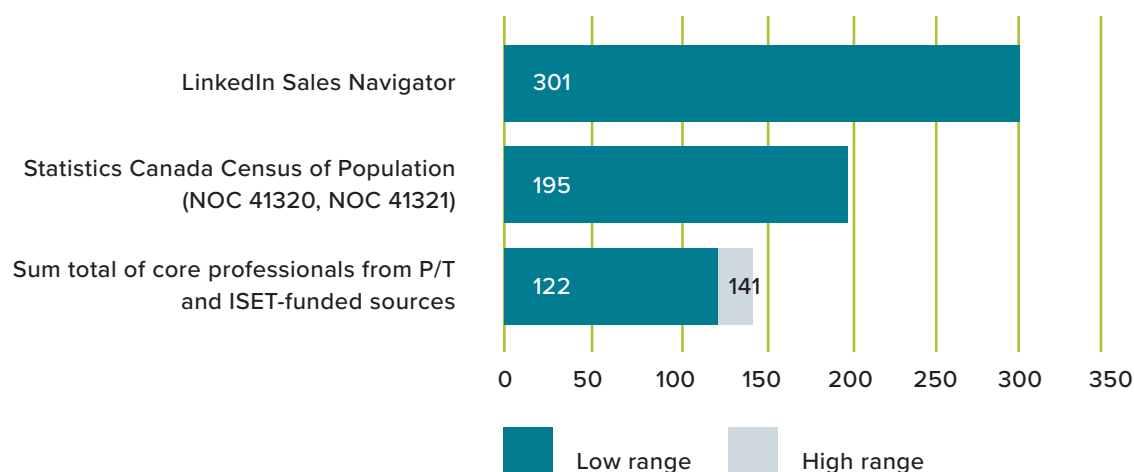
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization's staff, not provincial or territorial government employees.

Figure 4.10.1./Table 4.10.2. provides an overview of the number of core professionals in Prince Edward Island's career development ecosystem, based on a variety of data sources.²¹³ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

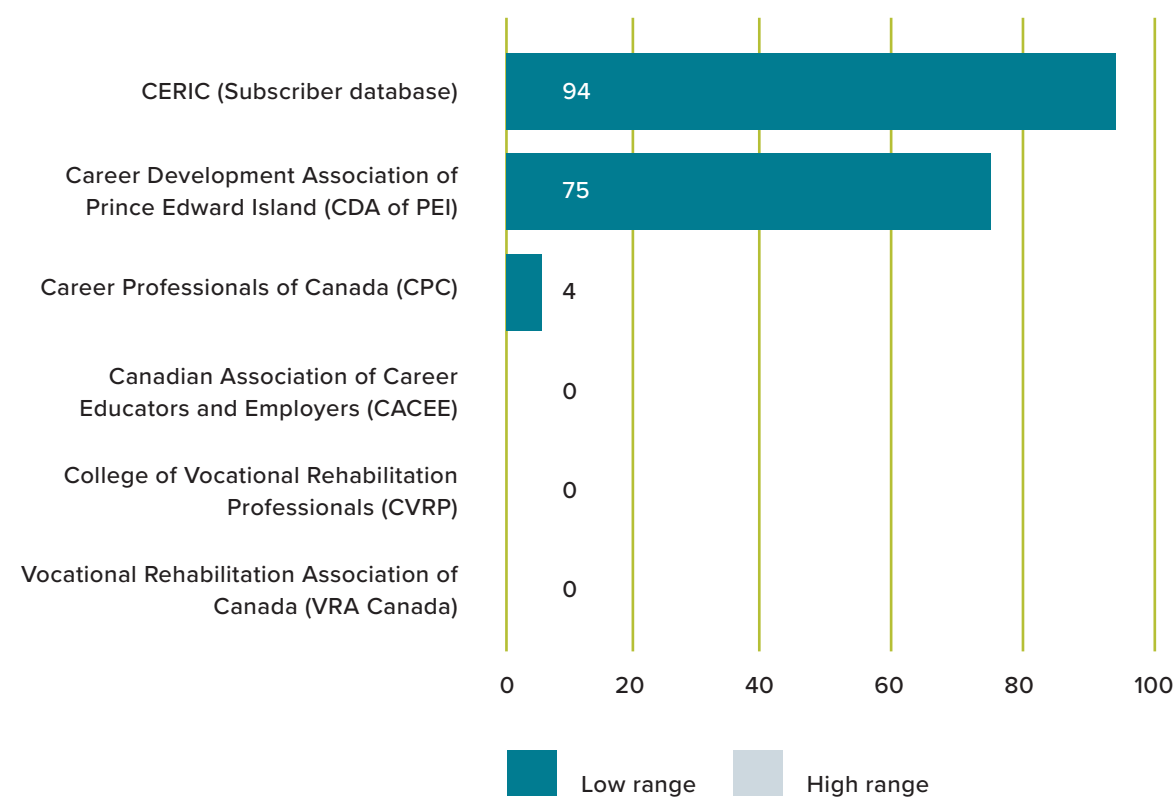
Figure 4.10.1. Number of core professionals in Prince Edward Island's career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



²¹³ See Section 3.0. for a full discussion of how to interpret Figure 4.10.1./Table 4.10.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

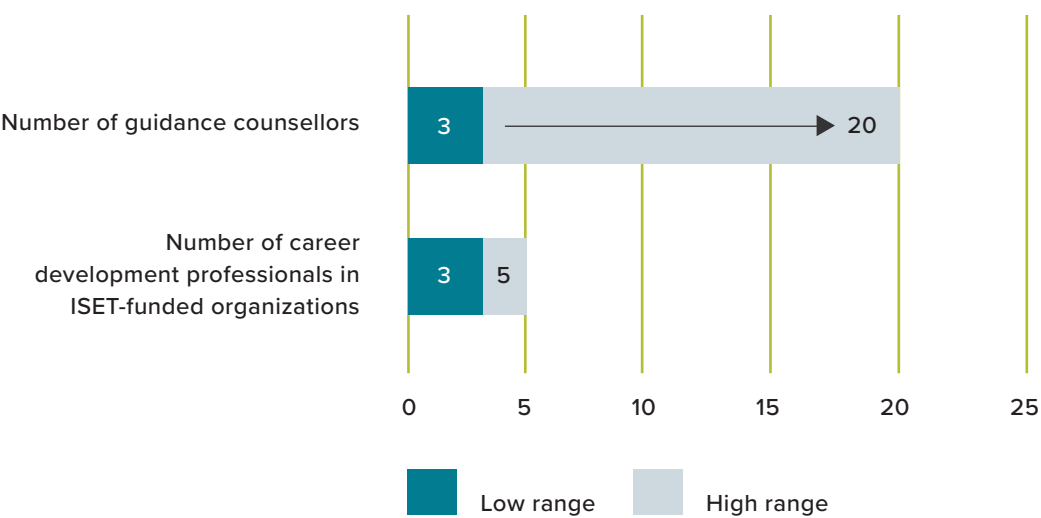


Table 4.10.2. Number of core professionals in Prince Edward Island’s career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem’s size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	195	Federal government	2021
LinkedIn Sales Navigator	301	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	122 - 141	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	94	Subscriber database	2023
Career Development Association of Prince Edward Island (CDA of PEI)	75	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	0	National membership association	2023
Career Professionals of Canada (CPC)	4	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	0	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	0	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	3 - 5	Federal government	2023
Number of guidance counsellors	3 - 20	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.²¹⁴ The career development professionals presented in Table 4.10.3. are accessible to Canadians through publicly funded services and educational supports across Prince Edward Island communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.10.3. Number of core professionals working in Prince Edward Island’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	111 - 113
Core professionals working in post-secondary institutions	8
Guidance counsellors working in elementary and secondary schools	3 - 20
Sum total of core professionals from P/T and ISET-funded sources	122 - 141

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.²¹⁵ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.²¹⁶ Using these percentages, we can calculate the total number of career development professionals in Prince Edward Island (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

²¹⁴ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

²¹⁵ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

²¹⁶ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.10.2. Number of core professionals in Prince Edward Island’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

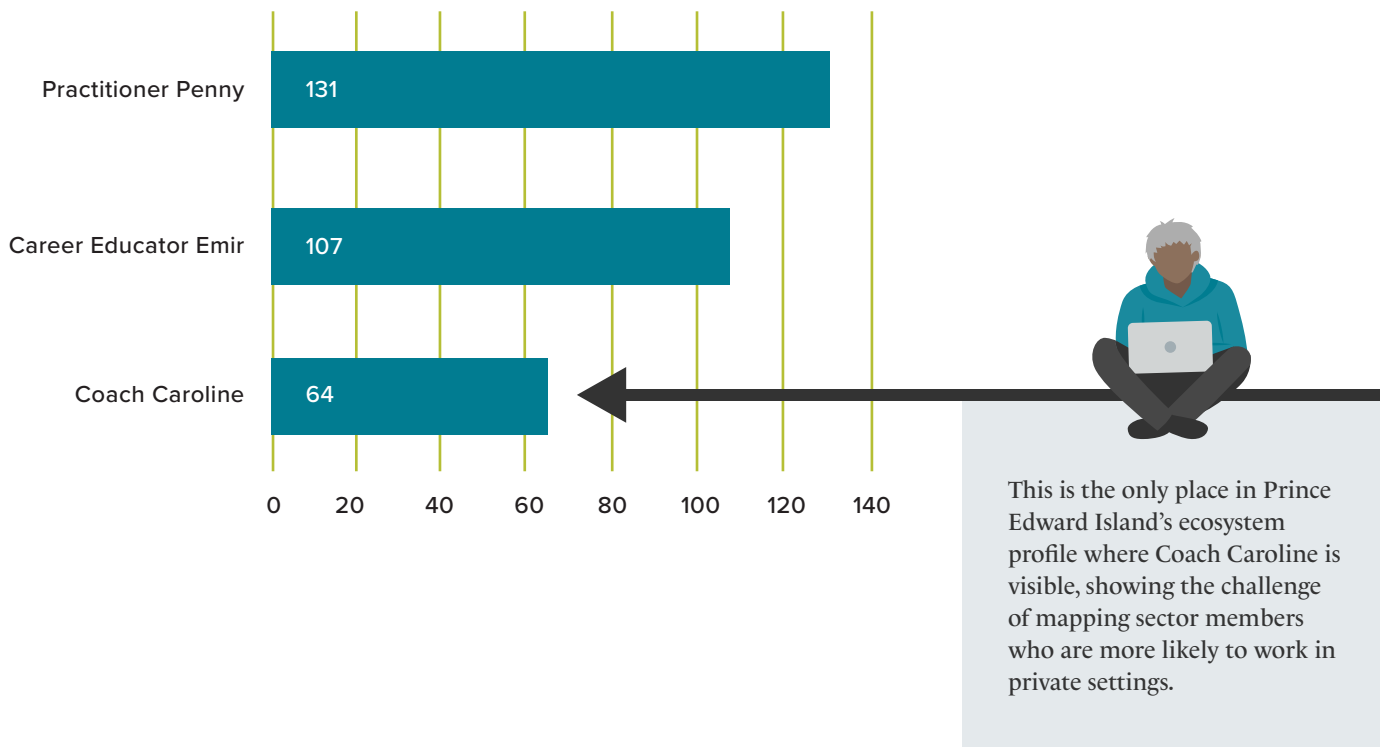


Table 4.10.4. Number of core professionals in Prince Edward Island’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Prince Edward Island ^a	Calculated total count of career development professionals in Prince Edward Island ^b
Practitioner Penny	49	131
Coach Caroline	24	64
Career Educator Emir	40	107
Total	113	302

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 49 / 0.375 = 131.

The rest of this profile describes the publicly funded elements of Prince Edward Island's career development ecosystem in detail. These descriptions estimate that there are a total of **122-141** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **64** (Coach Caroline). Adding Coach Caroline to the total count of core professionals increases the size of the career development ecosystem in Prince Edward Island by approximately half.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN PRINCE EDWARD ISLAND

In Prince Edward Island, the main hub for publicly funded career services is **SkillsPEI**, a division of the Department of Workforce, Advanced Learning, and Population. SkillsPEI manages the design and delivery of employment and skills development programming funded by the Canada-Prince Edward Island Labour Market Development Agreement and Canada-PEI Workforce Development Agreement.²¹⁷

SkillsPEI has six locations across Prince Edward Island, where employees provide support and programming to jobseekers, older workers, employers, and organizations. Three employment officers (Practitioner Penny) and one director (Director Deepika) are listed in the government's public employee directory (Table 4.10.5).²¹⁸

As of July 2023, SkillsPEI funds 12 organizations across 23 locations to deliver career services to unemployed individuals, called **Employment Assistance Services**.²¹⁹ These external agreement holders include specialized organizations that

serve Indigenous people or people with disabilities. Table 4.10.5. provides an estimate of the number of career development professionals working in these organizations, based on staff lists available on their websites and LinkedIn Sales Navigator searches.

In addition to the organizations listed on the provincial government's Employment Assistance Services webpage, an additional 10 career service providers were identified through **The Employment Journey on Prince Edward Island**, a comprehensive source of information, services, and resources about the province's career development ecosystem. The Employment Journey on Prince Edward Island serves a Communicator Colette function.

Two of the 10 organizations identified are also funded through SkillsPEI/the Department of Workforce, Advanced Learning, and Population and are not listed on the provincial government's Employment Assistance Services webpage. At least four organizations are funded by other provincial or federal government departments or programs. Table 4.10.5. provides an estimate of the number of career development professionals working in these organizations, based on staff lists available on their websites and LinkedIn Sales Navigator searches.

Prince Edward Island's Department of Social Development and Seniors administers the provincial government's disability support program, called **AccessAbility Supports**.²²⁰ This program includes helping people with disabilities find or keep a job, including coaching, skills training, and supports for youth with disabilities who are transitioning from the education system to the workforce. As of July 2023, the public employee directory lists two Social Assistance and Employment Supports Caseworkers (Table 4.10.5).²²¹

²¹⁷ Department of Workforce, Advanced Learning, and Population, "SkillsPEI," *Government of Prince Edward Island*, <https://www.princeedwardisland.ca/en/topic/skillspei>, accessed October 5, 2023.

²¹⁸ Government of Prince Edward Island, "Employee Directory: SkillsPEI," <https://www.princeedwardisland.ca/en/phone>, accessed October 5, 2023.

²¹⁹ Department of Workforce, Advanced Learning, and Population, "Employment Assistance Services," *Government of Prince Edward Island*, <https://www.princeedwardisland.ca/en/information/employment-assistance-services>, accessed October 5, 2023.

²²⁰ Department of Social Development and Seniors, "AccessAbility Supports," *Government of Prince Edward Island*, <https://www.princeedwardisland.ca/en/information/social-development-and-housing/accessability-supports>, accessed October 5, 2023.

²²¹ Government of Prince Edward Island, "Employee Directory: Social Development and Seniors," <https://www.princeedwardisland.ca/en/phone>, accessed October 5, 2023.

Table 4.10.5. Number of career development professionals working in Prince Edward Island’s publicly funded career service providers, July 2023

Career service provider	Director Deepika	Practitioner Penny
SkillsPEI	1	3
AccessAbility Supports	1	2
External Service Providers, Employment Assistance Services	18	51
Other career service providers	9	23
Total	29	79

Note: A sector leader from Prince Edward Island observes that Table 4.10.5. likely underrepresents the total number of career development professionals working for publicly funded career service providers.

Sources: Career service provider websites; Government of Prince Edward Island employee directory; LinkedIn Sales Navigator.

CAREER DEVELOPMENT PROFESSIONALS IN PRINCE EDWARD ISLAND’S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada’s education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.²²²

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. PEI has a **Career and Technical Education Curriculum** and a **Career Exploration and Opportunities** course under its Business Education Curriculum.²²³

PRINCE EDWARD ISLAND’S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Prince Edward Island has an estimated 3-20 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Prince Edward Island’s 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

²²² See Section 1.1. to learn more about each of these Sector Scoping Model personas.

²²³ To learn more, see Katrina Rozal, “Career Curriculums by Province and Territories,” *CareerWise* by CERIC, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

At the post-secondary level, Prince Edward Island has four public institutions: University of Prince Edward Island, Holland College, Maritime Christian College, and Collège de l'Île.²²⁴ Table 4.10.6. presents the number of career development professionals working in the career services and co-operative education departments of these four public institutions. A review of the Maritime Christian College and *Collège de l'Île* websites did not find any career services or co-operative education departments.

Prince Edward Island also has 16 registered private training schools.²²⁵ A review of these schools did not identify any career services departments, although a research participant observes that at least one school, the Academy of Learning Career College, has a staff member doing the work of a career development professionals.

Table 4.10.6. Number of career development professionals working in Prince Edward Island’s public post-secondary institutions, July 2023

Post-secondary institution	Director Deepika	Practitioner Penny
University of Prince Edward Island	1	4
Holland College	1	2
Maritime Christian College	0	0
<i>Collège de l'Île</i>	0	0
Total	2	6

Sources: Prince Edward Island public post-secondary institution websites and research participants.

UNDER THE SECTOR’S “BIG TENT” IN PRINCE EDWARD ISLAND

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.10.3./Table 4.10.7., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



²²⁴ Department of Workforce, Advanced Learning, and Population, “Post-Secondary Institutions,” *Government of Prince Edward Island*, <https://www.princeedwardisland.ca/en/information/education-and-lifelong-learning/post-secondary-institutions>, accessed October 5, 2023.

²²⁵ Department of Workforce, Advanced Learning, and Population, “Private Training Schools Registered in PEI,” *Government of Prince Edward Island*, <https://www.princeedwardisland.ca/en/information/education-and-lifelong-learning/private-training-schools-registered-in-pe>, accessed October 5, 2023.

Figure 4.10.3. Number of people under the career development sector’s “big tent” in Prince Edward Island, by sector member

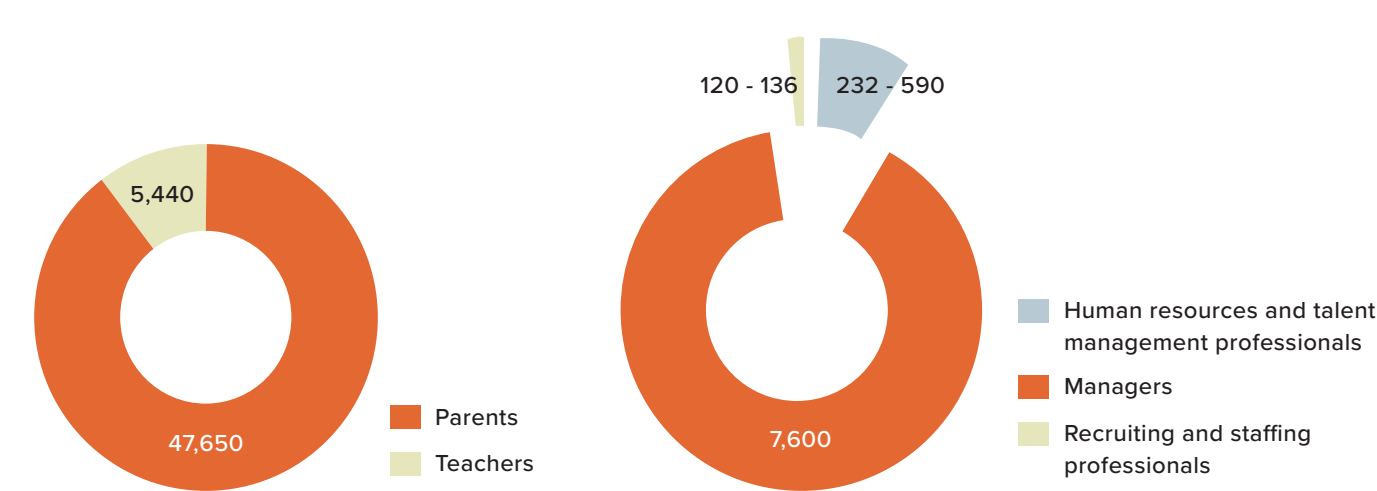
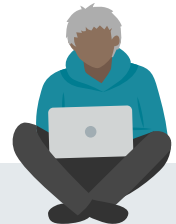


Table 4.10.7. Number of people under the career development sector’s “big tent” in Prince Edward Island, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	120 - 136
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	232 - 590
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	5,440
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	7,600
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	47,650



4.11. QUEBEC

WHAT'S UNIQUE ABOUT QUEBEC'S CAREER DEVELOPMENT ECOSYSTEM

- Quebec is the only province or territory in Canada where a significant portion of the career development sector is formally regulated.
- Quebec has more provincial career development associations than any other province in Canada. It has nine associations that represent organizations (career service providers) and two associations that represent individual professionals.
- Quebec is one of three provinces (along with British Columbia and Newfoundland and Labrador) that has at least one career development association whose primary function is to represent organizations (career service providers) instead of individuals.
- Provinces with larger populations are more similar to each other than expected in how career services are structured, administered, and funded.
- Quebec has more community-based organizations (n=400) and government-run centres (*Services Québec*, n=138) providing career services than any other province or territory, including Ontario and British Columbia.
- In most jurisdictions, the number of core professionals in the ecosystem according to LinkedIn is higher than the number reported by the Census of Population and the sum total from P/T and ISET-funded sources. However, LinkedIn is not the largest dataset in Quebec (Figure 4.11.1./Table 4.11.2.). This likely reflects lower usage rates on the social media platform by French speakers.
- The number of career development professionals estimated to be working for ISET-funded organizations in Quebec is lower than expected (Figure 4.11.1./Table 4.11.2.).
- Based on its overall population size, the number of career development professionals from Quebec who belong to national career development organizations is proportionally lower than in other provinces (Figure 4.11.1./Table 4.11.2.).

DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF QUEBEC'S CAREER DEVELOPMENT ECOSYSTEM

1. Provincial sector associations: *AXTRA*, *CACJÉQ*, *OCCOQ*, *RSSMO*
2. National career development associations, organizations, and other sector leaders
3. Publicly available websites, including the Government of Quebec directory of organizations specializing in employability
4. LinkedIn Sales Navigator

QUEBEC'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.11.1. provides an overview of the number of organizations providing career services in Quebec's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.²²⁶

²²⁶ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.11.1. Number of organizations providing career services in Quebec

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	138
Community-based organizations ^b	400
Total	538
Government of Canada Job Bank	
Total	124

Source: Employment and Social Development Canada; assorted others, see profile.

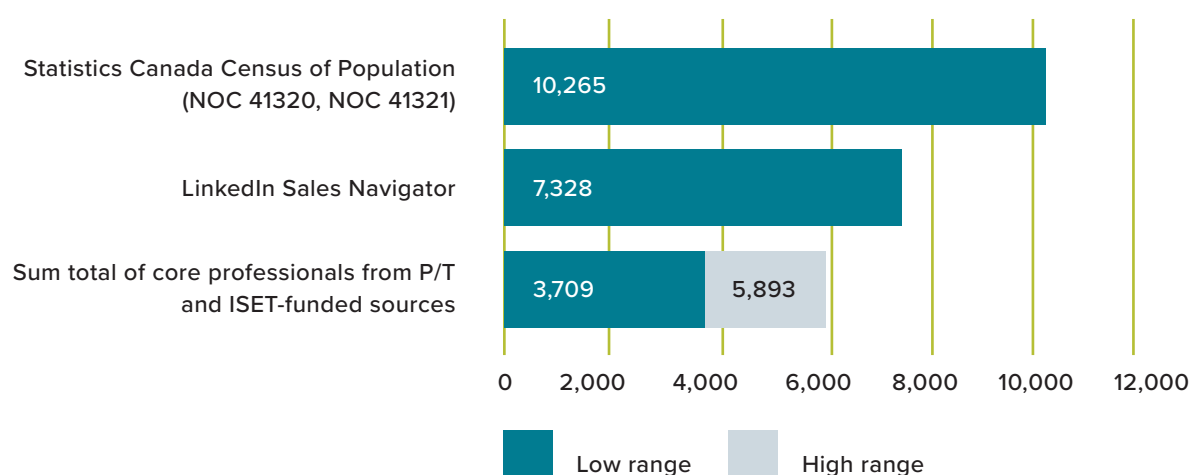
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization's staff, not provincial or territorial government employees.

Figure 4.11.1./Table 4.11.2. provides an overview of the number of core professionals in Quebec's career development ecosystem, based on a variety of data sources.²²⁷ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

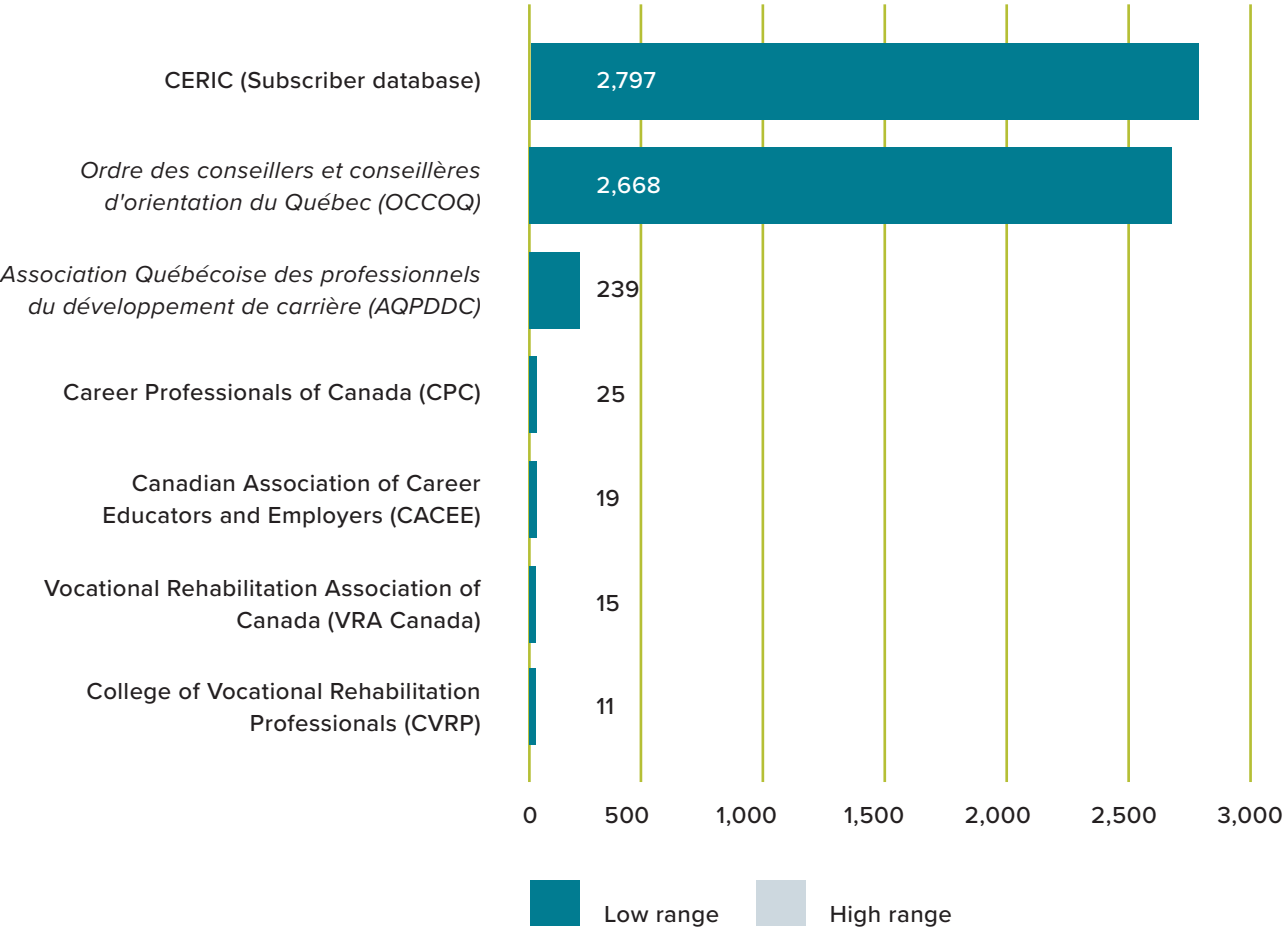
Figure 4.11.1. Number of core professionals in Quebec's career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



²²⁷ See Section 3.0. for a full discussion of how to interpret Figure 4.11.1./Table 4.11.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

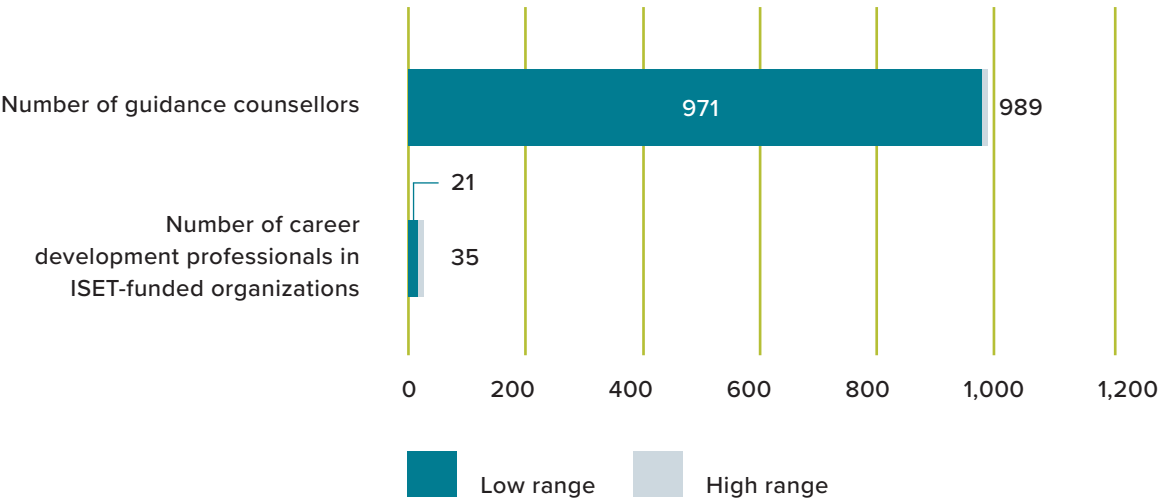


Table 4.11.2. Number of core professionals in Quebec's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	10,265	Federal government	2021
LinkedIn Sales Navigator	7,328	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	3,709-5,893	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	2,797	Subscriber database	2023
<i>Association Québécoise des professionnels du développement de carrière (AQPDDC)</i>	239	Provincial membership association	2023
<i>Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)</i>	2,668	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	19	National membership association	2023
Career Professionals of Canada (CPC)	25	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	11	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	15	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	21 - 35	Federal government	2023
Number of guidance counsellors	971 - 989	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.²²⁸ The career development professionals presented in Table 4.11.3. are accessible to Canadians through publicly funded services and educational supports across Quebec communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.11.3. Number of core professionals working in Quebec’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	2,173 - 4,339
Core professionals working in post-secondary institutions	565
Guidance counsellors working in elementary and secondary schools	971 - 989
Sum total of core professionals from P/T and ISET-funded sources	3,709 - 5,893

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.²²⁹ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.²³⁰ Using these percentages, we can calculate the total number of career development professionals in Quebec (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

However, this measure for estimating LinkedIn users in Canada does not account for potential differences in usages by geographic region, such as remote communities where Internet connectivity may be sporadic, or linguistic group. It is possible that career development professionals in Quebec may use LinkedIn less than the Canadian average. We have included this calculation method here, despite its possible lower reliability, for consistency across the various provincial and territorial profiles in this report.

²²⁸ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

²²⁹ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

²³⁰ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.11.2. Number of core professionals in Quebec’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

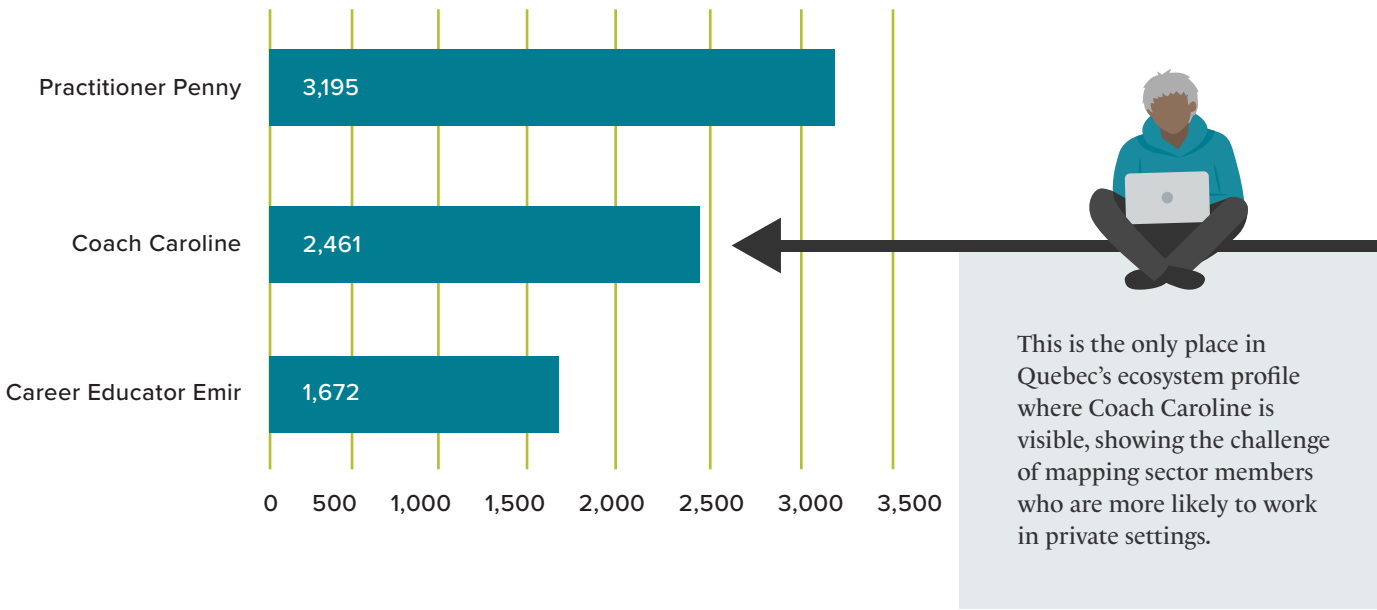


Table 4.11.4. Number of core professionals in Quebec’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Quebec ^a	Calculated total count of career development professionals in Quebec ^b
Practitioner Penny	1,198	3,195
Coach Caroline	923	2,461
Career Educator Emir	627	1,672
Total	2,335	7,328

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 1,198 / 0.375 = 3,195.



The count of Coach Caroline roles in Quebec (n=2,461) is significantly smaller than in Ontario (n=7,309-8,640) and British Columbia (n=4,613), the two provinces most similar in population size to Quebec. As such, it likely underrepresents the total number of Coach Caroline roles in Quebec. **Additional research is needed to fully map career development professionals working in private settings in Quebec.**

The rest of this profile describes the publicly funded elements of Quebec's career development ecosystem in detail. When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

QUEBEC'S REGULATED APPROACH TO CAREER SERVICES

Quebec is the only province in Canada where guidance counsellors (*conseillers et conseillères d'orientation, C.O.*) belong to a regulated profession. To be a legally practicing guidance counsellor, professionals have to be registered with the *Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)*.²³¹ The OCCOQ is one of 46 professional orders established by the Professional Code of Quebec (C-26) to ensure the protection of the public through the supervision of the practice of each profession by its members.²³² The OCCOQ is responsible for setting requirements for certification and monitoring its members' skills development and professional obligations.

Guidance counsellors require a Master's degree in a relevant field to be licensed. Graduates with a Master's degree in guidance counselling, career counselling, counselling psychology, or *sciences de l'orientation* are automatically admitted to the profession and receive a license to use the occupational title of *C.O.* and exercise the profession's designated activities. People with different educational backgrounds can also apply for admission and are subject to requirements by equivalence.²³³

Guidance counsellors do not only work in elementary and secondary schools. Instead, they provide counselling, guidance, and career development to people of all ages and backgrounds. They work for career service providers alongside unlicensed career development professionals, and they are more likely to work in government and schools than their unlicensed counterparts. In the Sector Scoping Model, Quebec's guidance counsellors may be Career Educator Emir or Practitioner Penny, depending on the setting they work in and the clients they serve. Career Educator Emir works in schools with students; Practitioner Penny works outside schools with other clients, such as unemployed adults. In the rest of Canada, guidance counsellors are only Career Educator Emir.²³⁴

Quebec's guidance counsellors are more comparable to career counsellors in the rest of Canada, a job title that is regulated by the Canadian Counselling and Psychotherapy Association (CCPA). In contrast, employment counsellors (*conseillers et conseillères en emploi*), career practitioners, and other career advisors in Quebec that are not subject to licensed regulation can come from a variety of educational backgrounds.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN QUEBEC

In Quebec, publicly funded career services fall under the mandate of the *Ministère de l'Emploi et de la Solidarité sociale*. Throughout the province, 138 *Services Québec* offices and service points provide first contact employment

²³¹ *Ordre des conseillers et conseillères d'orientation du Québec*, "C.O. : Professionnel.le.s essentiel.le.s tout au long de la vie," <https://www.orientation.qc.ca>, accessed October 5, 2023.

²³² *Publications Québec*, "Chapter C-26: Professional Code," *Government of Quebec*, <https://www.legisquebec.gouv.qc.ca/en/document/cs/C-26?langCont=en#ga:liv-h1>, accessed October 5, 2023.

²³³ *Ordre des conseillers et conseillères d'orientation du Québec*, "Devenir membre – Parcours d'admission," <https://www.orientation.qc.ca/fr/parcours-d-admission>, accessed October 5, 2023.

²³⁴ See Section 1.1. to learn more about the Sector Scoping Model and 14 personas, including Practitioner Penny and Career Educator Emir.

assistance to individuals and businesses (as of December 2023).²³⁵ Compared to other ministries of similar size in Quebec, such as health and education, the *Ministère de l'Emploi* is very decentralized.

Community-based organizations are contracted by the *Ministère de l'Emploi* to provide career services and programs throughout the province, serving a range of clients and needs. The contract awards process is administered by the 17 regional heads of the *Ministère de l'Emploi* across Quebec's 17 administrative regions, which each represents its own labour market. As of December 2023, there are an estimated 400 active contracts. A public directory of organizations from the *Ministère de l'Emploi* lists a total of 369 organizations (as of November 2023).²³⁶

Table 4.11.5. shows the results of our own calculations to estimate the number of Practitioner Penny and Director Deepika positions in 138 *Services Québec* offices and 400 community-based organizations. At the lowest end of the range, we estimate each office has a minimum of three Practitioner Penny positions and one Director Deepika position. At the highest end of the range, we estimate seven Practitioner Penny and three Director Deepika positions. This produces a range of 1,614-2,690 Practitioner Penny positions and 538-1,614 Director Deepika positions, for a total range of 2,152-4,304 career development professionals.

Table 4.11.5. Estimated number of career development professionals working in Quebec's publicly funded career service providers, December 2023

Estimated count per organization	Estimated count of <i>Services Québec</i> : 138	Estimated count of community-based organizations: 400	Calculated TOTAL	Range TOTAL
3 Practitioner Penny	414	1,200	1,614	1,614 - 2,690
5 Practitioner Penny	690	2,000	2,690	
7 Practitioner Penny	966	2,800	3,766	
1 Director Deepika	138	400	538	538 - 1,614
2 Director Deepika	276	800	1,076	
3 Director Deepika	414	1,200	1,614	

Tables 4.11.6.-4.11.7. report on the number of licensed guidance counsellors in Quebec. They do not include unlicensed career development professionals. There will be overlap between the estimated number of career development professionals (working in Quebec's publicly funded career service providers) that is calculated in Table 4.11.5. and the number of *OCCOQ* members reported in Tables 4.11.6.-4.11.7. The general similarity between the calculated total (n=2,152-4,304) and *OCCOQ* reported total (n=2,668) is useful for data validation purposes.

²³⁵ Ministère de l'Emploi et de la Solidarité sociale, "Services Québec Offices," Government of Quebec, https://www.mtess.gouv.qc.ca/services-a-la-clientele/centre-local-emploi/index_en.asp, accessed October 5, 2023.

²³⁶ Ministère de l'Emploi et de la Solidarité sociale, "Répertoire des organismes spécialisés en employabilité," Government of Quebec, <https://www.emploi.quebec.gouv.qc.ca/citoyens/trouver-un-emploi/repertoire-des-organismes-specialises-en-employabilite/>, accessed October 5, 2023.

Table 4.11.6. Number of OCCOQ members (*conseillers/conseillères d'orientation*), by administrative region, 2021-2022

Administrative region	Count of members (individual professionals)
<i>Bas-Saint-Laurent</i>	67
<i>Saguenay-Lac-Saint-Jean</i>	81
<i>Capitale-Nationale</i>	576
<i>Mauricie</i>	71
<i>Estrie</i>	207
<i>Montréal</i>	634
<i>Outaouais</i>	60
<i>Abitibi-Témiscamingue</i>	26
<i>Côte-Nord</i>	34
<i>Nord-du-Québec</i>	7
<i>Gaspésie-Îles-de-la-Madeleine</i>	34
<i>Chaudière-Appalaches</i>	170
<i>Laval</i>	67
<i>Lanaudière</i>	82
<i>Laurentides</i>	99
<i>Montérégie</i>	342
<i>Centre-du-Québec</i>	72
Outside Quebec	39
Total	2,668

Source: Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ) annual report 2021-2022.

Table 4.11.7. Number of OCCOQ members (*conseillers/conseillères d'orientation*), by sector (*milieux de pratique*), 2021-2022

Sector (<i>milieux de pratique</i>)	Count of members	Percentage of members
Éducation	1,349	51%
<i>Primaire</i>	18	
<i>Secondaire</i>	588	
<i>Secondaire – Éducation des adultes</i>	284	
<i>Centre administratif</i>	41	
<i>CÉGEP</i>	241	
<i>CÉGEP – Éducation des adultes</i>	12	
<i>Université</i>	62	
<i>Université (Consultation)</i>	103	
Emploi	393	15%
<i>Organismes de développement de l'employabilité</i>	370	
<i>Emploi-Québec</i>	23	
Réadaptation	67	3%
<i>Compagnies d'assurances</i>	15	
<i>CNESSI, SAAQ, IVAC</i>	15	
<i>Centres de réadaptation</i>	37	
Santé et services sociaux	38	1%
<i>Centres hospitaliers</i>	20	
<i>CLSC, CISSS, ou CIUSSS</i>	18	

<i>Fonction publique et organismes publics</i>	118	4%
<i>Entreprises</i>	115	4%
<i>Cabinets-conseils (services aux individus et entreprises)</i>	377	14%
<i>Organisms communautaires autres qu'en employabilité</i>	29	1%
<i>Autres et retraités</i>	182	7%
Total	2,668	100%

Source: Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ) annual report 2021-2022.

QUEBEC'S PROVINCIAL CAREER DEVELOPMENT ASSOCIATIONS

Quebec has nine provincial career development associations, more than any other province or territory in Canada (Table 4.11.8.). These associations provide a voice to career development professionals, organizations, and the sector at the provincial level, raising issues of concern and working with the *Ministère de l'Emploi* to inform policy. Seven associations represent organizations; they have approximately 342 members across all 17 of Quebec's administrative regions. Two associations represent individual professionals; they have approximately 2,907 members across all 17 of Quebec's administrative regions.



