

The Country Paper should not exceed 25 pages, including the cover page.
The finalized Country Paper should be submitted via email at ICCDPP2017@krivnet.re.kr in Word (.doc file).

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Canada

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Introduction

We are now at a crucial crossroads where decisions must be made.

The structures of work opportunity are undergoing massive changes in most countries. Information and communications technology have significantly changed how organisations and businesses function. The local and national economies are affected by the global economy in ways that could not have been envisaged 30 years ago. Many people struggle to make a living. Incomes have been stuck for many years while the cost of living is steadily increasing. Wealth and income inequality is growing with wealth increasingly concentrated among a small percentage of the population. Youth unemployment and underemployment rates are universally high. Career pathways are very unclear. There remains a disconnection between education & training and the world of work, and between career development practitioners in all sectors and employers. The era of the 4th Industrial Revolution and Artificial Intelligence (AI) has arrived. Automation is increasingly encroaching and reshaping work in many economic sectors. The future of work is uncertain and unclear.

To deal with these issues above, we need to seek approaches and methods that meet individual career needs and produce measurable results that are practical and socially relevant for individuals and societies.

The career development sector addresses the challenges of bridging the supply and demand sided of the labour market and enhancing the prospects of our economy and society. It equips individuals to make educational, training and work choices that will afford them decent work and future opportunity and helps employers to access qualified and productive workers.

How is the career development sector in your country facing the challenge of being relevant and current in the context of such massive change? How have the personal, social and economic impacts of its programs and services been demonstrated and/or transformed in response to changes in the labour market? What can funders and policy makers realistically expect from programs and services provided within the sector? What can the public and employers realistically expect? What are the implications for policy and practice going forward?

The 2017 Symposium invites countries to examine the crossroads at which the relevance and impact of career development interact with the significant changes occurring in their labour markets and to explore constructive and impactful career development responses. Countries are expected to develop a Country Paper in which the following four themes will be addressed:



Theme 1

Understanding how work opportunities are changing



Theme 2

Ensuring that content and delivery of career development programs and services are relevant



Theme 3

Improving career practitioner training and practice



Theme 4

Reforming career services in education and labour to focus on career competencies and successful transitions

In reference to these themes, countries are encouraged to pay specific attention wherever possible to:

- Key elements in your country that are guiding policy development and implementation
- Examples of specific outcomes that are resulting from policy implementation and how these outcomes are measured
- Examples of promising implementation strategies.

General question

1. Please indicate the theme that you are the most interested in discussing (Please note that country teams will participate in all sub-themes discussions during the symposium.)
 - Understanding how work opportunities are changing
 - Ensuring that content and delivery of career development programs and services are relevant
 - Improving career practitioner training and practice
 - Reforming career services in education and labour market sectors to focus on career competencies and successful transitions

2. Please indicate your reasons for participating for this symposium.

This symposium provides an excellent opportunity to learn from career development experts and policy leaders around the world; to exchange ideas; and to create evidence-based policy in a community of like-minded individuals.

Although there are significant differences in career development issues and policies across the globe, there are significant similarities as well. These symposia offer the synergy of sharing concerns and promising practices as well as the opportunity to build on each other's strengths, move forward with a collaborative vision for the future of career development, and efficiently address issues that are often examined in regional silos.

In addition to the international connections, the focus on interdisciplinary country teams is particularly refreshing. The coming together of policy makers, employers, practitioners, career development sector leaders, and educators to enhance career development services and policies within their own countries is so beneficial.

3. To what degree are the established career content, programs and services in your country in meeting the career needs of the population?
(3.5)/5
4. On a scale of 1(Lowest) – 5(Highest), how does career development provided in schools, produce 'career ready school leavers' in your country?
(2.5)/5
5. On a scale of 1(Lowest) – 5(Highest), what is the strength of the public policy evidence base for career development in your country?
(2.5)/5

Thematic questions

Questions to help you to organise your country responses to the four specific themes are outlined below:



Understanding how work opportunities are changing

6. What are the major changes that are taking place in access to, or maintenance of, or progression in employment and/or livelihood possibilities for youth and adults in your country?