Table 4.11.8. Quebec's career development associations, December 2023

Association	Type of members	Count of members
Members are organizations		
<i>AXTRA Alliance des centres-conseils en emplois</i>	Career and employment centres	100
<i>Collectif autonome des Carrefours jeunesse emploi du Québec (CACJÉQ)</i>	Youth Employment Hubs (<i>Carrefours Jeunesse-Emploi, CJE</i>)	24
<i>Collectif des entreprises d'insertion du Québec (CEIQ)</i>	Employment integration companies/enterprises	46
<i>Regroupement des organismes spécialisés pour l'emploi des personnes handicapées (ROSEPH)</i>	Employment organizations that support people with disabilities	25
<i>Réseau Canadien des entreprises d'entraînement/ Canadian Practice Enterprise Network (RCEE/CPEN)</i>	Training enterprises	12
<i>Réseau des Carrefours Jeunesse-Emploi du Québec (RCJÉQ)</i>	Youth Employment Hubs (<i>Carrefours Jeunesse-Emploi, CJE</i>)	87
<i>Réseau des services spécialisés de main-d'œuvre (RSSMO)</i>	Workforce service centres	48
Total		342
Members are individual professionals		
<i>Association Québécoise des professionnels du développement de carrière (AQPDDC)</i>	Career development professionals	239
<i>Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)</i>	Guidance counsellors (<i>C.O.</i>)	2,668
Total		2,907

Note: A single member (organization or professional) may belong to more than one association. As such, the sum totals may overrepresent the total number of members in Quebec's sector associations.

Sources: AQPDDC, AXTRA, CACJÉQ, CEIQ, OCCOQ, ROSEPH, RCEE, RCJÉQ, RSSMO (websites and research participants).

FEATURED ASSOCIATIONS

Three of Quebec’s sector associations were able to share information about their memberships with us for this research project. Here are some notable highlights:

AXTRA | ALLIANCE DES CENTRES-CONSEILS EN EMPLOIS

AXTRA’s 2022 membership survey found that the average number of employees working in their members’ employment counselling centres is 17.5 (16.1 full-time employees, 1.5 part-time employees). Using this finding, AXTRA estimates it represents more than 1,700 career development professionals across its 100 member organizations.

COLLECTIF AUTONOME DES CARREFOUR JEUNESSE EMPLOI DU QUÉBEC (CACJEQ)

CACJEQ confirms that each of its 24 member organizations has at least one *directeur/directrice générale*, regardless of the size of their teams, offering a reliable snapshot and reminder about Director Deepika: If we know how many organizations exist that provide career services, we can calculate the minimum number of Director Deepika that must also exist.

RÉSEAU DES SERVICES SPÉCIALISÉS DE MAIN-D’ŒUVRE (RSSMO)

In 2022, RSSMO’s member organizations employed 340 career development practitioners, with 24 of 48 member organizations reporting they employed licensed guidance counsellors (*C.O.s*) among other job roles.

CAREER DEVELOPMENT PROFESSIONALS IN QUEBEC’S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada’s education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.²³⁷

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. In Quebec, career development is an area of learning at the secondary level, which includes a **Personal Orientation Project, Exploration of Vocational Training, and Entrepreneurship**.²³⁸

²³⁷ See Section 1.1. to learn more about each of these Sector Scoping Model personas.
²³⁸ To learn more, see Katrina Rozal, “Career Curriculums by Province and Territories,” *CareerWise* by CERIC, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

QUEBEC'S GUIDANCE COUNSELLORS: NATIONAL PORTRAIT VERSUS PROVINCIAL PROFILE

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Based on the method used to estimate the number of guidance counsellors in Canada's other provinces and territories, Quebec would have 971-989 guidance counsellors (in K-12 schools only, not in other Quebec settings). This estimation was reached through LinkedIn search results and a calculation that uses Quebec's 2021-2022 student enrollments and a known ratio of guidance counsellors to students.²³⁹ See Section 3.8. for more details.

Based on OCCOQ's reporting, there are 890 licensed guidance counsellors (C.O.s) working in K-12 schools in Quebec (Table 4.11.7.). The general similarity between the calculated total (n=971-989) and OCCOQ reported total (n=890) is useful for data validation purposes.

However, it is important to remember that Quebec uses a different definition for guidance counsellors than in other provinces and territories, and they can work both in schools and in other settings (including community-based organizations and government). This estimation does not provide a complete picture of guidance counsellors as defined in Quebec. Instead, it reflects how guidance counsellors have been identified in the national portrait for consistency of data.

At the post-secondary level, Quebec has 154 institutions, including 18 public universities and 53 *collèges d'enseignement général et professionnel* (CEGEP) (Table 4.11.9.).²⁴⁰ CEGEPs bridge the gap between secondary education and university or the workforce, offering a unique educational experience that includes a combination of general education courses, specialized training, and, in some cases, work experience.

Table 4.11.9. Number of post-secondary institutions in Quebec, July 2023

Post-secondary institution	Count of post-secondary institutions
Public universities	18
CEGEPs	53
Government-funded establishments	11
Subsidized private schools	21
Non-subsidized private schools	49
France-Quebec Agreements	2
Total	154

Sources: Government of Quebec.

²³⁹ At the time of writing, the most recent student enrollment reporting available in Quebec was for the 2021-2022 academic year.

²⁴⁰ Government of Quebec, "List of Quebec Universities," <https://www.quebec.ca/en/education/university/studying/list-universities>, accessed October 4, 2023; Government of Quebec, "List of CEGEPs and Private Colleges in Quebec," <https://www.quebec.ca/en/education/cegep/studying/list-colleges>, accessed October 4, 2023.

All except one of Quebec’s public universities list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.11.10.). A sampling check of 10 CEGEPs found that a majority have career services and co-operative education programs.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals work in all 53 of Quebec’s CEGEPs. However, the OCCOQ reports its members and the sectors they work in; in 2021-2022, there were 253 guidance counsellors working in CEGEPs and 165 guidance counsellors working in universities (Table 4.11.7.).²⁴¹ The total number of Career Educator Emir reported in Table 4.11.10., produced via our own data collection from the websites of Quebec’s universities, is higher than the OCCOQ’s membership. This is because the definition of Career Educator Emir is broader than the regulated definition of guidance counsellor (*conseiller/conseillère d’orientation*), and both licensed guidance counsellors and unlicensed career development professionals, such as employment counsellors, work in Quebec’s universities.



Table 4.11.10. Number of career development professionals working in Quebec’s public universities, July 2023

Post-secondary institution	Director Deepika	Career Educator Emir
Bishop’s University	3	6
Concordia University	5	31
École de technologie supérieure	3	28
École des hautes études commerciales de Montréal	2	10
École nationale d’administration publique	1	5
Institut national de la recherche scientifique	1	17
McGill University	10	83
Polytechnique Montréal	3	18
Université de Montréal	Unknown	Unknown
Université de Sherbrooke	5	39
Université du Québec à Chicoutimi	1	2
Université du Québec à Montréal	1	12
Université du Québec à Rimouski	1	2

²⁴¹ Ordre des conseillers et conseillères d’orientation du Québec, “Rapport annuel: 2021-2022,” pp. 12-14, <https://www.orientation.qc.ca/medias/iw/OCCOQ-RapAnn-21-22-vF-WEB-corr.pdf>, accessed October 5, 2023.

<i>Université du Québec à Trois-Rivières</i>	3	4
<i>Université du Québec en Abitibi-Témiscamingue</i>	1	5
<i>Université du Québec en Outaouais</i>	1	2
<i>Université Laval</i>	1	4
<i>Université TÉLUQ</i>	1	1
Total	43	269

Sources: Quebec public university websites and research participants.

UNDER THE SECTOR'S “BIG TENT” IN QUEBEC

In this project, we approach Canada's career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector's “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.11.3./Table 4.11.11., only those members of the sector's “big tent” that could be quantified within the scope of this project are included.



Figure 4.11.3. Number of people under the career development sector’s “big tent” in Quebec, by sector member

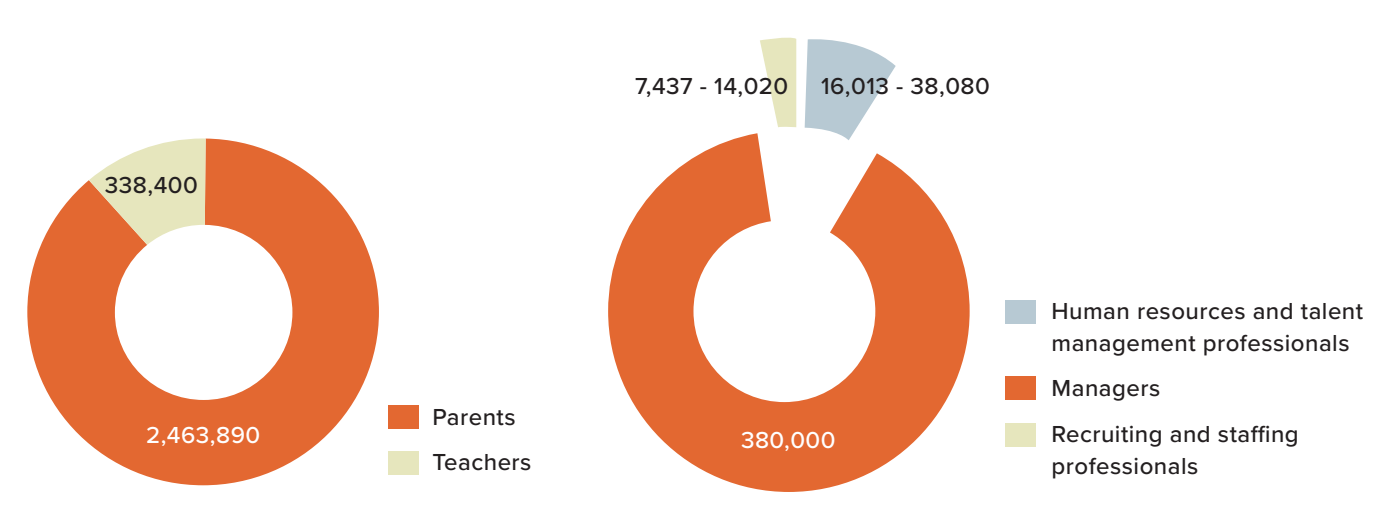


Table 4.11.11. Number of people under the career development sector’s “big tent” in Quebec, by sector member

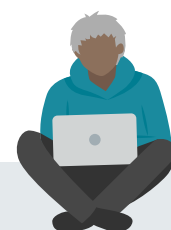
Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	7,437 - 14,020
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	16,013 - 38,080
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	338,400
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	380,000
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	2,463,890

4.12. SASKATCHEWAN



WHAT'S UNIQUE ABOUT SASKATCHEWAN'S CAREER DEVELOPMENT ECOSYSTEM

- Capturing Saskatchewan's full career development ecosystem is difficult without engagement from the Government of Saskatchewan. Despite engaging with supportive government officials, accessing any government datasets that track funded third-party service delivery organizations was unsuccessful for this profile.
- The number of core professionals identified through the three datasets that are representative of the sector's size in Saskatchewan are all similar, specifically the higher end of the estimated range (n=1,405, n=662-1,305, n=1,075). They are also more similar than in most provinces and territories (Figure 4.12.1./Table 4.12.2.).
- In the majority of jurisdictions, the number of core professionals in the ecosystem according to the Census of Population (n=1,075) is higher than the number reported by the provincial and ISET-funded sources of information. However, this is not the case in Saskatchewan, specifically at the higher end of the estimated range (n=662-1,305) (Figure 4.12.1./Table 4.12.2.).



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF SASKATCHEWAN'S CAREER DEVELOPMENT ECOSYSTEM

1. Saskatchewan Career Development Association
2. National career development associations, organizations, and other sector leaders
3. LMI jurisdictional report prepared for the Labour Market Information Council (LMIC) project, "Understanding the Career Service Delivery Ecosystem in Canada"²⁴²
4. Publicly available websites, including the Government of Saskatchewan employee directory
5. LinkedIn Sales Navigator

SASKATCHEWAN'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.12.1. provides an overview of the number of organizations providing career services in Saskatchewan's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.²⁴³

²⁴² To read more about the LMIC project, visit <https://lmic-cimt.ca/consultations-with-career-professionals/>.

²⁴³ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.12.1. Number of organizations providing career services in Saskatchewan

Dataset	Count of organizations
Provincial ecosystem profile	
Government-run centres ^a	10
Community-based organizations ^b	95
Total	105
Government of Canada Job Bank	
Total	10

Source: Employment and Social Development Canada; assorted others, see profile.

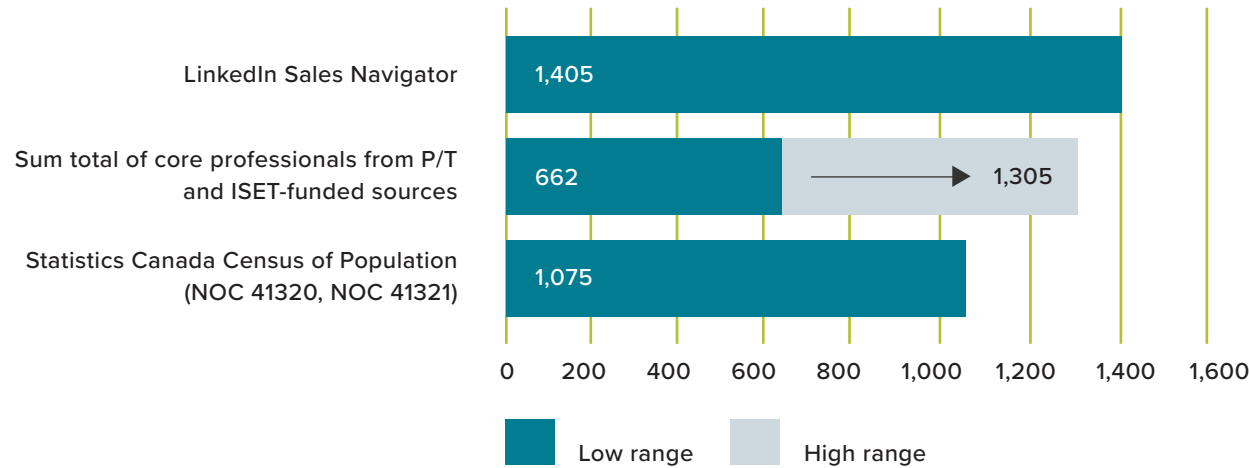
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.12.1./Table 4.12.2. provides an overview of the number of core professionals in Saskatchewan’s career development ecosystem, based on a variety of data sources.²⁴⁴ As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

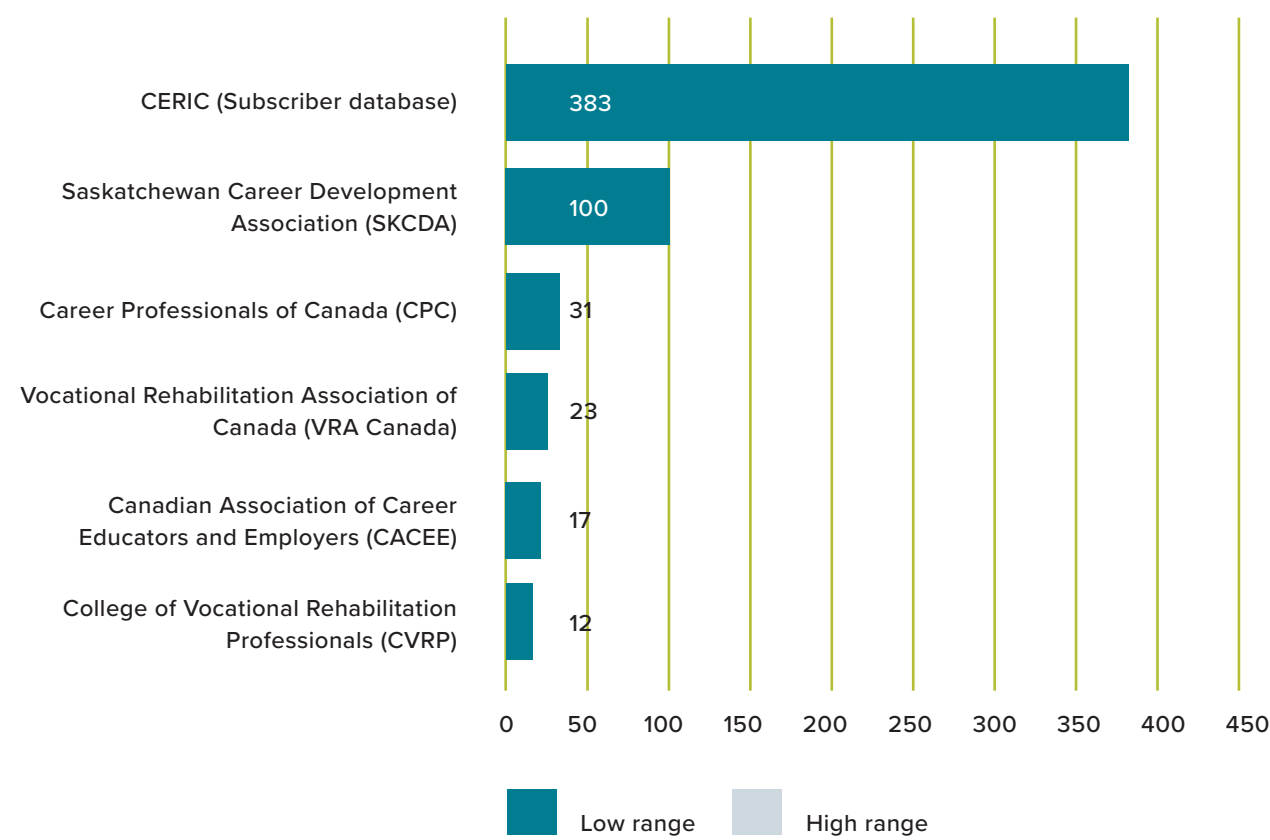
Figure 4.12.1. Number of core professionals in Saskatchewan’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



²⁴⁴ See Section 3.0. for a full discussion of how to interpret Figure 4.7.1./Table 4.7.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

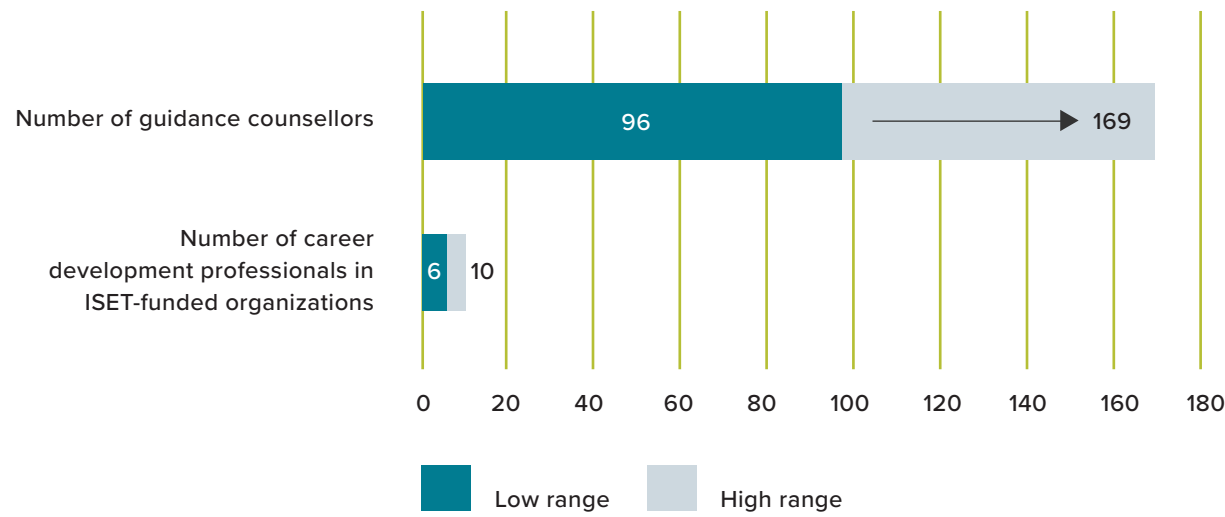


Table 4.12.2. Number of core professionals in Saskatchewan's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	1,075	Federal government	2021
LinkedIn Sales Navigator	1,405	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	662 - 1,305	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	383	Subscriber database	2023
Saskatchewan Career Development Association (SKCDA)	100	Provincial membership association	2023
Canadian Association of Career Educators and Employers (CACEE)	17	National membership association	2023
Career Professionals of Canada (CPC)	31	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	12	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	23	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	6 - 10	Federal government	2023
Number of guidance counsellors	96 - 169	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadians.²⁴⁵ The career development professionals presented in Table 4.12.3. are accessible to Canadians through publicly funded services and educational supports across Saskatchewan communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.12.3. Number of core professionals working in Saskatchewan’s publicly funded career service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	448 - 1,018
Core professionals working in post-secondary institutions	118
Guidance counsellors working in elementary and secondary schools	96 - 169
Sum total of core professionals from P/T and ISET-funded sources	662 - 1,305

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.²⁴⁶ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.²⁴⁷ Using these percentages, we can calculate the total number of career development professionals in Saskatchewan (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

²⁴⁵ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” *CERIC*, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

²⁴⁶ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

²⁴⁷ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.12.2. Number of core professionals in Saskatchewan’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