Geo-political instability, climate change, technological innovation, and unexpected economic events are just a few of the changes impacting access to, maintenance of, and progression in employment for youth and adults in Canada. Some of the economic and social changes include:

- increasing diversity in the workplace;
- emerging technologies such as artificial intelligence and advanced robotics;
- changing demographic factors, family care responsibilities, and expectations regarding work-life balance;
- shifting boundaries related to the sharing economy, and online, borderless, and flexible work hours;
- growing reality of precarious employment;
- rising income inequality;
- rising globalization; and
- fluctuating commodity and resource prices.

Canada's youth, ages 15 – 24, continue to experience an unemployment rate (13.3%) that is twice that of the overall unemployment rate of all working age Canadians (6.8%) and with the highest rate of post-secondary graduates of all Organization for Economic Cooperation and Development (OECD) countries 40% of Canadian university graduates are underemployed. This is one of the worst rates among members of the OECD and a very troubling statistic. (PBO, 2015)

Employed youth under 30 years of age are increasingly working in precarious or non-permanent (temporary, contract, or project-based) jobs. Canada has the greatest proportion of degree holders earning poverty rate incomes within the member countries of the OECD. The 2014 OECD Education at a Glance publication determined that 18% of Canadian university graduates are working at jobs where they earn at or below the poverty line. In a 2012 Sun Life national survey 90% of Canadian youth (ages 18 – 24) reported uncomfortable levels of stress; 86% of this same group attributed their stress to underemployment. Youth participation rates (youth over 15 who are working or actively looking for work) ranged from 61.8% in British Columbia (west coast) to 69.4% in Prince Edward Island (east coast). 13% of youth ages 15 – 29 are categorized as NEETS (not in education, employment or training). Well educated and skilled youth in the province of Alberta have experienced a slightly different labour market

experience. The 2015 Youth in the Labour Force report identified that 61.8% of youth were employed in full time positions. Only 7.4% of youth employed in Alberta worked part-time instead of full-time due to business conditions, or looked for and were unable to find full-time employment. Canada has 10 provinces and three territories with very different labour markets. While it is impossible to generalize, it would be informative to understand the specific conditions in Alberta, apart from the obvious fluctuating oil industry, which may contribute to the differences.

In Canada, the recognition of workers' skills – especially immigrants and refugees – has become a major challenge over the past decades. The Conference Board of Canada (2016) estimates that 2.83% of the Canadian adult population experience all three kinds of learning recognition challenges: unrecognized international credentials, interprovincial credentials, and experiential learning. This represents over 844,000 Canadian adults facing learning recognition challenges, including over 524,000 with international credentials, almost 200,000 with out-of-province credentials, and 120,000 with experiential learning not recognized in a credential. (Grant, Michael. *Brain Gain 2015: The State of Canada's Learning Recognition System*)

The cost of non-recognition is tremendous for individuals as well as for society. It prevents people from accessing the labour market, from getting jobs corresponding to their studies and experience (leading to underemployment), and from progressing in employment. It is important to note that while immigration is managed nationally, occupations are regulated provincially. This provides unique challenges for immigrants and those moving from province to province for work.

Economic outcomes for Canada's Indigenous peoples have improved significantly in the last two decades with strong increases in labour force participation, self-employment, and earnings. Improved post-secondary attainment is reducing the employment gap, especially for Indigenous women. Indigenous peoples are now represented in a broad range of industries and occupations. However, significant differences remain in employment and education attainment, limiting their access to high paying and diverse labour markets.

Indigenous people are the fastest growing population in Canada but continue to have lower levels of educational attainment in high school and university, although college attainment is at par with the provincial levels. Indigenous peoples generally have lower levels of adult literacy, numeracy, and problem solving skills. Indigenous peoples living in rural areas also face barriers to accessing higher levels of education, skills training to employment, and vibrant labour markets primarily because of remoteness, lack of transportation, childcare support, and other difficulties that contribute to lower incomes and higher incidence of poverty compared to the provincial averages.

In December 2015, the Truth and Reconciliation Commission of Canada released its long awaited report consisting of 94 "calls to action". The Commission studied the impacts of residential schools on the Indigenous population. The last residential school in Canada closed in 1996 after more than 100 years.