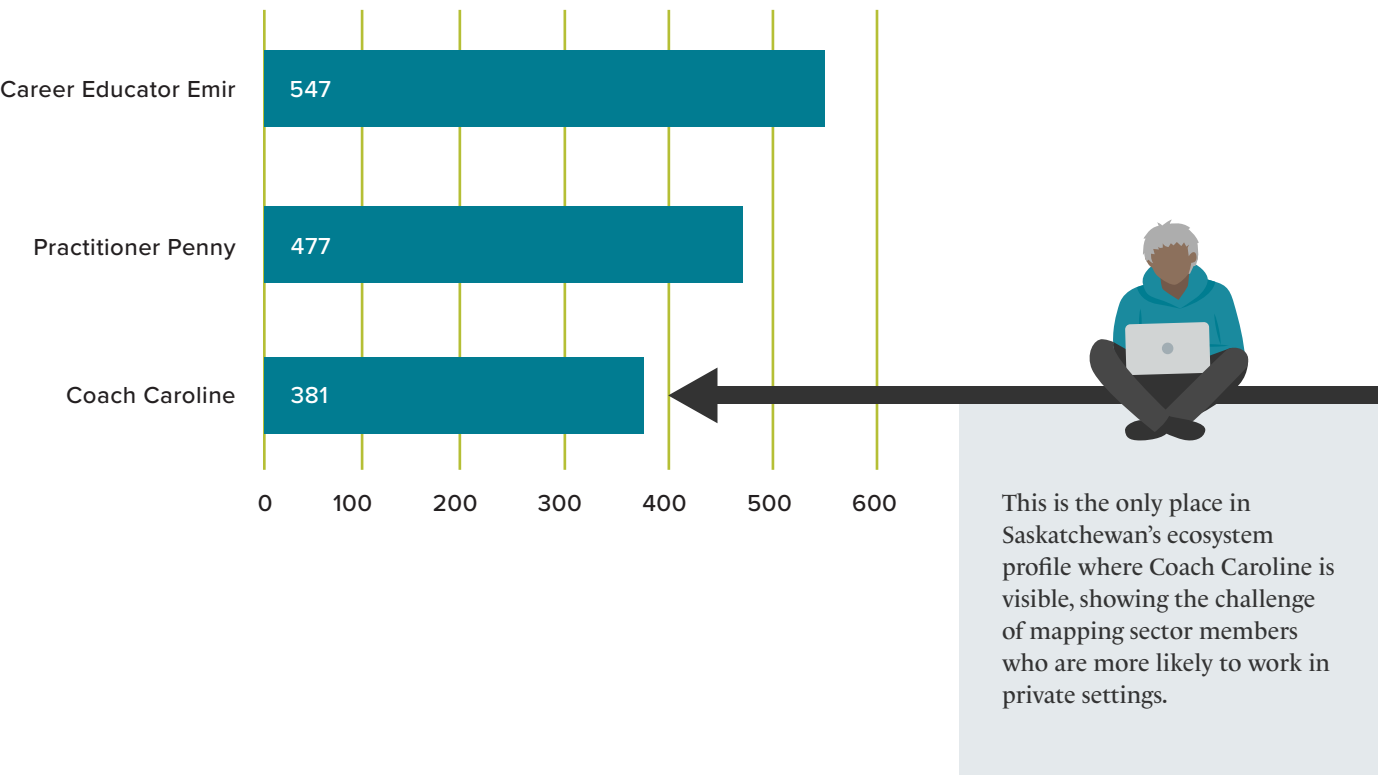


Table 4.12.4. Number of core professionals in Saskatchewan’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in Saskatchewan ^a	Calculated total count of career development professionals in Saskatchewan ^b
Practitioner Penny	179	477
Coach Caroline	143	381
Career Educator Emir	205	547
Total	527	1,405

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b This count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 179 / 0.375 = 477.



The rest of this profile describes the publicly funded elements of Saskatchewan's career development ecosystem in detail. These descriptions estimate that there are a total of **662-1,305** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **381** (Coach Caroline). **Additional research is needed to fully map career development professionals working in private settings in Saskatchewan.**

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN SASKATCHEWAN

In Saskatchewan, publicly funded career services fall under the mandate of the Ministry of Immigration and Career Training, which has three branches in its Training and Employer Services division: Skills Training, Employer Services, and SaskJobs Career Services.²⁴⁸

Through **SaskJobs Career Services**, residents can access job search support, career planning support, and job training opportunities. There are 10 SaskJobs Career Services Offices across the province.²⁴⁹ The SaskJobs website is also an online job board for connecting jobseekers and employers.

Based on the Government of Saskatchewan's public employee directory, Director Deepika's job titles in SaskJobs Career Services include Director, Manager, and Team Lead (Table 4.12.5.).²⁵⁰ Practitioner Penny's job titles include Career Information Officer, Career Service Consultant, Service Delivery – Student, and Client Information Officer.

These career development professionals also connect clients with the **Employability Assistance for Persons with Disabilities (EAPD) program**, which provides funding for a range of career supports to help Saskatchewan residents with disabilities participate in the labour market.²⁵¹

²⁴⁸ Government of Saskatchewan, "Saskatchewan Government Directory: Training and Employer Services," <https://www.saskatchewan.ca/government/directory?ou=ae9949d9-1db1-4b0b-9885-ef58e1c0ea04>, accessed November 9, 2023.

²⁴⁹ Government of Saskatchewan, "SaskJobs – Career Services," <https://www.saskatchewan.ca/residents/jobs-working-and-training/saskjobs-career-services>, accessed October 5, 2023.

²⁵⁰ Government of Saskatchewan, "Saskatchewan Government Directory," <https://www.saskatchewan.ca/government/directory>, accessed October 5, 2023.

²⁵¹ Government of Saskatchewan, "Employability Assistance for Persons with Disabilities," <https://www.saskatchewan.ca/residents/jobs-working-and-training/job-training-and-financial-support-programs/employability-assistance-for-persons-with-disabilities>, accessed October 5, 2023.

Table 4.12.5. Number of career development professionals working in SaskJobs Career Services, August 2023, by job role/title

Job role/title	Count of career development professionals
Head Office	
Director Deepika	
Executive Director	1
Acting Executive Coordinator	1
Total	2
Career Development Services	
Director Deepika	
Director	1
Manager	5
Team Lead	1
Total	7
Practitioner Penny	
Career Information Officer	10
Career Service Consultant	24
Service Delivery – Student	3
Service Delivery Representative	1
Total	38

Program and Partnership	
Director Deepika	
Director	1
Manager	2
Total	3
Practitioner Penny	
Career Service Consultant	18
Total	18

Source: Government of Saskatchewan employee directory.

Career services are also delivered through **community-based organizations** throughout the province. These include non-profits, for-profits, and Tribal Councils.²⁵² Some organizations provide services to the general population, while others serve specific population groups, such as people with disabilities, refugees and newcomers, youth, women, and Indigenous clients.

While some non-profits fundraise and receive donations, most funding comes from government sources, especially the Ministry of Immigration and Career Training. Contracts are awarded based on services targeted to address the needs of the community, including job search, career growth, career maintenance, skills training, LMI availability, and job readiness.²⁵³ The Government of Canada funds most Indigenous programs, sometimes in partnership with the province.

In Saskatchewan, we were unable to access any government datasets that track third-party service delivery organizations funded through the Canada-Saskatchewan Labour Market Transfer Agreements or other funding streams. However, the Saskatchewan Career Development Association and members of the project team compiled a list of 95 career service providers through personal sector knowledge and Internet research. This list includes organizations that specialize in career services or provide career services as only one part of a broader selection of services. As a result, the count of organizations may be broader in scope than the counts provided in other provinces and territories.

This count of 95 career service providers can be used to estimate the ranges for Practitioner Penny and Director Deepika working within them. Table 4.12.6. shows that if each community-based organization has three to seven Practitioner Penny positions, the total number of Practitioner Penny positions is 285-665. If each organization has one to three Director Deepika positions, the total number of Director Deepika positions is 95-285. This produces a total range of 380-950 career development professionals.

²⁵² The term "Tribal Council" is used verbatim from its original source.

²⁵³ Goss Gilroy Inc., "Understanding the Career Service Delivery Ecosystem in Canada – Pilot Project, Jurisdictional Report: Saskatchewan," *Labour Market Information Council*, September 2022, pp. 12.

Table 4.12.6. Estimated number of career development professionals working in Saskatchewan’s community-based organizations, August 2023

Estimated count per organization	Calculated TOTAL (community-based organizations = 95)	Range TOTAL
3 Practitioner Penny	285	285 - 665
5 Practitioner Penny	475	
7 Practitioner Penny	665	
1 Director Deepika	95	95 - 285
2 Director Deepika	190	
3 Director Deepika	285	
Total		380 - 950

FEATURED ASSOCIATIONS

The Saskatoon Industry Education Council (SIEC) works to prepare youth for quality careers by building a community of shared responsibility between business, K-12, post-secondary schools, and government. Their partnerships, programs, and activities foster career exploration, skills development, and experiential learning to help students navigate career pathways that connect their passions and talents with current and future workforce needs.

As of October 2023, the SIEC has 27 key partners facilitating cross-sectoral connections and partnerships. They have worked with 63,000 youth, 4,800 educators and career practitioners, and 650 business and post-secondary representatives.²⁵⁴

The Regina District Industry Education Council (RDIEC) works with 15 education partners and 12 industry partners to create career development opportunities for youth, educators, and career practitioners. The RDIEC’s vision is to create a community of shared responsibility in preparing youth for quality careers and supporting their smooth transitions.²⁵⁵

CAREER DEVELOPMENT PROFESSIONALS IN SASKATCHEWAN’S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada’s education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Aniibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.²⁵⁶

²⁵⁴ Saskatoon Industry Education Council, “About Us,” <https://saskatooniec.ca/about/>, accessed October 5, 2023.
²⁵⁵ Regina District Industry Education Council, “Who Are We,” <http://www.rdiec.ca/who-are-we>, accessed November 9, 2023.
²⁵⁶ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. Saskatchewan's curriculum is offered in grades 6-9, with each grade having specific outcomes and indicators.²⁵⁷

SASKATCHEWAN'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Saskatchewan has an estimated 96-169 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses Saskatchewan's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, Saskatchewan has two public universities, 17 public colleges, one polytechnic (with campuses in Saskatoon, Regina, Prince Albert, and Moose Jaw), three Indigenous and northern education institutions, and two institutions for French speakers.²⁵⁸ Of Saskatchewan's 17 public colleges, four are federated colleges (academically integrated with one of the province's two universities but legally and financially independent), six are affiliated colleges (associated with one of Saskatchewan's two universities but not typically academically integrated), and seven are regional colleges. The province has 17 career colleges, also known as private vocational schools.²⁵⁹

Some of Saskatchewan's public post-secondary institutions list the staff members who work in their career services and co-operative education programs; these are Career Educator Emir and Director Deepika (Table 4.12.7.). Search results from LinkedIn Sales Navigator were also used to help compile Table 4.12.7. Two larger private vocational schools in Saskatchewan have Career Services departments but do not list staff members.

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in Saskatchewan's private vocational schools. As a result, the total number of professionals working in post-secondary institutions may be underestimated.

²⁵⁷ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise by CERIC*, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

²⁵⁸ Government of Saskatchewan, "Post-Secondary Education Institutions," <https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/post-secondary-institutions>, accessed October 5, 2023.

²⁵⁹ Government of Saskatchewan, "Private Vocational Schools," <https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/private-vocational-schools>, accessed October 5, 2023.

Table 4.12.7. Number of career development professionals working in Saskatchewan’s public post-secondary institutions, August 2023

Post-secondary institution	Count of post-secondary institutions	Director Deepika	Career Educator Emir
Universities	2	3	19
Federated colleges ^a	4	0	0
Affiliated colleges	6	0	0
Regional colleges	7	12	41
Polytechnics	1	1	4
Indigenous and northern education institutions	3	10	26
French institutions	2	1	1
Total	25	27	91

Note: Private vocational schools are not included in Table 4.12.7.

Sources: Saskatchewan public post-secondary institution websites; research participants; LinkedIn Sales Navigator.

^a The First Nations University of Canada is both a federated college and an Indigenous and northern education institution. In Table 4.12.7, its Director Deepika and Career Educator Emir positions are included under Indigenous and northern education institutions.

UNDER THE SECTOR’S “BIG TENT” IN SASKATCHEWAN

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.12.3./Table 4.12.8., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.12.3. Number of people under the career development sector’s “big tent” in Saskatchewan, by sector member

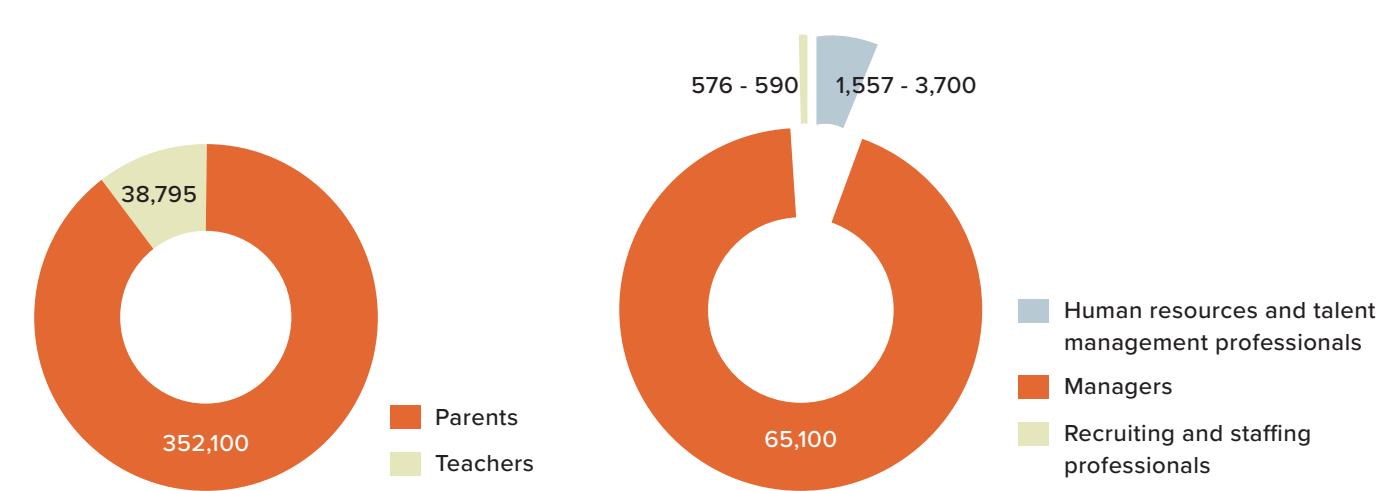


Table 4.12.8. Number of people under the career development sector’s “big tent” in Saskatchewan, by sector member

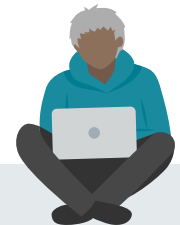
Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	576 - 590
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	1,557 - 3,770
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	38,795
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	65,100
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	352,100

4.13. YUKON



WHAT'S UNIQUE ABOUT THE YUKON'S CAREER DEVELOPMENT ECOSYSTEM

- The career development ecosystems in Canada's territories differ from the provincial ecosystems in unique ways.²⁶⁰
 - » Service delivery is decentralized and service providers may work in a range of small local and community-based settings, such as hamlets and villages.
 - » There are informed and enthusiastic champions of career development in the Yukon, and network cohesion is maintained in different ways than in southern Canada, where formal associations and structures are more prevalent.
- The Yukon's online career resources include more job boards than have been observed in other provinces and territories.
- The number of core professionals identified through the three datasets that are representative of the sector's size in the Yukon are all similar (n=75, n=49-68, n=55), and more similar to one another than in most provinces and territories (Figure 4.13.1./Table 4.13.2.).
- Unlike in the Northwest Territories and Nunavut, the number of core professionals in the Yukon's ecosystem according to LinkedIn (n=75) is higher than the numbers reported by the Census of Population (n=55) and the territorial and ISET-funded sources (n=49-68) (Figure 4.13.1./Table 4.13.2.).



DATA SOURCES DRAWN ON TO BUILD THE PROFILE OF THE YUKON'S CAREER DEVELOPMENT ECOSYSTEM

1. Community-based organizations, including Employment Central and Klondike Outreach
2. National career development associations, organizations, and other sector leaders
3. Publicly available websites
4. LinkedIn Sales Navigator

YUKON'S CAREER DEVELOPMENT ECOSYSTEM AT A GLANCE

Table 4.13.1. provides an overview of the number of organizations providing career services in the Yukon's career development ecosystem, based on two datasets: the profile built in the rest of this section and the Government of Canada Job Bank.²⁶¹

²⁶⁰ See Section 2.2. for further discussion of this project's methodological approach to significant jurisdictional differences across Canada's provinces and territories.

²⁶¹ See Section 3.6. and Section 4.0. to learn more about the Government of Canada Job Bank dataset.

Table 4.13.1. Number of organizations providing career services in the Yukon

Dataset	Count of organizations
Territorial ecosystem profile	
Government-run centres ^a	0
Community-based organizations ^b	6
Total	6
Government of Canada Job Bank	
Total	0

Source: Employment and Social Development Canada; assorted others, see profile.

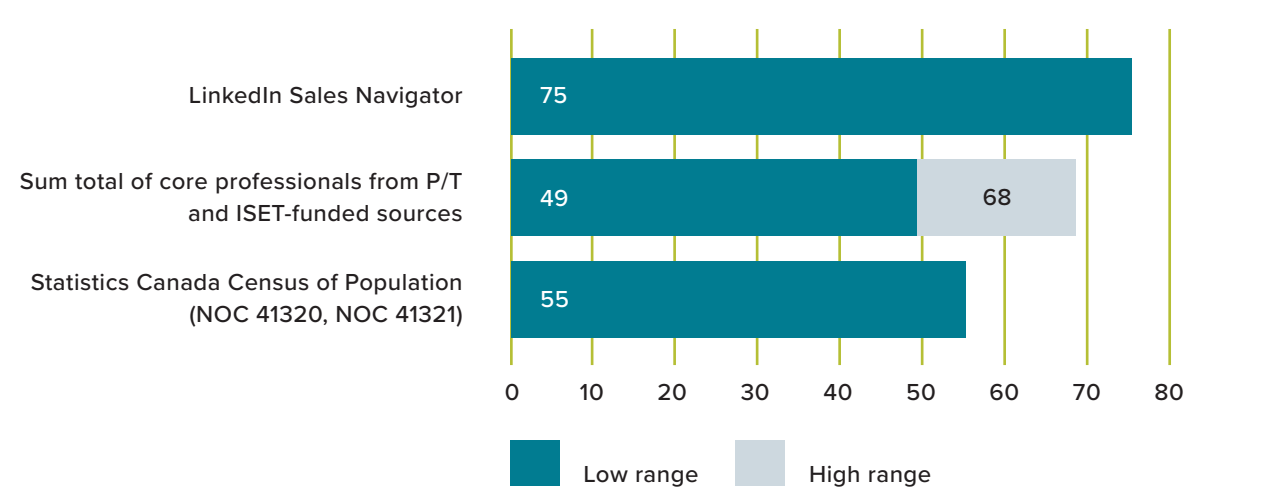
^a Government-run centres are publicly funded and operated by the employees of a provincial or territorial government.

^b Community-based organizations are publicly funded, but they are operated by the organization’s staff, not provincial or territorial government employees.

Figure 4.13.1./Table 4.13.2. provides an overview of the number of core professionals in the Yukon’s career development ecosystem, based on a variety of data sources.²⁶² As a hidden sector, it is very possible that not everyone reflected in these findings identifies as a career development professional, despite knowing that their work is focused on careers and employment. Identifying how large the sector is in Canada is challenging because it is spread across many different roles, professional bodies, and associations.

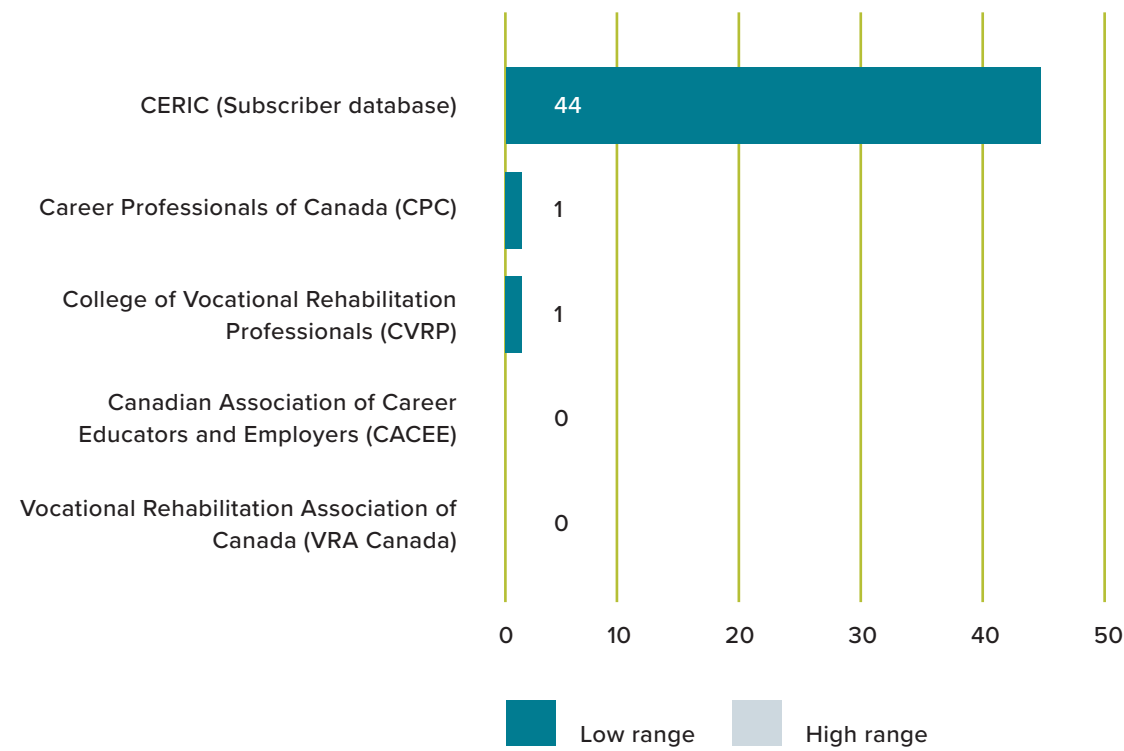
Figure 4.13.1. Number of core professionals in the Yukon’s career development ecosystem, by dataset

COUNTS THAT ARE REPRESENTATIVE OF THE ECOSYSTEM'S SIZE



²⁶² See Section 3.0. for a full discussion of how to interpret Figure 4.13.1./Table 4.13.2.

COUNTS THAT REPRESENT ENGAGED SECTOR MEMBERS



COUNTS THAT REPRESENT SECTOR MEMBERS WITH WEAKER TIES TO THE SECTOR

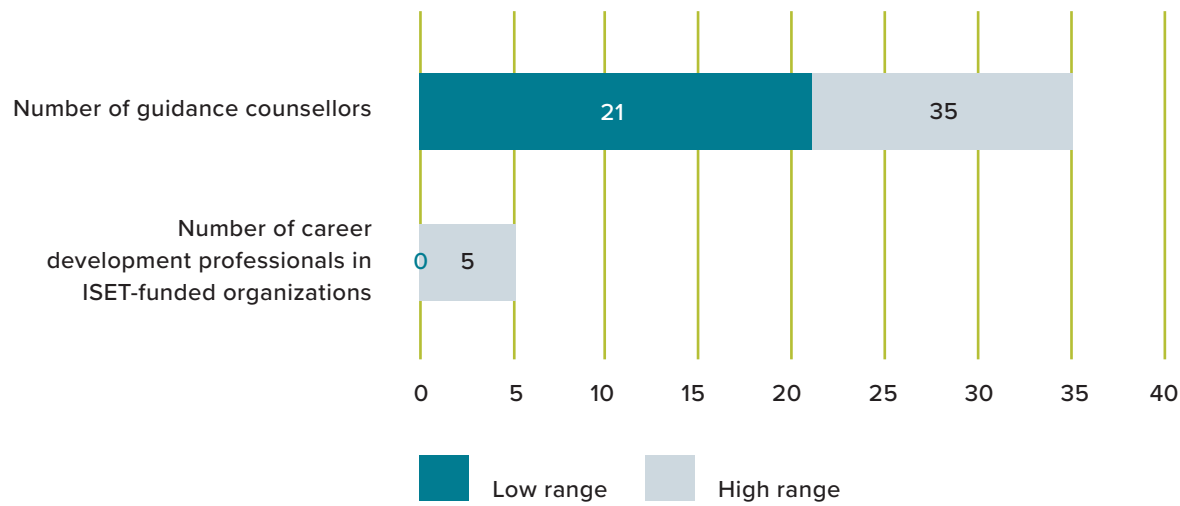


Table 4.13.2. Number of core professionals in the Yukon's career development ecosystem, by dataset

Dataset	Count of professionals ^a	Type of data source	Data source year
Counts that are representative of the ecosystem's size			
Statistics Canada Census of Population (NOC 41320, NOC 41321)	55	Federal government	2021
LinkedIn Sales Navigator	75	Social media	2023
Sum total of core professionals from P/T and ISET-funded sources ^b	49 - 68	<i>Assorted sources</i>	<i>Assorted source years</i>
Counts that represent engaged sector members			
CERIC	44	Subscriber database	2023
Canadian Association of Career Educators and Employers (CACEE)	0	National membership association	2023
Career Professionals of Canada (CPC)	1	National membership association	2023
College of Vocational Rehabilitation Professionals (CVRP)	1	National membership association	2023
Vocational Rehabilitation Association of Canada (VRA Canada)	0	National membership association	2023
Counts that represent sector members with weaker ties to the sector^c			
Number of career development professionals in ISET-funded organizations ^b	21 - 35	Federal government	2023
Number of guidance counsellors	0 - 5	<i>Social media, assorted other sources</i>	2020 - 2023

^a A single professional may be represented across multiple data sources. As a result, the counts of professionals cannot be aggregated (added together) to produce a single, combined total.

^b ISET refers to the Indigenous Skills and Employment Training Program. See Section 3.7. for more information.

^c See Section 3.0. for a description of strong and weak ties to the sector.

Local economies and labour markets are shifting, with more changes on the horizon, making career development incredibly important for all Canadian.²⁶³ The career development professionals presented in Table 4.13.3. are accessible to Canadians through publicly funded services and educational supports across Yukon communities.

Career services and programs that are delivered through **government-run centres and/or community-based organizations** predominantly require clients to meet specific eligibility conditions. A range of services and programs target unemployed, underemployed, or marginalized populations. For example, clients often have to be receiving employment or disability insurance benefits. Services offered in the **education system** require students to be registered at a specific educational institution (e.g., elementary, secondary, post-secondary schools) or recent alumni of that institution.

Table 4.13.3. Number of core professionals working in the Yukon’s publicly funded service providers and education system

Type of professional	Count of professionals
Core professionals working in government-run and/or community-based service providers ^a	49 - 63
Core professionals working in post-secondary institutions	0
Guidance counsellors working in elementary and secondary schools	0 - 5
Sum total of core professionals from P/T and ISET-funded sources	49 - 68

^a This includes professionals working in ISET-funded organizations.

Career services are also offered to Canadians through **private and independent providers**. These are available to anyone able to pay the service’s fee, and they are often delivered by professionals with expertise in areas such as leadership development, social work, or psychology. These professionals do not necessarily identify as specialists in career development.

Members of the career development sector who work in private settings are not captured through government sources that report on publicly funded services and programs. We used LinkedIn as a research tool to capture these professionals in this ecosystem profile, by searching for career development professionals in Canada by job title.²⁶⁴ Two surveys conducted by Toronto Metropolitan University found that 37-38 percent of online Canadian adults have a LinkedIn account.²⁶⁵ Using these percentages, we can calculate the total number of career development professionals in the Yukon (i.e., the professionals who have an account *and* those who don’t). This is especially important for making Coach Caroline visible within the ecosystem, who is more likely to work in private settings.

However, this measure for estimating LinkedIn users in Canada does not account for potential differences in usages by geographic region, such as remote communities where Internet connectivity may be sporadic, or linguistic group. It is likely that career development professionals in the Yukon may use LinkedIn less than the Canadian average. We have included this calculation method here, despite its possible lower reliability, for consistency across the various provincial and territorial profiles in this report.

²⁶³ To learn more about the changes on the horizon for work, careers, and career development professionals, see Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” CERIC, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed November 15, 2023.

²⁶⁴ See Section 3.4. for more information about the use of LinkedIn as a research tool in this project.

²⁶⁵ Sam Andrey, “Survey of Online Harms in Canada,” *Toronto Metropolitan University*, March 2023, pp. 6, <https://www.ryersonleadlab.com/survey-of-online-harms-in-canada>, accessed October 4, 2023; Philip Mai and Anatoliy Gruz, “The State of Social Media in Canada 2022,” *Toronto Metropolitan University*, September 2022, pp. 12, <https://doi.org/10.6084/m9.figshare.21002848.v4>, accessed October 4, 2023.

Figure 4.13.2. Number of core professionals in the Yukon’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

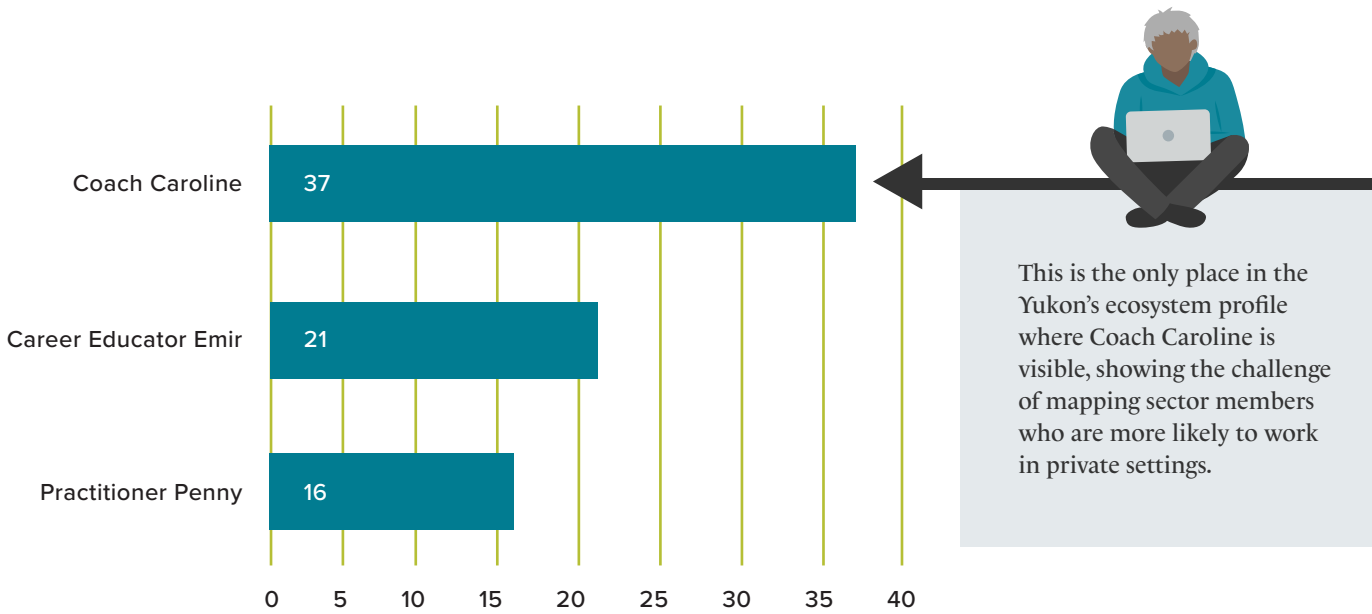


Table 4.13.4. Number of core professionals in the Yukon’s career development ecosystem on LinkedIn, June 2023, by Sector Scoping Model persona

Sector Scoping Model persona	Count of career development professionals on LinkedIn in the Yukon ^a	Calculated total count of career development professionals in the Yukon ^b
Practitioner Penny	6	16
Coach Caroline	14	37
Career Educator Emir	8	21
Total	28	74

Sources: LinkedIn Sales Navigator; Toronto Metropolitan University. Calculations by author.

^a This count represents 37.5 percent of the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir.

^b bThis count represents the total number of professionals in Canada for Practitioner Penny, Coach Caroline, and Career Educator Emir. It was calculated by dividing the number of LinkedIn account members by 37.5 percent. For example: 6 / 0.375 = 16.

The rest of this profile describes the publicly funded elements of the Yukon’s career development ecosystem in detail. These descriptions estimate that there are a total of **49-68** professionals working in public settings (identified in this profile as Practitioner Penny, Career Educator Emir, and Director Deepika), while the total number of professionals working in private settings is estimated to be **37** (Coach Caroline). Adding Coach Caroline to the total count of core professionals is a fairly significant increase in the size of the Yukon’s career development ecosystem.

When considering funding, policy, and service delivery requirements in Canada, it is most common to focus on publicly funded career services. There are limits on who can access these publicly funded services. To understand the full impact and potential of those sector members who are providing frontline career services to Canadians, professionals working in private settings need to be made visible and included in the sector.

PUBLICLY FUNDED CAREER SERVICE PROVIDERS IN THE YUKON

In the Yukon, career services are intertwined with other supports in the community. Publicly funded career services are primarily delivered by community-based organizations, with funding administered through the Government of Yukon’s Department of Economic Development.²⁶⁶ Other government sources of funding include Service Canada, Employment and Social Development Canada, and Immigration, Refugees, and Citizenship Canada. The Government of Yukon does not operate its own career service centres.

Table 4.13.4. presents the main career service providers in the Yukon, as of August 2023. All fourteen of the Yukon’s First Nations also offer varying career-related services depending on their staffing and capacity. There may be up to 20 additional organizations that provide a more limited range of career services, such as resume help. Career service providers across the Yukon work collaboratively with one another, often coming together to network and share information with each another.

Table 4.13.10. Number of career development professionals working in the Yukon’s main career service providers, August 2023

Service provider	Clients served	Director Deepika	Practitioner Penny
Association Franco Yukonaise	French speakers	2	6
Employment Central	Anyone legally able to work in Canada	1	6
Inclusion Yukon	People with disabilities	1	3
Klondike Outreach	Clients in the northern region of the Yukon	1	2
Opportunities Yukon	People with disabilities	1	3
Youth Employment Centre, Skookum Jim Friendship Centre	Youth up to age 30	1	1
Total		7	21

Sources: Yukon career service provider websites and research participants.

²⁶⁶ Government of Yukon, “Government of Yukon Realigns Services to Better Support Yukoners,” February 16, 2022, <https://yukon.ca/en/news/government-yukon-realigns-services-better-support-yukoners>, accessed October 5, 2023.

CAREER DEVELOPMENT PROFESSIONALS IN THE YUKON'S EDUCATION SYSTEM

A notable amount of career development is occurring in Canada's education system, including in classrooms, campus career service centres, and Work-Integrated Learning (WIL) and co-operative education programs. Every student has to make important decisions about the pathways they are going to pursue after graduation. Instructor Iris and Career Educator Emir from the Sector Scoping Model—teachers, guidance counsellors, and career advisors—play a key role in guiding and supporting them on this journey. Other Sector Scoping Model personas involved in career development programming, support, and services in the education system are Ally Anibish, Director Deepika, Policy Pieter, Parent Parker, and Researcher Robert.²⁶⁷

At the K-12 level, career development curriculums and programs across Canada differ in structure; however, they are all designed to help students find success. The Yukon aligns with British Columbia's Career Education curriculum, which includes **Career-Life Education** and **Career-Life Connections**.²⁶⁸

YUKON'S GUIDANCE COUNSELLORS

Guidance counsellors who work in K-12 schools are a subcategory of Career Educator Emir in the Sector Scoping Model (Section 1.1.). They are an important part of the career development sector, although they may or may not identify as members.

Yukon has an estimated 0-5 guidance counsellors.

This estimation was reached through LinkedIn search results and a calculation that uses the Yukon's 2022-2023 student enrollments and a known ratio of guidance counsellors to students. See Section 3.8. for more details.

At the post-secondary level, the Yukon has one institution: Yukon University. The university's website does not list any dedicated career services (Table 4.13.6.). The Yukon also has three registered private training institutions: Alkan Air, Mile 918 Driver Development, and the Yukon Tourism Education Council.²⁶⁹ None of them list career services departments, but the Yukon Tourism Education Council has an online Career Centre section on their website that links to job boards, labour market information, and more resources.

THE IMPORTANCE OF JOB BOARDS IN THE YUKON

Although the Yukon's career development ecosystem is smaller than many other jurisdictions in Canada, job boards may be more commonly used to connect employers and jobseekers across the territory. Job boards advertised to users include the following:

- BYTE Youth Job Board
www.yukonyouth.com/byte-job-board
- Employment Central, a job board operated by the community-based organization of the same name
www.employmentyukon.ca/posts
- Government of Yukon Job Board
www.yukon.ca/en/employment/find-government-job
- Job Bank, operated by the Government of Canada
www.jobbank.gc.ca
- Wayfinder, the Yukon's first training and employment website—including a job board—created specifically for Yukon First Nations people
www.wayfinderyukon.ca
- YuWIN: The Yukon Work Information Network, managed by the Whitehorse Chamber of Commerce, is an online employment resource for employers and jobseekers
www.yuwin.ca

²⁶⁷ See Section 1.1. to learn more about each of these Sector Scoping Model personas.

²⁶⁸ To learn more, see Katrina Rozal, "Career Curriculums by Province and Territories," *CareerWise* by CERIC, 2022, <https://careerwise.ceric.ca/2022/08/15/career-curriculum-by-province-and-territories/>, accessed November 20, 2023.

²⁶⁹ Government of Yukon, "Find a Registered Private Training Institution," <https://yukon.ca/en/education-and-schools/private-training-institutions/find-registered-private-training-institution>, accessed October 5, 2023.

Table 4.13.6. Number of career development professionals working in the Yukon’s post-secondary institutions, August 2023

Post-secondary institution	Director Deepika	Career Educator Emir
Yukon University	0	0
Total	0	0

Sources: Yukon post-secondary institution websites.

Sector members familiar with the Yukon’s ecosystem reiterate that there are many people who provide career advice to students, such as registrar’s offices, elders, instructors, and others. This contributes to an ecosystem profile that is less formalized, but no less influential in the career decisions of students. **Additional research would benefit from other methods of community-based data collection.**

UNDER THE SECTOR’S “BIG TENT” IN THE YUKON

In this project, we approach Canada’s career development sector as a “big tent,” an expansive and inclusive view of who does career development work across the country. As a result, our understanding of who does career development work in Canada is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny.

We use the Sector Scoping Model to identify additional members of the “big tent” that should be part of sector discussions, including those who engage in unpaid career development work, those who do not participate in the professionalized field of practice, or those who do not identify as members of the sector. The members of the sector’s “big tent” often represent sources of information and influence that Canadians turn to when they have to make career decisions.

Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. In Figure 4.13.3./Table 4.13.7., only those members of the sector’s “big tent” that could be quantified within the scope of this project are included.



Figure 4.13.3. Number of people under the career development sector’s “big tent” in the Yukon, by sector member

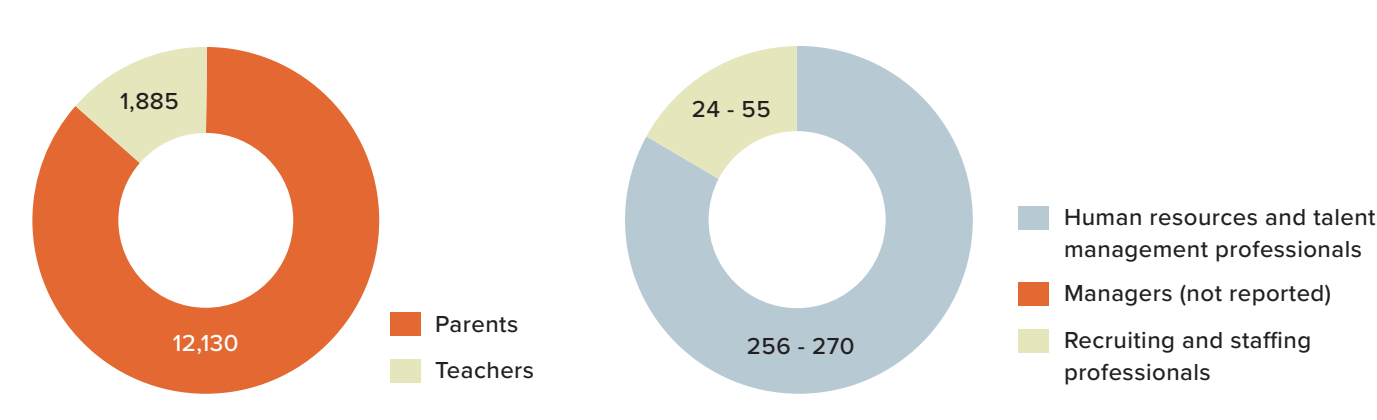
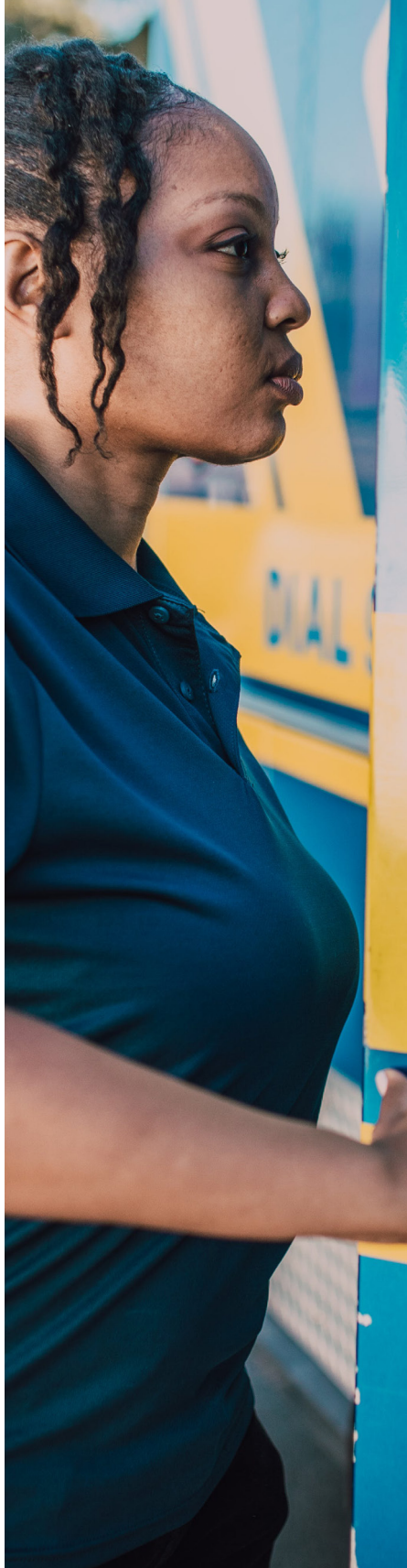


Table 4.13.7. Number of people under the career development sector’s “big tent” in the Yukon, by sector member

Sector member	Sector Scoping Model persona	Data sources	Data source year	Count
Recruiting and staffing professionals	Recruiter Raul	Statistics Canada Census of Population, LinkedIn	2021, 2023	24 - 55
Human resources and talent management professionals	Talent Thuy	Statistics Canada Census of Population, LinkedIn	2021, 2023	256 - 270
Teachers across all levels and types of educational and training institutions	Instructor Iris	Statistics Canada Census of Population	2021	1,885
Managers across all sectors	Manager Mohamed	Statistics Canada Labour Force Survey	2022	Not reported
Parents	Parent Parker	Calculated via Statistics Canada Annual Income Estimates for Census Families and Individuals	2021	12,130



SECTION 5

REVEALING THE IMPACT OF CANADA'S CAREER DEVELOPMENT SECTOR

5.0. WHY CANADA NEEDS A STRONG CAREER DEVELOPMENT SECTOR

Sections 3 and 4 of this report explored the size, scope, and composition of Canada's career development sector to create an evidence base that can be used and advanced in future research, programming, and other initiatives. Analysis, insights, and key takeaways were presented using a Sector Scoping Model, answering the foundational questions of how big Canada's career development sector is, who does career development work across Canada, and where. Section 5 builds on what has been learned and begins to explore how a strong career development sector can benefit all Canadians.