The report was a sad and shocking wake up call for many Canadians who had remained oblivious to the practices and the damage done to thousands of children and families, now often called "Canada's dark secret". The Commission's calls to action require the federal and provincial/territorial governments to build new relationships and agreements with Indigenous peoples. Some of the recommendations include: eliminating the gaps in funding for educational and employment programs; providing increased and adequate funding for post-secondary completion; a commitment by the Council of Education Ministers Canada to ensure Indigenous history and culture is embedded in curriculum; greater collaboration between orders of government; more research and innovation projects being introduced by post-secondary institutions; and more forums for Indigenous peoples to share their perspectives and

wisdom with other Canadians. Of note to the career development community is the fact that neither the word “career” nor any reference to career education or career counselling appears in any of the 94 calls to action.

“Old school” thinking with respect to “career” is proving to be a challenge for both youth and adults in terms of career development and management activities. Portfolio careers are becoming more commonplace and entrepreneurial skills are essential to success. Those not willing or able to adapt to the new world of work realities are often left behind and find themselves challenged to secure and maintain gainful and sustainable employment. Access to opportunities remains more of a challenge for those without access to transportation, childcare, and the basic necessities of life. While there are programs and services in place to help address these challenges they are often not adequate.

During the Canadian Prime Minister’s recent trip to Europe, he specifically called on the employer community to step forward and reduce the trend of only providing new employees with part-time work at minimum wage levels and limited to no benefits. This is the first widely public and direct challenge to the employer community. While it is a most encouraging sign it does need to be followed up with specific plans of action.

To be successful in the next decade Canadians will need to demonstrate foresight and resilience in navigating a rapidly shifting global employment landscape with ever-changing skill requirements. People will increasingly be called upon to continually reassess the skills they need and quickly put together the right resources to develop and update these skills. Drivers of change are reshaping thoughts about work, what constitutes work, and the skills needed to be productive contributors in the future. Governments will need to use new and innovative approaches to build more inclusive workforce strategies. Consultations with employers and employer groups such as Chambers of Commerce will be necessary to ensure that workforce strategies, education and training, skill development, and work search strategies are aligned.

7. From your knowledge, what are the major drivers/factors behind these changes? - *examples required

Globalization and technological advancements are creating a significant shift in the skills employers are looking for and ultimately impacting job loss and creation. Uncertainty for both employers and employees requires the adaptability and engagement in continuous learning and skill development to keep up with “just-in-time-knowledge” requirements. Innovation, resilience, and flexibility are essential skills to be competitive in a global work environment.

McKinsey Global Institute estimates today’s changes are occurring “ten times faster and at 300 times the scale, or roughly 3,000 times the impact” of the Industrial Revolution. Skills development is a major challenge for all Canadian provincial and territorial jurisdictions. Most jurisdictions are using a three-pronged approach: building skills for work and life; encouraging organizations to invest in skills; and ensuring that skills are fully used, through better collaboration between government and stakeholders.

The global economic landscape has changed markedly in recent decades. Canada’s business and industry leaders are adapting to new economic realities. The skills in demand increasingly focus on social and cognitive abilities such as collaboration, persuasion, emotional intelligence, active listening, creativity, problem-solving, and critical thinking. The World Economic Forum, *The Future of Jobs*, p. 24, provided the following statistics:

- Employers anticipate 52% of all jobs that do not require cognitive skills today will require them as part of a core skill set by 2020.
- An additional 30% of jobs already require these cognitive skills and will continue to require them.
- Only 18% of jobs are expected to decrease their reliance on cognitive skills by 2020.
- Only 31% of jobs that require physical abilities are expected to increasingly require them by 2020, while the need for physical abilities is expected to decrease in 27% of jobs.

Many of today's global problems are just too complex to be solved in one specialized discipline. Canadians will need cross-discipline and cross-cultural competencies to compete for jobs in the future. Some Canadian provinces (Alberta and British Columbia) are experimenting with design-thinking approaches to better prepare students and adults.

In June 2016, Creig Lamb of the Brookfield Institute of Innovation and Entrepreneurship argued that new developments in artificial intelligence and robotics will put 42% of Canadian workers at risk of seeing their jobs disappear or being significantly changed in the next two decades. Smart machines will become integral to production, teaching, combat, medicine, security, and virtually every domain of our lives. Smart machines will establish new expectations and standards of performance. As technologies for video production, digital animation, augmented reality, gaming, and media editing become more sophisticated and widespread, a new ecosystem will take shape around these areas. Research experts believe that a new vernacular, a new language, for communication will be developed. Increased global connectivity puts diversity and adaptability at the centre of organizational operations. In a globally connected and interdependent world, first-world countries like Canada will no longer hold a monopoly on job creation, innovation, and political power.

Globalization and technological change are increasing the demand for high-skill jobs. Employers are demanding more skills and tend to use learning credentials (formal education) as a method to sort people into jobs. According to the Conference Board of Canada, "the percentage of high-skill jobs has increased by 3% since 1999 and now accounts for 36% of total employment. Meanwhile, the share of low skills has been stable at less than 10% of total employment while the share of medium-skilled jobs has dropped off slightly. (Michael Grant, Conference Board of Canada, 2016)

Climate change is one of the greatest challenges that humanity faces. It directly affects the health, environment, and economy of Canada and the rest of the world. As part of climate change mitigation and adaptation strategies, national governments and international organizations have taken various actions and initiatives to "green" the economy. Efforts to reduce our carbon footprint are leading to changes in the labour market which provide new work opportunities, as green sectors emerge to generate renewable energy; increase energy efficiency; design green buildings; provide environmental monitoring; conduct land restoration and reclamation; and develop sustainable agriculture practices.

8. How are education, training and employment policies and practices in your country responding, if at all, to these changes?

In response to the challenges of climate change, federal, provincial/territorial, and municipal governments in Canada are promoting renewable resources through research and innovation grants, tax incentives, and direct infrastructure investment in upgrades to publicly owned facilities (solar panels on schools, hospitals, and recreation centres). Industry sectors such as oil and gas, forestry, manufacturing, and logistics are investing in technologies that will help them reduce waste, produce clean, value-added products, and find alternative energy resources (wind and bio-energies, for example). Environmental organizations, and trades and technology institutions, are leading the way in providing short-term re-training programs. Post-secondary institutions across Canada are developing new programs to meet the

needs of this new economy.

At the secondary school level governments are increasing their efforts to incorporate more work-integrated and experiential learning and provide dual credit opportunities to allow students to earn credits at the secondary and post-secondary level. Post-secondary institutions across Canada are being pressured to incorporate work-integrated learning opportunities such as student co-ops, internships (paid and unpaid), and incubator opportunities for students in business programs. The Higher Education Quality Council of Ontario released “A Practical Guide for Work-Integrated Learning” in 2016 to assist educators with developing their work-integrated learning modules. Most jurisdictions are shifting from skills-based to competency-based curriculums. Despite these efforts, the uptake of co-op programs in the three Atlantic provinces at the secondary level range from .05% to 12%. There is much more work to be done. At the post-secondary level, from 2009 – 2012, only one fifth of college students and one tenth of bachelor degree students had accessed co-op programs. The “catch 22” of no job without work experience and no work experience without a job remains a huge barrier to youth participation in the labour market. Several provinces are now offering tax credits to employers who hire co-op students. The employer community is increasingly encouraged to consider co-op programs as a cost-effective way to train and recruit new employees and note that “universities can’t produce plug-and-play students”. (McRae, University of Victoria)

Grant-funded adult training programs are shifting to demand driven occupations and trainees are being offered more flexible training options. Jurisdictions across Canada, notably the Forum of Labour Market Ministers (FLMM), are beginning to work together again to build a stronger framework for the collection and distribution of Labour Market Information (LMI). Quality LMI had not been a strong national priority under the previous government and there is significant amount of catch-up to be accomplished. Career development research has demonstrated that for LMI to be truly useful in career decision making, it must be embedded in a career exploration and planning process. Websites crammed with statistics and “cold” LMI may get visits but they do not get results. When LMI is embedded with career planning tools, it is essential and useful (<http://www.crwg-gdrc.ca/>). A second LMI challenge is lack of clarity on career pathways. This is highlighted in the very recent Canada West Foundation document titled “A Case for Canada Competency Frameworks” which points out that for many university graduates, there is no relationship between their area of study and the jobs available upon graduation. They further point out that employers are challenged to articulate clearly the skills and competencies they need and as a result often over-hire and under-employ. They cite that there are over 400,000 Canadian jobs looking for people and more than 1.3 million Canadians looking for jobs. LMI to help fill both these gaps is necessary. Provincial and territorial governments rely heavily on federal labour market transfer agreements to fund training, and career and employment services. Most jurisdictions continue to provide employability and essential skills programming for low-skilled workers. Targeted occupational and vocational training is provided to those Canadians that are closest to the labour market. To better meet the needs of under-represented groups most jurisdictions have created workforce partnership programs that allow for tailored programming to meet the needs of a specific client group.