According to the Career Development Professional Centre, career development professionals help individuals navigate learning and work transitions throughout their lives.²⁷⁰ The formal, professionalized field of career development is interdisciplinary, with senior practitioners and researchers drawing on expertise and practices from psychology, sociology, education, pedagogy, organizational studies, labour market economics, philosophy, literature, and cultural studies.²⁷¹ The unique work, research, program development, and service delivery involved in helping to address shifts in labour market, social, and political realities mean the sector does not fit neatly into standard industry models.

Career development professionals' expertise connects with critical social and economic issues facing Canadians. For example:

- **Job transitions:** As Canada shifts to a green economy and jobs change due to technological advancements, more Canadians will find themselves in mid-career transitions. Studies make clear that faster and more successful transitions occur when career supports are provided.²⁷²
- **Increased labour market participation and decreased cycles of chronic underemployment and cyclical unemployment** have been found to occur when quality career services are provided. Demonstrated

²⁷⁰ Career Development Professional Centre, "Our Profession," <https://cdpc-cedc.ca/our-profession/>, accessed December 5, 2023.

²⁷¹ Rie Thomsen, Tristram Hooley, and Kristina Mariager-Anderson, "Critical Perspectives on Agency and Social Justice in Transitions and Career Development," *British Journal of Guidance & Counselling* 5, no. 2 (2022): pp. 481-490, <https://doi.org/10.1080/03069885.2022.2106551>.

²⁷² Tristram Hooley and Vanessa Dodd, "The Economic Benefits of Career Guidance," *Careers England*, July 2015, pp. 10, <https://cica.org.au/wp-content/uploads/Careers-England-Research-Paper-The-Economic-Benefits-of-Career-Guidance-July-2015.pdf>, accessed December 4, 2023.

economic benefits have been observed in countries that focus on providing lifelong career development skills. Workforces are more resilient, responsive to market shifts, hopeful, and connected to purpose.

- **Labour market flexibility:** Career guidance empowers individuals to actively manage their engagement in the labour market with flexibility, adaptability, and resilience. Career development professionals do not only provide expert advice about difficult decisions, but also support clients in enhancing their human capital, including skills development. This delivers various economic benefits to Canada, including improving overall labour market flexibility and the skills base of the country.²⁷³
- **Mental wellness and social isolation:** Receiving career support leads to better mental health outcomes. When an individual's work does not align with their interests, values, strengths, and needs, a myriad of mental health concerns can increase, including anxiety and depression. Career guidance has also been linked to reducing stress and enhancing an individual's capacity to cope.²⁷⁴
- **Social justice and equity:** Career development plays an important role in advancing social justice and equity in workplaces and communities across Canada. It supports equality of decent work opportunities, critical employability, personal thriving and self-actualization, gender equality, social inclusion, community well-being, and more. For instance, consider the information and knowledge sharing that clients gain access to outside their immediate social network, contributing to offsetting disadvantages offered by inequalities in social capital.²⁷⁵

Understanding the sector is fundamental to realizing a strong ROI on current and future investments. The Government of Canada sees the issues facing job and labour markets, work-

forces, and economies. It is investing billions to address skills and employment challenges. Its largest investment is through Labour Market Transfers to the provinces and territories. These consist of bilateral Labour Market Development Agreements (LMDAs) and the Workforce Development Agreements (WDAs).²⁷⁶

According to Employment and Social Development Canada, Labour Market Transfers provide \$3.5 billion each year for individuals and employers to receive training, upskilling, employment supports, career counselling, and job search assistance.²⁷⁷ From 2021 to 2022, this funding served 1.1 million training and employment participants.

According to the Forum for Labour Market Ministers (FLMM):

- LMDAs provide \$2.1 billion of ongoing funding per year.
- The WDAs provide \$722 million of ongoing funding per year.
- Between 2017 and 2023, the federal government provided an additional \$2.7 billion (\$1.8 billion under LMDAs and \$900 million under the WDAs).
- In 2020-2021, an additional \$1.5 billion was provided to support Canadian workers seeking re-entry into the workforce, particularly those hardest hit by the COVID-19 pandemic.²⁷⁸

Table 5.0.1. provides an overview of the allocation of funding to the provinces and territories through Labour Market Transfers in 2021-2022. This funding does not include services that are provided within workplaces or by private career, employment, or educational coaches and counsellors. In addition, Labour Market Transfers may not include career and employment supports that are provided under other education, social services, economic development, or Indigenous-based funding agreements.

²⁷³ Hooley and Dodd, "The Economic Benefits of Career Guidance," pp. 6.

²⁷⁴ Dave E. Redekopp and Michael Huston, *Strengthening Mental Health Through Effective Career Development: A Practitioner's Guide* (Toronto: CERIC, 2020).

²⁷⁵ Hooley and Dodd, "The Economic Benefits of Career Guidance," pp. 9; Cedefop, ETF, and European Commission, "Investing in Career Guidance: Revised Edition 2021," *Inter-Agency Working Group on Career Guidance*, 2021, <https://www.cedefop.europa.eu/en/publications/2230>; Tristram Hooley, Chris Percy, and Siobhan Neary, "Investing in Careers: What is Career Guidance Worth?" *University of Derby*, 2023, <https://doi.org/10.48773/9zx1y>.

²⁷⁶ To learn more about Labour Market Transfers and how they help us map the career development sector, see Section 2 of this report.

²⁷⁷ Employment and Social Development Canada, "Labour Market Transfers," *Government of Canada*, <https://www.canada.ca/en/employment-social-development/programs/training-agreements.html>, accessed December 7, 2023.

²⁷⁸ Forum of Labour Market Ministers (FLMM), "Labour Market Transfers: Concrete Results for Canadians and Prospects for the Future," 2022, pp. 17, https://flmm-fmm.ca/wp-content/uploads/2023/07/FLMM_Transfer_Report_ENG.pdf, accessed December 7, 2023.

Table 5.0.1. Funding allocations to provinces and territories through Labour Market Transfers, 2021-2022

Province or territory	Total population (2022 Q4)	Labour Market Transfers funding allocation	Funding allocation per person (total population) ^a	Percentage of population served ^a	Count of individuals served (training and employment participants)	Funding allocation per person served ^a
Alberta	4,561,350	\$317,000,000	\$69.50	2.3%	104,000	\$3,048.08
British Columbia	5,403,528	\$464,000,000	\$85.87	3.3%	176,000	\$2,636.36
Manitoba	1,423,596	\$97,000,000	\$68.14	6.6%	94,000	\$1,031.91
New Brunswick	817,766	\$132,000,000	\$161.42	4.9%	40,000	\$3,300.00
Newfoundland and Labrador	533,444	\$164,000,000	\$307.44	4.1%	22,000	\$7,454.55
Northwest Territories	44,664	\$8,000,000	\$179.12	2.5%	1,100	\$7,272.73
Nova Scotia	1,035,666	\$128,000,000	\$123.59	2.6%	27,000	\$4,740.74
Nunavut	40,431	\$7,000,000	\$173.13	0.4%	177	\$39,548.02
Ontario	15,283,961	\$1,100,000,000	\$71.97	2.5%	384,000	\$2,864.58
Prince Edward Island	169,146	\$34,000,000	\$201.01	7.7%	13,000	\$2,615.38
Quebec	8,730,868	\$923,000,000	\$105.72	2.4%	210,000	\$4,395.24
Saskatchewan	1,187,607	\$85,000,000	\$71.57	2.9%	35,000	\$2,428.57
Yukon	44,113	\$8,000,000	\$181.35	1.1%	500	\$16,000.00
Canada	39,276,140	\$3,467,000,000	\$88.27	2.8%	1,106,777	\$3,132.52

Sources: Employment and Social Development Canada; Statistics Canada, Table 17-10-0009-01.

^a Calculations by author.

TABLE 5.0.1.: NOTABLE FINDINGS ABOUT FUNDING ALLOCATIONS THROUGH LABOUR MARKET TRANSFERS

- Newfoundland and Labrador has the highest funding allocation per person (\$307.44 based on total population). Manitoba has the lowest funding allocation per person (\$68.14 based on total population). Since public employment services are not universally available to all residents of a province or territory, this metric is less useful for real-world impact assessment. However, it is an indication of what funding levels might be if more universal access is to be considered in the future.
- Nunavut has the highest funding allocation per person served (\$39,548.02). Manitoba has the lowest funding allocation per person served (\$1,031.91).
- Prince Edward Island (7.7 percent) and Manitoba (6.6 percent) have the highest population percentages served. **Manitoba's high service rate and low funding allocation per person served may indicate a priority to provide more widespread supports to more people instead of concentrating supports among fewer participants (likely those with the highest need).**
- The Northwest Territories (2.5 percent), Yukon (1.1 percent), and Nunavut (0.4 percent) have the lowest population percentages served. These low levels may be, in part, a result of people in these jurisdictions receiving services through programs that are funded in other ways.

With billions in public funding being allocated, the stakes for making smart investments are high—as is the opportunity. Done well, Canada can establish and support a culture of lifelong career development and ownership that is responsive to local labour markets, while also guiding Canadians to meaningful, decent work in sectors and industries that will dominate in the future. However, it is clear from current funding allocations that no province or territory has a model that would enable a culture of basic, widespread career support, such as an annual career and labour market check-up, despite predicted widescale disruption to careers and skills. Before focusing on upskilling and reskilling, Canadians first need the tools and agency to assess their best next career move, then to select the best course of action, including training, possible internal migration, and other life or career interventions. **This is one area where any future-focused discussions should consider the role of artificial intelligence (AI) in career services, service delivery, and access points.**

COVID-19 surfaced new employment and career concerns for Canadians. While essential workers remained on the job, their family, friends, and neighbours shifted to working from home or received benefits as the country waited out the virus. Enrollment in online learning programs focused on surging vocational skills.²⁷⁹ Canada emerged from lockdowns and returned to more regular times with a population that was more likely to take active ownership of their careers, including placing new demands and expectations on employers.²⁸⁰ Some Canadians learned that they may have more choice than previously believed in where they work, what work they do, what skills they can develop, and how work/home dynamics can be balanced.

²⁷⁹ Jim Wilson, “Professional Development a Priority Post-COVID,” *HRReporter*, July 7, 2021, <https://www.hrreporter.com/focus-areas/training-and-development/professional-development-a-priority-post-covid/357906>, accessed December 4, 2023.

²⁸⁰ Lisa Taylor, “We Need to be Intentional about Changing Social Contracts in Workplaces,” *Workforce Architecture*, Spring/Summer 2023, <https://community.challengefactory.ca/we-need-to-be-intentional-about-changing-social-contracts-in-workplaces/>, accessed December 13, 2023; People Corporation, “Flux Benefits: The Employer-Employee Relationship and Plan Sponsorship in a Post-Pandemic Canada,” June 2023, <https://www.peoplecorporation.com/en-ca/flux-benefits-the-employer-employee-relationship-and-plan-sponsorship>, accessed December 13, 2023.

Canadians are exploring fundamental questions about work, life, learning, personal needs and identity, and labour markets. The need to quantify the advantages of providing them access to quality, relevant career services is clear. We need a strong career development sector where all Canadians benefit from professional expertise that combines a personal sense of purpose with labour market realities.

Canada has ambitious goals as a nation. Active work is underway to transition to a green economy, with various strategies emerging in different jurisdictions, sectors, and industries. At the same time, an ageing population is challenging labour, health, and community-based sectors. There is an increased need to foster social cohesion and connection as Canada welcomes higher numbers of newcomers to address workforce shortages, creating more demand for housing amidst record high shortages. There is also an urgent need for a wide array of Indigenous-focused education, career, and workforce supports that encompass public and private sector partnerships and advancements.²⁸¹ Of Canada's fastest growing population groups, Indigenous peoples have the highest unemployment rate.²⁸²

None of these policy solutions can be advanced without workers. For every new policy or priority, new jobs are created, new skills needed, and new industries supported. Likewise, market demand for specific types of skills fluctuates across the country and over time. If we are to achieve the essential goal of making Canada more competitive and productive, the right people need to be in the right jobs at the right time. All Canadians need to become more fluent in how to recognize and migrate to emerging opportunities so that we create a Future of Work where no one is left behind.

Currently, Canada has a “fail-first” approach to public employment and career services that promises (with varying levels of success) to help Canadians whose careers have been disrupted by injury or illness, family or socioeconomic circumstance, or layoff.²⁸³ This approach treats career services as acute interventions that are only required during an emergency or crisis. The goal is to address the immediate need for retraining and reemployment. Public services are rarely available to the average working Canadian who may be concerned about their future career.

The emphasis on only providing publicly funded career services to people experiencing career disruptions creates a general culture in which the average working adult believes they do not need career services. This trend does not exist in all countries. Average working Canadians access career services at nearly half the rate of those in 10 other countries that are members of the Organisation for Economic Co-operation and Development (OECD). Nineteen percent of Canadian adults accessed services in the past five years, compared to an average of 39 percent across OECD member countries.²⁸⁴ There are several potential reasons why Canadians access career services less frequently, but the OECD has confirmed that quality of service is not the issue. Canadians who do access career services report an 81 percent satisfaction rate with the services received, higher than the 79 percent OECD average.²⁸⁵

Canada's lower service usage rate offers a significant area of opportunity. Moving to a culture where Canadians seek services that are informed by timely labour market information (LMI) when choosing an educational program, job, or career change will dramatically enhance labour market flexibility,

²⁸¹ Creative Futures, “Career Development in 2040: How the Changing Nature of Work will Impact the Concept of Careers and the Role and Identity of Career Developers,” *CERIC*, 2023, <https://ceric.ca/projects/career-development-in-2040-how-the-changing-nature-of-work-will-impact-the-concept-of-careers-and-the-role-and-identity-of-career-developers/>, accessed January 2, 2024.

²⁸² FLMM, “Labour Market Transfers,” pp. 28. To learn more about the population profile of Indigenous peoples in Canada, see Statistics Canada, “Statistics on Indigenous Peoples,” *Government of Canada*, https://www.statcan.gc.ca/en/subjects-start/indigenous_peoples, accessed December 13, 2023.

²⁸³ Lisa Taylor and Taryn Blanchard, “It's Time for a National Strategy on Adult Career Guidance in Canada,” *Challenge Factory*, 2022, <https://community.challengefactory.ca/its-time-for-a-national-strategy-on-adult-career-guidance-in-canada/>, accessed December 5, 2023.

²⁸⁴ Organisation for Economic Co-operation and Development (OECD), “Career Guidance for Adults in Canada: Getting Skills Right,” *OECD Publishing*, 2022, Chapter 2, <https://doi.org/10.1787/0e596882-en>, accessed December 6, 2023.

²⁸⁵ OECD, “Career Guidance for Adults in Canada,” Chapter 3.





resilience, and equity. Today, a small percentage of Canadians have discretionary personal or professional development funds available to them to engage with a private sector career development professional.

The evidence base within this report can begin to shift the culture of career development in Canada, to align more with other countries in being proactive, ongoing, equitably accessible, and empowering. It is widely agreed that large segments of the population will experience career disruption. If there was ever a time when the sector with the most skill, capacity, and experience should be leveraged to help Canadians navigate changing labour markets and conditions, it is now. Revealing and recognizing the career development sector as a critical partner will accelerate policy priorities and foster stronger economies.



5.1. ASSESSING THE READINESS OF CANADA'S CAREER DEVELOPMENT SECTOR

For Canadians to confidently navigate shifting job and labour markets, the career development sector needs to advance, grow, and become a critical leader in shaping employment, work, education, purpose, and community across the country. This report has provided:

1. An evidence base about the sector's size, scope, and composition
2. A Sector Scoping Model that defines the sector's membership (by 10 types of organizations and 15 personas that represent types of individuals)

A third tool that can contribute to the sector's advancement and leadership in shaping Canada's Future of Work is the Career Development Maturity Matrix™.

Every home needs a structurally sound foundation. The same is true for industry sectors. The Career Development Maturity Matrix is a benchmarking tool designed to spark strategic conversation about the foundational elements that the career development sector needs for its structural integrity and advancement in the years to come. Created by Challenge Factory and the Canadian Career Development Foundation (CCDF), the Maturity Matrix identifies and measures the maturity of four sector benchmarks: quality, capacity, cohesion, and access. Each benchmark has three to five indicators (Table 5.1.1).²⁸⁶

²⁸⁶ To learn more about the Career Development Maturity Matrix, visit www.challengefactory.ca/cdmaturitymatrix.

Table 5.1.1. Career Development Maturity Matrix benchmarks and indicators

Benchmark	Quality	Capacity	Cohesion	Access
Indicators	<ol style="list-style-type: none"> 1. Service Delivery Standards 2. Client-Centred Services 3. Demand-Responsive Services 4. Accountability and Continuous Improvement 	<ol style="list-style-type: none"> 1. Professional Standards 2. Training and Professional Development 3. Talent Pipeline 4. Research and Innovation 	<ol style="list-style-type: none"> 1. Professional Identity 2. Awareness 3. Influence 	<ol style="list-style-type: none"> 1. Citizen Rights 2. Targeted Services 3. Visibility 4. Technology 5. Equity, Diversity, Inclusion, and Indigeneity (EDII)

Using the Career Development Maturity Matrix contributes to our evidence base and understanding of the Canadian sector's core strengths, foundational gaps, areas of future opportunity, and areas of over-investment. The pilot study that was conducted at the national level to test the use-value of the Maturity Matrix found both foundational gaps and core strengths in Canada's career development sector as a whole.²⁸⁷ Building the evidence base about the sector's size, scope, and composition also revealed that the maturity of the career development ecosystems in each of Canada's provinces and territories differs. **The Maturity Matrix offers provinces and territories a universal method for considering the foundational needs of their career development ecosystems and assessing the strength of their careers-related policy, programming, and service outcomes.**



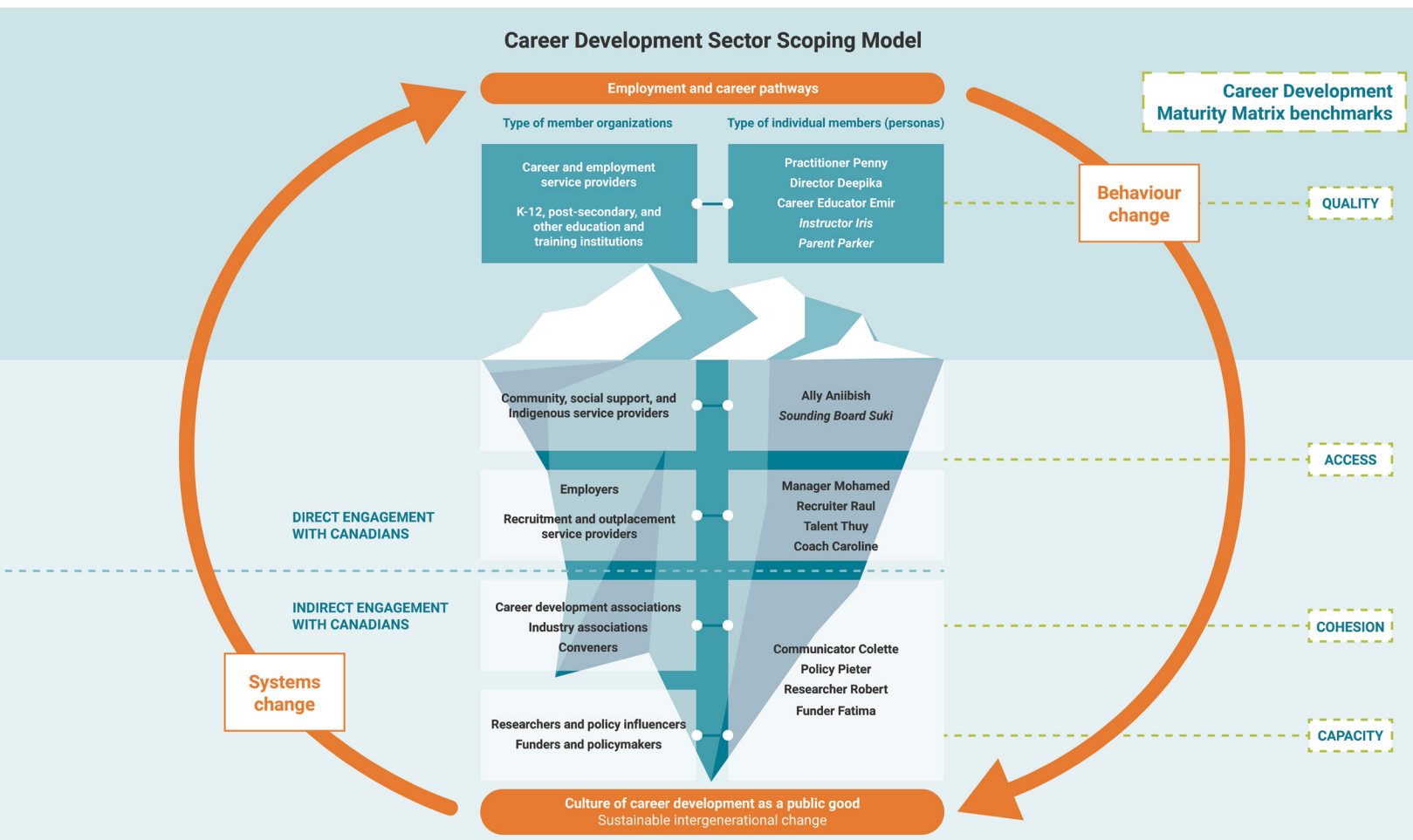
Importantly, the Sector Scoping Model can be used to identify which organizations and personas are best positioned to drive change in each of the Maturity Matrix's four benchmarks (Figure 5.1.1.). Doing so can lead to more targeted and effective sector initiatives, as well as associated indicators and metrics that can be used to gauge progress. As Figure 5.1.1. shows:

- Career and employment service providers and K-12, post-secondary, and other education and training institutions drive the quality of career development practices and service delivery.
- Community, social support, and Indigenous service providers, employers, and recruitment and outplacement service providers drive access to career development.
- Career development associations, industry associations, and other conveners drive the cohesion of the sector.
- Researchers, policy influencers, funders, and policymakers drive the sector's capacity to fulfill its overall purpose, while ensuring commitment to quality, access, and cohesion.