Governments are challenged to find more effective ways of engaging employers, unions, post-secondary institutions, and private training providers in a dialogue around future skill needs and the kinds of interventions needed to serve those closest to the labour market as well as those individuals that struggle to find and keep employment. Jurisdictions are using a variety of policy levers such tax incentives, appointed training and employment task forces, and a variety of grant programs. A most encouraging sign is that the Canadian Prime Minister has retained the Youth portfolio as his own and has established a Youth Advisory Council. The new government is a little over a year old and specific initiatives of sufficient size to have the needed impacts have not been announced. There is hope that the

next budget may address these issues concretely.

Canada's learning recognition system is complex, involving educational institutions, employers, licencing bodies, and occupational bodies. The fragmented and non-transparent learning recognition marketplace is inherently inefficient because a credential's value has to be determined through frequent, complex, and costly interactions between institutions, employers, and individuals. Canada has more than 50 regulated occupations, 400 regulatory bodies, seven independent credential assessment agencies, and 427 recognized post-secondary education institutions. These institutions are responsible for determining which professions require learning credentials, how a learning credential relates to a practice licence, and how the knowledge and skills of unregulated disciplines are credentialed and used in recruitment. Each of these labour market actors has its own incentives and systems for recognizing learning. One exception is the province of Quebec.

Quebec funds a learning recognition system called Reconnaissance des acquis et des compétences (RAC), or Prior Learning Assessment. These services are delivered by educational institutions (mostly secondary and post-secondary schools and, to a lesser extent, universities). The RAC empowers individuals and increases the likelihood of them accessing the marketplace and progressing in employment. Several educational institutions have been designated by the Ministry of Education and Higher Education (MEES) as Centres of Expertise for Prior Learning Assessment (Centre d'expertise en reconnaissance des acquis et des compétences) to support the other institutions in the development of their service. A reference guide for counsellors working with immigrants has also been developed. RAC is also delivered through a co-op program for Indigenous communities. Work remains to be done to promote these services and adapt them to specific workers such as immigrants, Indigenous peoples, and other workers across the province.

Most other provinces have "Councils on Admissions and Transfers" and meet quarterly to discuss ways in which greater collaboration across Canada can be developed. Canada recognizes the need for greater collaboration between educational institutions (secondary and post-secondary), professional associations, licencing bodies, governments, and government agencies.

These regulatory bodies have the power to recognize or refuse the equivalence of experience or diplomas acquired abroad. One major weakness of the system is that the huge majority of these bodies do not evaluate nor recognize experience. Many immigrants and refugees must spend time and money on re-training to get a job in a different field. Another major concern is the lack of transparency and information regarding the evaluation process. Foreign credential recognition remains a contentious issue in Canada.

9. What evidence is there, if any, of the impact of these policies and practices on improved access to work opportunities for youth and adults (please refer as appropriate to access issues covering gender, seniors, disabled and other minorities)?

There is data demonstrating the impacts of co-op programs on labour market attachment. The National Graduate Survey (2009 – 2010) reported that college co-op graduates were slightly more likely (84%) to report that they found their job to be closely or somewhat related to completed education compared with non-co-op graduates (82%). Bachelor graduates with co-op work experience also had higher earnings than other bachelor graduates.

Dual Credit, credit recovery, and credit rescue programs are increasing secondary school completion

rates and increasing the number of students applying to higher education programs. Industry and employer partners are reporting greater satisfaction with students that have completed work-integrated training experiences.

Most jurisdictions are using performance-based contracts to measure training and employment outcomes. The most successful programs tend to have “wrap-around” supports – trainees are provided with assistance with tuition, books, and a living allowance that includes transportation and childcare expenses. Assistance with job coaching, job placement, and job retention is important to assisting individuals with challenges to employment. Canada has also increased rates of success by providing participants with instruction on essential skills, financial literacy, resilience and hope-centred interventions. Policy makers are discovering the importance of building an individual’s confidence, competencies, and resilience for change although the primary measurement of success remains attachment to the labour market.