In the rest of this section, the Career Development Maturity Matrix's benchmarks are integrated into two sets of impact questions and recommendations. These will be of use to professional associations, educational institutions, and employers who provide leadership and support to the field of career development, as well as to government policymakers who work on related policies, programs, and funding. Drawing on the three tools presented in this report (the evidence base, Sector Scoping Model, and Maturity Matrix) enables new and more impact-focused discussions, considerations, and planning to become the focus of future development.

²⁸⁷ Read the pilot study's research briefs at www.challengefactory.ca/cdmaturitymatrix.

Figure 5.1.1. Sector Scoping Model iceberg diagram, with Career Development Maturity Matrix benchmarks



5.2. IMPACT QUESTIONS AND RECOMMENDATIONS FOR ADVANCING CAREER DEVELOPMENT IN CANADA

Canada's career development sector is mobilizing, and change is underway. There is a growing body of evidence and widespread consensus that the professionalized field of career development is essential to strengthening local and national workforces, labour markets, and employment transitions. Calls for national careers strategies have been made by a variety of actors in Canada and other countries. Some strategies already have catchy marketing names, some are partially implemented, and others are still at the conceptual stage. No matter what stage they are at, it is clear that countries need intentional, comprehensive national strategies with measurable outcomes and impact.

Our current task is not to set out a complete project plan for how to use the evidence base that has been presented in this report. Instead, it is to offer broad, inclusive opportunities for all interest holders to consider how the evidence base can inform new approaches to career development that foster stronger workforces, labour markets, and employment transitions. The impact questions and recommendations that follow are starting points. They identify topics and areas of consideration that require reaction, response, and iteration to build a national careers strategy. We look forward to participating in great discussions and sparking new collaboration.

ADVANCING CANADA'S CAREER DEVELOPMENT SECTOR THROUGH SYSTEMS CHANGE

The first set of impact questions and recommendations presented focuses on supporting measured and measurable systems change (Table 5.2.1.). The Sector Scoping Model demonstrates how change can take place when organizations and individuals work together towards a preferred future. It also reflects that failing to give the system attention jeopardizes a thriving economy, responsive workforce, and broader society. The impact questions and recommendations cultivate this needed attention. They have the power to lead to a national careers strategy.

Relevant Career Development Maturity Matrix benchmarks are identified for each recommendation. In addition, each Challenge Factory recommendation is paired with corresponding recommendations from a C.D. Howe Institute study.²⁸⁸ The C.D. Howe Institute's study reviews best practices and lessons learned from Canadian and international approaches to skills development, and proposes six recommendations for developing a comprehensive skills development system:

1. Reduce complexity
2. Enhance interest holder involvement in designing and implementing programs
3. Provide universal and targeted programs, with sufficient support to encourage participation and broader eligibility criteria and flexible options to meet all Canadians' training needs
4. Address barriers to participation

5. Expand training and skills development options
6. Address data gaps

Showing how these two sets of recommendations relate to one another highlights the need to reconcile the similarities and differences between a national skills agenda and a national careers strategy. In Canada, we often see a focus on skills or employment when the true intention is to focus on careers. In part, this occurs because skills and job attainment are relatively easy to measure. However, skills-focused datasets or agendas are not sufficient to capture the complexity of how labour markets are shifting. This is where a careers lens is essential, to ensure that the right investments are allocated in the right places.

Careers are about more than skills or jobs. Without a careers lens, priorities often fail to consider that workers have varied interests beyond their job title, past experiences, or formal education. Family and lifestyle considerations, health and wellness needs, personal interests, and other considerations all impact career choices and the success of any transition.

A national careers strategy would encompass all that is already included in strategies focused on skills, employment, workforce development, and economic development. It offers the added benefit of integrating interdisciplinary areas of expertise into a careers lens that can shape a Future of Work that includes individual, community, labour market, social, and political realities.

²⁸⁸ Parisa Mahboubi and Momanyi Mokaya, "The Skills Imperative: Workforce Development Strategies Post-COVID," *C.D. Howe Institute*, October 2021, <https://www.cdhowe.org/public-policy-research/skills-imperative-workforce-development-strategies-post-covid>, accessed December 8, 2023.

Table 5.2.1. Impact questions and recommendations to enhance Canada’s career development sector through systems change

Impact question for systems change	Challenge Factory first-step recommendations	The Skills Imperative: C.D. Howe Institute recommendation	Career Development Maturity Matrix benchmarks
How might Canada create a culture of lifelong career development?	<ol style="list-style-type: none"> 1. Recognize the impact that Canada’s “fail-first” approach to career development has on key priorities within each province and territory. 2. Engage with career development interest holders to explore the potential of shifting to a culture of lifelong career development.²⁸⁹ Use the findings of this exploration and knowledge sharing to structure and define the scope of a national careers strategy. 	<ol style="list-style-type: none"> 1. Reduce complexity 2. Enhance interest holder involvement in designing and implementing programs 3. Provide universal and targeted programs, with sufficient support to encourage participation and broader eligibility criteria and flexible options to meet all Canadians’ training needs 4. Address barriers to participation 5. Expand training and skills development options 6. Address data gaps 	<ul style="list-style-type: none"> • Quality • Capacity • Cohesion • Access
How might greater stability and transparency in public funding lead to stronger economic, social, and careers outcomes?	<ol style="list-style-type: none"> 1. Recognize a) the discrepancies in currently available data across federal, provincial, and territorial jurisdictions, and b) the resulting difficulties in measuring true impact and ensuring consistent analysis. 2. View data collection, accessibility, and reporting capacity as a measure of sector maturity, including EDII data and reporting practices. 3. Use the Career Development Competency Framework and other sector tools to create a common data dictionary, data collection model, and data strategy.²⁹⁰ Include current and preferred indicators, behaviours, and outcomes that focus on lifelong career outcomes instead of only job attainment. 4. Develop a framework for measuring the impact of career services that can be adopted across provincial and territorial jurisdictions. 	<ol style="list-style-type: none"> 1. Reduce complexity 2. Enhance interest holder involvement in designing and implementing programs 3. Address data gaps 	<ul style="list-style-type: none"> • Quality • Capacity • Access

²⁸⁹ Taylor and Blanchard, “It’s Time for a National Strategy on Adult Career Guidance in Canada,” <https://community.challengefactory.ca/its-time-for-a-national-strategy-on-adult-career-guidance-in-canada/>.

²⁹⁰ Canadian Career Development Foundation, “Competency Framework for Career Development Professionals,” 2022, <https://ccdp-pcdc.ca/en/ccdp-competency-framework>, accessed December 11, 2023.

How can the availability of data be used as an indicator of the sector's maturity?	<ol style="list-style-type: none"> 1. Acknowledge and support formal certification for career development professionals. Certification includes the demonstration of competence using data in career service delivery, such as the appropriate use of labour market information. 2. Use the Career Development Maturity Matrix to advance the development of scorecards for Canada's provinces and territories, based on desired goals. Report on key impact metrics to advance the sector's maturity across economic, social, health, and other priority areas. 	<ol style="list-style-type: none"> 1. Enhance interest holder involvement in designing and implementing programs 2. Expand training and skills development options 3. Address data gaps 	<ul style="list-style-type: none"> • Quality • Capacity • Access
What can be learned from data about Equity, Diversity, Inclusion, and Indigeneity (EDII) to strengthen career service delivery and the diversity of experiences represented by those working in the sector?	<ol style="list-style-type: none"> 1. Ensure collection of demographic data on who works in the sector and who the sector is serving. 2. Identify how EDII considerations and metrics should be incorporated into efforts to advance the maturity of the sector so that systems, services, and reporting meet EDII expectations. 3. Identify barriers that prevent EDII representation in sector and organizational leadership roles. 4. Ensure the career development sector provides decent work for all its members.²⁹¹ 	<ol style="list-style-type: none"> 1. Enhance interest holder involvement in designing and implementing programs 2. Address barriers to participation 3. Address data gaps 	<ul style="list-style-type: none"> • Capacity • Access
How can the inter-disciplinary expertise and impact of career development be better aligned across national, provincial, territorial, municipal, and industry areas of responsibility?	<ol style="list-style-type: none"> 1. Create a registry of organizations engaged in career development or interested in its impact and outcomes based on the organizational categories identified in the Sector Scoping Model. 2. Create a taskforce to ensure sector, industry, and government associations and bodies consider lifelong career development in major programs and initiatives. Facilitate collaboration and partnership between this taskforce and the proposed federal council on generational fairness.²⁹² 	<ol style="list-style-type: none"> 1. Reduce complexity 2. Enhance interest holder involvement in designing and implementing programs 3. Provide universal and targeted programs, with sufficient support to encourage participation and broader eligibility criteria and flexible options to meet all Canadians' training needs 	<ul style="list-style-type: none"> • Cohesion

²⁹¹ Suzanne Spiteri and Kashyap Arora, "What is "Decent Work"?" *Labour Market Information Council*, December 4, 2023, <https://lmic-cimt.ca/what-is-decent-work/>, accessed December 12, 2023; International Labour Organization, "Decent Work," <https://www.ilo.org/global/topics/decent-work/lang-en/index.htm>, accessed December 8, 2023.

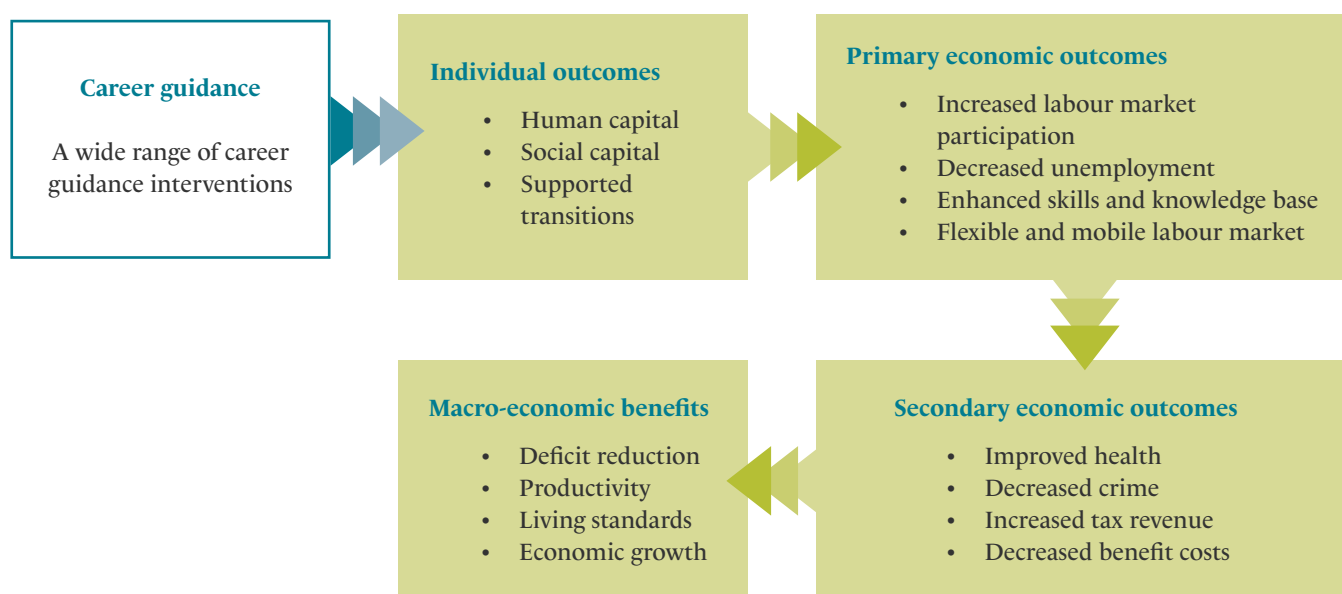
²⁹² Paul Kershaw, "We Need a Federal Council on Generational Fairness," *The Globe and Mail*, August 25, 2023, <https://www.theglobeandmail.com/investing/personal-finance/young-money/article-we-need-a-federal-council-on-generational-fairness/>, accessed December 8, 2023.

ADVANCING CANADA'S CAREER DEVELOPMENT SECTOR THROUGH BEHAVIOUR CHANGE

The second set of impact questions and recommendations focuses on the 15 personas from the Sector Scoping Model (Table 5.2.2.). These personas represent the various types of people who participate in formal or informal career development work across Canada.²⁹³ The questions and recommendations are presented so that everyone can identify their personal place within the sector and have a way to consider how their specific expertise, experience, and/or role might contribute to advancing career development in Canada.

For each recommendation, relevant high-level impact metrics and Career Development Maturity Matrix benchmarks are identified. The high-level impact metrics are drawn from Tristram Hooley and Vanessa Dodd's 2015 analysis of the economic benefits of career guidance (Figure 5.2.1.).²⁹⁴ This impact model recognizes that when the individual's career needs and potential are fulfilled and maximized, major economic and social benefits can follow. Hooley, colleagues, and other interest holders have continued to advance and apply this work in England. In 2023, the Career Development Policy Group launched the "Career Guidance Guarantee," which sets out a positive, and fully costed, approach to moving England's career guidance system forward.²⁹⁵ This is the type of work that Canada needs to do, tailored to the country's specific jurisdictional characteristics.

Figure 5.2.1. A conceptual model of the economic outcomes of career guidance



Source: Modified from Tristram Hooley and Vanessa Dodd (2015).

²⁹³ See Section 1 for full definitions of each Sector Scoping Model persona.

²⁹⁴ Hooley and Dodd, "The Economic Benefits of Career Guidance," pp. 6-16. In this context, the meaning of "career guidance" and "career development" are synonymous.

²⁹⁵ Hooley et al., "Investing in Careers: What is Career Guidance Worth?", <https://doi.org/10.48773/9zx1y>. Learn more about the Career Guidance Guarantee and Career Development Policy Group at <https://careerdpd.co.uk>.

Table 5.2.2. Impact questions and recommendations to advance Canada’s career development sector through behaviour change

Sector Scoping Model persona	Persona-based impact question	Challenge Factory recommendation	High-level impact metrics	Career Development Maturity Matrix benchmarks
Practitioner Penny	How can we ensure that when clients and learners engage with career practitioners, the intervention fosters a recognition of the value of career support when making educational or job transitions in the future?	<ol style="list-style-type: none"> 1. Attain career development certification and/or pursue continuing education in career development, and join sector associations to enhance connection with the sector and indicate professionalism of the field. 2. Work with associations to advocate for flexibility in service delivery to best meet client needs. 3. Partner with Ally Anibish to identify new methods of reaching everyday adult Canadians in different settings. 4. Measure the impact and share case studies about how partnering with other personas enhances the quality of—and access to—services. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality • Access
Director Deepika	How can expertise from the leaders of publicly funded employment centres and campus career centres support the members of the career development sector’s “big tent” on a regular basis?	<ol style="list-style-type: none"> 1. Measure the impact and opportunities that come from employment centres and campus career centres being community referral sources for other personas. 2. Support certification and/or continuing education in career development, and association membership for yourself and your staff. 3. Provide employers with professional career development tools, resources, and expertise for frontline and hiring managers. Consider barriers to an approach that treats employers as a client group and work with associations to advocate for awareness raising and needed change. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Improved health • Increased tax revenue • Decreased benefit cost <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Living standards • Economic growth 	<ul style="list-style-type: none"> • Quality • Capacity • Cohesion • Access

Career Educator Emir	How can we ensure that when clients and learners engage with career educators, including guidance counsellors and career centre staff, the intervention fosters a recognition of the value of career support when making educational or job transitions in the future?	<ol style="list-style-type: none"> 1. Attain career development certification and/or continuing education in career development, and join sector associations to advance continuous learning and advocate for increased capacity. 2. Measure the impact and share case studies about how partnering with Instructor Iris enhances the overall career development competence. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality
Instructor Iris	How might a career development lens be applied within all classrooms and courses?	<ol style="list-style-type: none"> 1. Seek quality career development training and tools to increase your own career literacy.²⁹⁶ 2. Identify specific career outcomes for all classes (K-12) and post-secondary courses you teach. Work with Career Educator Emir for support as needed. 3. Build on leading career development practices shared by career associations and embed career education into curriculums. 	<p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Improved health • Decreased crime 	<ul style="list-style-type: none"> • Quality
Ally Aniibish	How might a career development lens be included in all community and social service interventions?	<ol style="list-style-type: none"> 1. Enhance basic career literacy skills for all professionals working in community, social support, and Indigenous service settings. 2. Provide quality, updated career support materials to enable frontline service delivery. 3. Strengthen connections and referral relationships between career service providers and community, social support, and Indigenous service providers. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality • Cohesion • Access

²⁹⁶ See CERIC's glossary of career development for definitions of "career literacy," "career mindset," and more at <https://ceric.ca/glossary-of-career-development/>.

Sounding Board Suki	<p>How can the quality of <i>informal</i> career advice provided to Canadians be enhanced by improving the overall career literacy of all Canadians?</p>	<ol style="list-style-type: none"> 1. Seek quality career development tools and integrate a career lens into your professional activities and services. 2. Develop connections and referral partner relationships with Practitioner Penny in your local community. 3. Consider embedding career development content in client-focused communications, such as newsletters and social media, by partnering with Communicator Colette. 4. Evaluate the potential impact of a public awareness campaign within your field (financial planning, law, etc.) that highlights connections to work, career, and employment opportunities. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality • Access
Coach Caroline	<p>How can Canada's new national certification for career development professionals (CCDP) support high-quality career coaching?</p>	<ol style="list-style-type: none"> 1. Consider increasing your career development literacy and professionalism by pursuing certification and/or taking continuing education in career development. 2. Learn about the boundaries of career development and broader coaching practices to know when to refer a client to a career development professional. 3. Ask your coaching certification body or industry association to include professionally developed career development courses in continuing education credit programs. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality • Access

Manager Mohamed	<p>Can the quality of career advice provided by managers to their employees be enhanced by improving the overall career literacy of all Canadians?</p>	<ol style="list-style-type: none"> 1. Access practical tips and tools to guide career conversations that are developed by career development experts and tailored to managers. 2. Advocate for human resources professionals within your organization to pursue certification and/or continuing education in career development to enhance internal manager support capacity. 3. Ask your leadership team and/or industry association to include professional career development courses that focus on delivering career support to staff in continuing education credit programs. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality • Access
Recruiter Raul	<p>How can Canada's new national certification for career development professionals (CCDP) support high-quality recruitment services?</p>	<ol style="list-style-type: none"> 1. Access practical tips and tools to guide career conversations that are developed by career development professionals and tailored to recruiters. 2. Learn about the boundaries of career development and recruitment practices to know when to refer a client to a certified career development professional. 3. Ask your leadership team and/or industry association to include professional career development courses and materials that focus on delivering career support to staff in continuing education credit programs. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market 	<ul style="list-style-type: none"> • Quality • Access

Talent Thuy	<p>Can the quality of career advice provided during workforce training programs be enhanced by improving the overall career literacy of all Canadians?</p>	<ol style="list-style-type: none"> 1. Access and circulate practical tips and tools to guide career conversations that are developed by career development professionals and tailored to managers. 2. Advocate for opportunities to pursue certification and/or continuing education in career development to enhance your capacity to support managers and design talent programs. 3. Ask your leadership team and/or industry association to include professional career development courses that focus on delivering career supports to staff in continuing education credit programs. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions <p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Economic growth 	<ul style="list-style-type: none"> • Quality • Access
Communicator Colette	<p>How can an informed career development lens be applied during policy, industry, and community-based priority initiatives and programs?</p>	<ol style="list-style-type: none"> 1. Focus on building linkages, partnerships, and alliances with media, industry associations, professional associations, and certification bodies. 2. Consider major themes that emerge across campaigns and engage with Researcher Robert to sense shifts and report on trends. 3. Build broad coalitions with sector associations to advocate for—and raise awareness of—the importance of a careers lens in policy and the value of career development approaches in practice. 	<p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Productivity • Living standards • Economic growth 	<ul style="list-style-type: none"> • Cohesion • Capacity

Researcher Robert	<p>What types of forums would ensure the research and innovation that is advancing the field of career development translates into practice?</p>	<ol style="list-style-type: none"> 1. Join sector associations to enhance connection with the sector and the reach of your research. 2. Create dynamic models that can be used in policy development and association priority setting to show the current, projected, and potential impact of various approaches to career intervention for Canadians. 3. Embed knowledge mobilization strategies that target relevant personas in all research initiatives. 	<p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Improved health • Decreased crime • Increased tax revenue • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Deficit reduction • Productivity • Living standards • Economic growth 	<ul style="list-style-type: none"> • Quality • Access • Capacity
Policy Pieter	<p>Only 19 percent of Canadian adults use career services.²⁹⁷ Can Canada increase that to 75 percent by 2030?</p> <p>How might an informed career development lens be applied to all major policy priorities? This includes policy related to skills <i>and</i> employment and policy not explicitly related to skills and employment, such as transportation and housing.</p>	<ol style="list-style-type: none"> 1. Recognize the career development sector as a formal field with dedicated professionals. 2. Advocate for a careers lens to be applied to future-focused education, skills, and employment policy and priorities. 3. Consider the benefits of aligning education, skills, and employment strategies with a national careers strategy. 	<p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Increased labour market participation • Decreased unemployment • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Improved health • Decreased crime • Increased tax revenue • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Deficit reduction • Productivity • Living standards • Economic growth 	<ul style="list-style-type: none"> • Capacity

²⁹⁷ OECD, “Career Guidance for Adults in Canada,” Chapter 1.