A longitudinal study led by the Social Research and Development Corporation (SRDC) studied 4,400 New Brunswick secondary school students, still being followed, from grade nine until their third year of any post-secondary program. Students were from low income families with no prior history of post-secondary education. They were provided with short career interventions in each of three years of high school and/or the promise of a maximum of \$8,000.00 if they completed at least two years of post-secondary education. Each treatment produced positive results but the best results were from the combination of both. When compared with the control group who received neither, post-secondary education applications increased by 19% and to date graduation has increased by 11% although many of the students are still in post-secondary and have not yet been counted. For this low income population with no prior experience with post-secondary education, these results are very significant.

There are similar examples of the positive labour market impacts of career interventions with single parents receiving Social Assistance, post-secondary graduates who are in what they consider dead end jobs, and with many other populations. Positive outcomes include improved confidence levels, decision making, ability to make good use of labour market information, commitment to resume work search, and, very importantly, to have a sense of optimism about their possible futures.

10. What evidence is there, if any, of the impact of these policies and practices on improved access to appropriate workers by employers?

Jurisdictions are required to report on an annual basis to the Government of Canada on funds provided through skills and education transfer agreements. Each jurisdiction is required to measure program completion rates, employment outcomes (part-time and full-time), income indicators, and a variety of other indicators that demonstrate that education and skills development outcomes are being achieved for all Canadians.

Employer satisfaction surveys are completed by the Government of Canada and the provincial/territorial governments. Independent research organizations, business and industry associations, and labour unions also complete labour market studies and surveys to inform public policy and to advocate for change.

Provincial and territorial governments began delivering the “Canada Job Grant” program two years ago in an effort to engage employers and industry in the provision of adult skills training. The program is intended to reduce the skills mismatch for employees that lack the necessary skills to perform existing jobs. The program allows employers to access grants that cover two thirds of the training costs for

existing employees or prospective employees. Skills training must be incremental (i.e. training not already provided by the employer) and it must not exceed the \$15,000.00 maximum. A two year review was completed in 2016 and it was determined that small and medium sized employers were accessing the grant program and were satisfied with the results. Unfortunately, some jurisdictions discovered that less than 1% of those being trained were unemployed Canadians. Advocates for under-represented groups have lobbied to end the program insisting that program dollars should be used to help individuals further away from the labour market because of their employment barriers. The Canada Job Grant program is delivered by all provinces and territories with the exception of Quebec. It is considered to be a successful program that allows employers to access skills training dollars to skill-up existing or potential employees.



Ensuring that content and delivery of career development programs and services are relevant

11. What reforms, if any, have already taken place in the content and delivery of career services in the education and labour market sectors in response to the changes identified in Theme 1?

The Federal Advisory on Economic Growth has recommended to the federal government that a “FutureSkills Lab” be created to transform the delivery of training and employment programs. The Lab would have three core functions: support innovative approaches to skills development; identify and suggest new sources for skills information; and define skills objectives and inform governments on skills programming. The Lab would work closely with Statistics Canada and the Forum of Labour Market Ministers (FLMM) to exchange information and prioritize areas for collection and analysis of labour market information and with the Council of Ministers of Education, Canada (CMEC) to ensure that all training pilots supported are aligned with provincial and territorial goals and objectives in education policy. Most jurisdictions are also focused on improving assessment inventories; labour market information resources; encouraging workplace and lifelong learning; and finding more effective ways to engage all of the key stakeholders.

The following are selected examples, at the provincial level, of developments that are underway:

1. Modernization of Online Career Services – Alberta Government

In 2015, the Alberta Council on Admissions and Transfers (ACAT) developed a three year action plan to improve collaboration between Alberta’s post-secondary institutions to provide a transfer system that is responsive to the needs of learners in the matters of admissions, transfer credit, and recognition of prior learning. A new learner pathways catalogue has been developed and stakeholders across the education spectrum continue to make connections and improvements by working with other jurisdictions across Canada.

MyWorkQuest.Alberta.ca was developed to better meet the needs of Alberta youth (ages 15 – 24). It is a mobile- friendly question-and-answer website designed to assist youth with work search and connect them to valuable career advice. LearningClicks.Alberta.ca was modernized to feature a tile format to better engage youth, educators, and parents seeking career guidance. The main focus of this website is to support Learning Clicks Ambassadors, post-secondary students hired by the Ministry of Advanced Education, to provide a wide range of presentations to secondary and post-secondary students, educators, and parents. ALIS.Alberta.ca is the provincial gateway to assist all Albertans with finding training, education, career, and employment information. The launch of the newly designed website is expected in the spring of 2017.