Funder Fatima	<p>How can the impact of career development be considered during funding decisions and priority setting?</p>	<ol style="list-style-type: none"> 1. Recognize the career development sector as a formal field with dedicated professionals. 2. Direct future-focused education, skills, and employment funding to be informed by a careers lens. 3. Align education, skills, and employment investments with an informed careers strategy. 4. Prioritize interdisciplinary knowledge mobilization across jurisdictions as a funded part of any initiative. 	<p>Primary economic outcomes:</p> <ul style="list-style-type: none"> • Increased labour market participation • Decreased unemployment • Enhanced skills and knowledge base • Flexible and mobile labour market <p>Secondary economic outcomes:</p> <ul style="list-style-type: none"> • Improved health • Decreased crime • Increased tax revenue • Decreased benefit costs <p>Macro-economic benefits:</p> <ul style="list-style-type: none"> • Deficit reduction • Productivity • Living standards • Economic growth 	<ul style="list-style-type: none"> • Capacity
Parent Parker	<p>Can the quality of career advice provided to children by parents and guardians be enhanced by improving the overall career literacy of all Canadians?</p>	<ol style="list-style-type: none"> 1. Consider what keeps you from accessing existing career development tools and supports and share the information with your local Career Educator Emir. Raise questions that focus on barriers to using career supports at parent-teacher events. 2. Seek out school and community career development tools and supports. If they are not available, ask for them. 3. <i>For Policy Pieter to ensure implementation aligns with intention:</i> Develop accountability metrics that measure parent access and impact of career services for all parents and guardians within the K-12 education system. 4. <i>For the sector to target Parent Parker:</i> Evaluate the potential impact of a parent-targeted public awareness campaign focused on supporting students through school-to-work transitions that highlights quality career development. 	<p>Individual outcomes:</p> <ul style="list-style-type: none"> • Human capital • Social capital • Supported transitions 	<ul style="list-style-type: none"> • Quality • Access



The key takeaways, insights, questions, and recommendations included in this report are meant to explain, spark strategic conversation and creativity, and lead to data-informed next steps that have the impact so urgently needed to serve every Canadian—including those who are employed and those who face barriers to participating in the labour market—and the public good more broadly.

5.3. CONCLUSION: THE CALL TO ACTION

This project provided Challenge Factory, CCDE, and CERIC with the opportunity to learn about the career development sector by engaging with frontline practitioners and government officials right across Canada. During the research process, new areas to explore continued to emerge. They have been flagged throughout the report.

Four themes have been identified across the flagged future areas of exploration:

1. Use the evidence base, Sector Scoping Model, and Career Development Maturity Matrix presented in this report as the foundation for a new national careers strategy.
2. Conduct additional mapping activities to better scope career service delivery that takes place in private settings (such as private education, career management/transition firms, independent career practitioners, and within private sector and corporate workplaces).
3. Explore identified provincial and territorial data gaps and findings with a focus on learning from other jurisdictions and prioritizing key actions.
4. Track additional assumptions and observations to consider in future research.

The full list of flagged areas for future exploration are compiled in Appendix D.

Canada's career development sector has an important role to play in shaping a sustainable Future of Work where no one is left behind. The evidence base presented in this report offers one of the most comprehensive and collaboratively produced understandings of the sector's size, scope, and composition to date. But it is not complete. Evidence bases are, by nature, intended to be built upon, advanced, and used to accomplish more. This project revealed the intense commitment of those working in formal career development and employment services to collaborate across jurisdictional, funding, and industry lines. In all cases, the focus was on demonstrating the strength, breadth, and importance of this sector. They only need the opportunity to do so.

The key takeaways, insights, questions, and recommendations included in this report are meant to explain, spark strategic conversation and creativity, and lead to data-informed next steps that have the impact so urgently needed to serve every Canadian—including those who are employed and those who face barriers to participating in the labour market—and the public good more broadly. Let's place career development at the centre of the Future of Work, where a thriving constellation of education, skills development, employment, labour markets, and economic activity provides prosperity and sustainability for future generations. When the members of a system act together with cohesion, clarity of purpose, and an understanding of the interdependencies between them, they can build from existing areas of strength to affect real, positive change in the lives of individuals, families, and communities. We are all part of this system, and there's no time to waste.



APPENDIX A

DATA AND FREEDOM OF INFORMATION REQUESTS

When doing outreach to contacts in provincial and territorial governments across Canada who (may) have access to tracking, monitoring, and reporting data about the delivery of career services, the following types of data were requested. We recognized that this is a long list and not all data may exist or be readily available. The request was translated and provided in French when appropriate.

1. The number of career service delivery agreement holders
2. The type of agreement holders (any categorization of organizations)
3. The number of frontline career/employment service providers—anyone delivering services to individuals or employers (broken down by title or role if possible)
4. The number of agreement holder managers/executives
5. Any disaggregated data about staff demographics and/or EDII reporting by agreement holders
6. Any staff diversity surveys—if organizations have to report on the diversity of their staff
7. Staff training in career development
8. Number of certified career development professionals (CDPs)
9. Years of experience in the field
10. Number of CDPs who are part-time or full-time
11. Salary ranges; protocols for setting salary levels
12. Age distribution of staff
13. Gender distribution of staff
14. Any other data relevant to CDPs delivering services
15. Number of clients served by agreement holders (monthly or annually)
16. Any disaggregated data about client demographics or EDII reporting by agreement holders
17. Any data on the presenting needs of clients seeking services
18. Any disaggregated geographic data about agreement holders or clients (i.e., where is service being provided)
19. Any breakdown of the categories of services offered and/or accessed
20. Any data on outcomes achieved

When submitting Freedom of Information requests to Ontario and British Columbia, the following description of records was provided.

Please provide the following information about the service providers that are funded through [applicable Ontario/British Columbia Ministry] to deliver career/employment assistance services to [Ontarians/British Columbians]:

1. Number of agreement holders
2. Type of agreement holders (any categorization of organizations, such as not-for-profit vs. private company)
3. Number of frontline career/employment service providers, broken down by title/role if possible, such as but not limited to:
 - a) Case manager
 - b) Information resource specialist
 - c) Job developer
 - d) Employment support practitioner
 - e) Employer engagement specialist
 - f) Workshop facilitator
 - g) Career counsellor
 - h) Other
4. Number of agreement holder managers/executives, broken down by title/role if possible, such as but not limited to:
 - a) CEO
 - b) Executive director
 - c) Director
 - d) Operations manager
 - e) Manager/Operations manager
 - f) Finance
5. Any disaggregated data about staff demographics reported by agreement holders, such as age, gender, and/or race
6. Number of clients served by agreement holders
7. Client outcome statistics by agreement holders

Time period of the records: April 1, 2020, to March 31, 2022

APPENDIX B

SURVEY QUESTIONNAIRE

To assess the state of EDII among career development sector members and whether those providing career services reflect the learners and clients they serve, we developed an online survey questionnaire that solicited information about the demographic composition of the employees working within career service providers and the clients they serve. This survey was circulated to career development association representatives, who in turn circulated it to their memberships. The questions were also translated into French.

1. What is your name?
2. What is the name of your organization?
3. Does your place of work receive provincial funding to deliver employment/career services?
4. Which province or territory are you based out of?
5. Here is the general demographic break down for [province selected]. Do the EMPLOYEES in your workplace reflect the same demographics?*
6. Please share any comments you have about this.
7. How many clients does a single career/employment specialist work within a month or year? Estimate if needed. Please make sure to specify whether you are referring to monthly or annual estimates.
8. Here are the general demographics for [province selected] again. Do the CLIENTS that your workplace serves reflect the same demographics?*
9. Please share any comments you have about this.

* All statistics and terminology used in the population demographics overviews were compiled from Statistics Canada.

APPENDIX C

CAREER DEVELOPMENT SECTOR JOB TITLES

The following job titles are included in the two National Occupational Classification (NOC) unit groups that are most relevant to the career development sector.²⁹⁸

NOC 41320 – Educational counsellors:

- Academic adviser
- Academic counsellor
- Academic skills counsellor
- Career counsellor – education
- College counsellor
- Co-op officer – schools
- Co-op placement officer – school
- Co-op program coordinator – school
- Counselling intern
- Counsellor for aboriginal students
- Education officer
- Educational counsellor
- Educational guidance director
- First Nations counsellor – education
- First Nations studies program academic adviser
- Guidance counsellor – education
- Guidance service head
- Independent or applied studies officer
- Indigenous advisor – college
- International student adviser
- Learning and study skills specialist
- Personal academic counsellor
- Personal counsellor – education
- School adjustment officer
- School counsellor
- School guidance department head
- Student affairs and employment officer
- Student counsellor
- Student employment services coordinator
- Student services counsellor
- University counsellor
- Vocational counsellor – education
- Vocational guidance counsellor – education

NOC 41321 – Career development practitioners and career counsellors (except education):

- Aboriginal employment developer
- Aboriginal employment officer
- Aboriginal employment worker

²⁹⁸ For the full profile of each NOC unit group, including the index of job titles, go to noc.esdc.gc.ca and search by NOC code.

- Career coach
- Career counsellor (except education)
- Career development counsellor
- Career development facilitator
- Career development practitioner
- Career group facilitator
- Career resource centre coordinator
- Employment assistance officer
- Employment consultant
- Employment counsellor – government services
- Employment group counsellor
- Employment outreach counsellor
- Employment outreach program coordinator
- Employment outreach program counsellor
- Employment services assessment officer
- Employment services group counsellor
- Employment services officer
- Guidance counsellor (except education)
- Job counsellor
- Job counsellor – government services
- Job search trainer
- Labour market information consultant
- Outplacement consultant
- Outplacement counsellor
- Rehabilitation counsellor
- Relocation consultant
- Relocation counsellor
- Vocational counsellor (except education)
- Vocational evaluator
- Vocational guidance counsellor (except education)
- Vocational rehabilitation consultant
- Vocational rehabilitation counsellor
- Vocational rehabilitation professional
- Vocational rehabilitation specialist
- Workforce adjustment officer
- Workforce development officer

The following job titles were included in our LinkedIn Sales Navigator searches for Practitioner Penny, Career Educator Emir, Coach Caroline, Recruiter Raul, and Talent Thuy. The “Current job title” filter was used for all searches.

Practitioner Penny:

- “Career Counsellor” OR “Career Counselor” – With “Industry: Education (exclude)” filter
- “Career Development Practitioner”
- “*Conseiller d’orientation*” OR “*Conseillère d’orientation*” – With “Industry: Education (exclude)” filter
- “*Conseiller en emploi*” OR “*Conseillère en emploi*”
- “*Développeur d’emploi*” OR “*Développeuse d’emploi*”
- “Employment Consultant”
- “Employment Counsellor” OR “Employment Counselor”
- “Employment Specialist”
- “Guidance Counsellor” OR “Guidance Counselor” – With “Industry: Education (exclude)” filter
- “Job Developer”
- “*Praticien en développement de carrière*” OR “*Praticienne en développement de carrière*”

- “Spécialiste de l'emploi”
- “Vocational counsellor” OR “Vocational counselor”
- “Vocational rehabilitation consultant”
- “Vocational rehabilitation counsellor” OR “Vocational rehabilitation counselor”
- “Vocational rehabilitation professional”
- “Vocational rehabilitation specialist”

Career Educator Emir:

- “Academic Advisor”
- “Agent d'éducation”
- “Career Advisor”
- “Career Counsellor” OR “Career Counselor” – With “Industry: Education (exclude)” filter
- “Conseiller académique” OR “Conseillère académique”
- “Conseiller aux étudiants internationaux” OR “Conseillère aux étudiants internationaux”
- “Conseiller carrière” OR “Conseillère carrière”
- “Conseiller d'orientation” OR “Conseillère d'orientation” – With “Industry: Education (exclude)” filter
- “Conseiller de carrière” OR “Conseillère de carrière”
- “Conseiller étudiant” OR “Conseillère étudiant”
- “Conseiller scolaire” OR “Conseillère scolaire”
- “Education Officer”
- “Guidance Counsellor” OR “Guidance Counselor” – With “Industry: Education (exclude)” filter
- “International Student Advisor”
- “School Counsellor”
- “Student Counsellor”

Coach Caroline:

- “Career Coach”
- “Career Consultant”
- “Coach de carrière”
- “Coach de vie”
- “Consultant en carrière” OR “Consultante en carrière”
- “Coach en leadership”
- “Coach exécutif”
- “Executive Coach”
- “Leadership Coach”
- “Life Coach”

Recruiter Raul:

- “Consultant en recrutement” OR “Consultante en recrutement”
- “Consultant en recrutement” OR “Consultante en recrutement”
- “Directeur du recrutement” OR “Directrice du recrutement”
- “Executive Recruiter”
- “Recruiter”
- “Recruitment Consultant”
- “Recruitment Manager”
- “Recruitment Specialist”
- “Recruteur de cadres exécutif” OR “Recruteuse de cadres exécutif”
- “Recruteur” OR “Recruteuse”
- “Spécialiste de l'acquisition de talents”
- “Spécialiste en recrutement”
- “Staffing Consultant”
- “Talent Acquisition Specialist”

Talent Thuy:

- “*Conseiller en ressources humaines*” OR “*Conseillère en ressources humaines*”
- “*Conseiller en talents*” OR “*Conseillère en talents*”
- “*Conseiller RH*” OR “*Conseillère RH*”
- “*Consultant en ressources humaines*” OR “*Consultante en ressources humaines*”
- “*Consultant RH*” OR “*Consultante RH*”
- “*Directeur des ressources humaines*” OR “*Directrice des ressources humaines*”
- “HR Advisor”
- “HR Consultant”
- “HR Specialist”
- “Human Resources Advisor”
- “Human Resources Consultant”
- “Human Resources Manager”
- “Human Resources Specialist”
- “*Spécialiste en ressources humaines*”
- “*Spécialiste RH*”
- “Talent Advisor”

APPENDIX D

AREAS FOR FUTURE EXPLORATION

This project provided Challenge Factory, CCDE, and CERIC with the opportunity to learn about the career development sector by engaging with frontline practitioners and government officials right across Canada. During the research process, new areas to explore continued to emerge. They have been flagged throughout the report and used to identify four themes for future sector work.

This appendix compiles all of the flagged areas for future exploration and organizes them by theme.



THEME 1:

Use the evidence base, Sector Scoping Model, and Career Development Maturity Matrix presented in this report as the foundation for a new national careers strategy.

The Sector Scoping Model also offers a way to raise awareness about core and secondary sector members to each other and to identify potential target groups for future research, program exploration, and career development professionalization and advancement. (Section 1)

Each persona has a distinct set of characteristics that may or may not include competencies, qualifications, scope of practice, expertise, knowledge, professional development needs, support needs, and more. This representation of the sector provides an opportunity to begin strengthening these characteristics strategically, ensuring supports are delivered to the appropriate groups across the country. (Section 1)

The members of the sector's "big tent" often represent sources of information and influence that Canadians turn to when they have to make career decisions. Given the scope of this initial report, detailed analysis of these Sector Scoping Model members has not been completed. (Section 3)

In this project, we understand Canada's career development sector to be a "big tent," an expansive and inclusive view of who does career development work across the country. As a result, our interest and understanding of who does career development work is not limited to the most evident members of the Sector Scoping Model, such as Practitioner Penny. We use the Sector Scoping Model to identify additional members of the "big tent" that should be part of this discussion, including those who engage in unpaid career development work, don't participate in the professionalized field of practice, or don't identify as members of the sector. (Section 4)

The evidence base within this report can begin to shift the culture of career development in Canada, to align more with other countries in being proactive, ongoing, equitably accessible, and empowering. (Section 5)

The Maturity Matrix offers provinces and territories a universal method for considering the foundational needs of their career development ecosystems and assessing the strength of their careers-related policy, programming, and service outcomes and impact. (Section 5)



THEME 2:

Conduct additional mapping activities to better scope career service delivery that takes place in private settings (such as private education, career management/transition firms, independent career practitioners, and within private sector and corporate workplaces).

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large number of private career colleges, private colleges, and private vocational institutions across the country. As a result, the total number of professionals working in post-secondary institutions may be underestimated. (Section 4)

Datasets did not include providers of private and/or independent career services. Therefore, it was not feasible to fully map this more hidden segment of the sector within the scope of this project. (Section 4)



THEME 3:

Explore identified provincial and territorial data gaps and findings with a focus on learning from other jurisdictions and prioritizing key actions.

Because government representatives in some provinces and territories did not engage directly with us for this project, it is possible that this type of data collection and reporting may exist in some jurisdictions without our knowledge. (Section 2)

Provinces with larger populations are more similar to each other than expected in how career services are structured, administered, and funded. (Section 4)

Sector members familiar with the career development ecosystems in the Northwest Territories, Nunavut, and Yukon reiterate that there are many people who provide career advice to students, such as registrar's offices, elders, instructors, and others. This contributes to ecosystem profiles that are less formalized, but no less influential in the career decisions of students. Additional research would benefit from other methods of community-based data collection. (Section 4)

The count of Coach Caroline roles in Quebec (n=2,461) is significantly smaller than in Ontario (n=7,309-8,640) and British Columbia (n=4,613), the two provinces most similar in population size to Quebec. As such, it likely underrepresents the total number of Coach Caroline roles in Quebec. Additional research is needed to fully map career development professionals working in private settings in Quebec. (Section 4)

While experts familiar with the province's delivery of career services agree there are no government-run career centres in Ontario, they note that clients may access certain program services and support—including Ontario Works, ODSP, and training programs such as Better Jobs Ontario and Skilled Trades Ontario—through government staff.¹⁶² Mapping the number of professionals who work in this portion of Ontario's ecosystem falls outside the scope of this project. (Section 4)

While many career service providers throughout Ontario serve newcomers and immigrants alongside many other client groups, there are also organizations that specialize in dedicated services and programs for newcomers and immigrants. This part of the ecosystem requires future exploration. (Section 4)

Capturing Saskatchewan's full career development ecosystem is difficult without engagement from the Government of Saskatchewan. Despite engaging with supportive government officials, accessing any government datasets that track funded third-party service delivery organizations was unsuccessful for this profile. (Section 4)

Manitoba's high service rate and low funding allocation per person served may indicate a priority to provide more widespread supports to more people instead of concentrating supports among fewer participants (likely those with the highest need). (Section 5)

THEME 4:

Theme 4: Track additional assumptions and observations to consider in future research.

A commonly held assumption in the sector is that a greater number of its members come to career development as a second profession, after beginning their careers in a variety of other roles. (Section 3)

Based on the EDII survey's qualitative findings, it is possible that older career development professionals may be more prevalent in government-run centres (provincial and territorial public services) and private or independent practices, while younger career development professionals may be more prevalent in community-based organizations where lower wages may be more common. This potential pattern within the sector is a hypothesis that requires additional research to prove correct or incorrect. (Section 3)

Figure 3.4.1./Table 3.4.1. presents the number of LinkedIn users (search results) and the estimated total number of core professionals in Canada (our calculation) using two datasets. The first dataset was built by searching a selection of job titles on LinkedIn for Practitioner Penny, Coach Caroline, and Career Educator Emir that we hypothesized are commonly used in Canada. (Section 3)

Figure 3.7.1. presents the number of ISET-funded organizations as of September 2023, and estimates the number of career development professionals that work for them. This estimation was calculated by the author based on a review of the staff at 15 of the organizations. (Section 3)

British Columbia's career development ecosystem includes at least 115 community-based organizations delivering career services to 289 communities across the province. One sector leader in British Columbia estimates that the total number of community-based organizations may be up to three times larger than this, totalling as many as 345 organizations. This estimation was not verifiable within the scope of this project. (Section 4)

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals may work in the large numbers of Aboriginal-controlled institutes and private training institutions in British Columbia.⁴⁸ As a result, the total number of professionals working in post-secondary institutions may be underestimated. (Section 4)

Given the scope of this initial report, we did not undertake comprehensive analysis of how many career development professionals work in all 53 of Quebec's CEGEPs. However, the OCCOQ reports its members and the sectors they work in; in 2021-2022, there were 253 guidance counsellors working in CEGEPs and 165 guidance counsellors working in universities (Table 4.11.7.). (Section 4)

Before focusing on upskilling and reskilling, Canadians first need the tools and agency to assess their best next career move, then to select the best course of action, including training, possible internal migration, and other life or career interventions. This is one area where any future-focused discussions should consider the role of artificial intelligence (AI) in career services, service delivery, and access points. (Section 5)

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