2. Future in Focus – Atlantic Career Development Framework for Public Education: 2015-2020, (www.camet-camef.ca/Framework)

Launched in June 2015 by the Ministers of Education and Training from Nova Scotia, New Brunswick, Newfoundland and Labrador, and Prince Edward Island, the framework outlines a strategic approach to

career planning and development for public education students in Atlantic Canada. It outlines the regional direction and specific goals that the four provincial governments will follow over the next five years to provide public education students with the necessary tools in their ongoing pursuit to make informed decisions relating to career choices, and to transition smoothly from public to post-secondary education and training. The framework includes timely career and labour market information, and training for educators including teachers, guidance counsellors, and school administrators. Ministers are demonstrating leadership to ensure that labour market demands resulting from changes to the economy, technology, and population demographics are supported by a labour pool with the appropriate and critical skills, knowledge, and attitudes.

3. The Prince Edward Island Student Graduation and Transition Planner (SGTP) Program

The purpose of the SGTP Program is to enable high school graduates to leave the public school system with a career readiness plan that includes:

- demonstration of the graduation requirements and competencies to make a successful and well informed transition from high school to their next steps;
- a personal financial plan to support their next steps after high school; and
- an identified support network and resources for the future.

My Plan: A Guide for Prince Edward Island Secondary Students, found online at www.myplanpei.ca (password: myplan), along with the on-line education planner, myBlueprint (www.myblueprint.ca/pei), supports students in moving through the career development process. For more information on the program, visit: <http://viewpure.com/M73IPbDVVAU?start=0&end=0>.

The SGTP Program is supported by the grade nine health curriculum, grade 10 career explorations and opportunities curriculum, and the School Mentorship Program. Educators have received professional learning related to career development foundations, My Plan, and myBlueprint, and receive ongoing school-based support from the program's Career Transition Facilitators. An extensive provincial evaluation framework has been developed and runs through all components of the Student Graduation and Transition Planner Program. The program evaluation tracks activities and outcomes to measure effectiveness and inform improvements.

4. Implementation of Creating Pathways to Success: An education and career/life planning program for Ontario (K-12) schools

Launched in 2013, this program was fully implemented in the 2014/2015 academic year. The program is a whole-school approach to career and life planning that is delivered through classroom instruction linked to the curriculum through broad school programs and activities. The program consists of an inquiry-based four-step process built on the four questions:

- Who am I?
- What are my opportunities?
- What do I want to become?
- What is my plan for achieving my goals?

The experiences students have as they actively develop answers to the four key inquiry questions allow them to gather information about themselves and their opportunities; consider feedback from their teachers, parents, and peers; make decisions and set goals; and develop plans for achieving their goals. As students document and reflect on their experiences and learning, discuss what they are learning, and weigh their options for next steps, their competence in education and career/life planning grows. The

“All About Me” portfolio in kindergarten to grade six and the Individual Pathways Plan (IPP) in grades seven to 12 provide a structure for, and serve as a record of, this learning process. Students capture evidence related to the four areas of learning for their portfolio or IPP in all their subjects or courses at school and in various endeavours and activities at home and in the community. Schools are able to use either myBlueprint or Career Cruising for the IPP component. A process must be in place at every school to support students in documenting their learning in education and career/life planning in a portfolio or IPP. This process must include the opportunity for students to review and share evidence of their learning with their teacher(s) and, where possible, their parents at least twice a year.

These examples point to career education increasingly being recognized as an all-school responsibility as well as an essential component of K-12 schooling.

12. What additional reforms are needed in the content and delivery of career services in the education and labour market (including PES and HR) sectors to respond to those changes?

As noted earlier, career pathways for youth are fragmented and there are huge gaps in collaboration among key stakeholder groups, primarily educational institutions and the business community. There is a lack of data that can be trusted on demand side needs. It is not clear if there are really skill shortages and if so, where they are. There is increasing momentum for the development of a National School to Work Transitions Framework/Strategy that is built on a solid foundation of what has worked in other countries and what is being done in pockets of excellence across Canada. The Council of Ministers of Education, Canada (CMEC), building on the earlier work of the Canadian Atlantic Ministers of Education, is supporting the development of a pan-Canadian student transitions reference framework. A draft framework is to be prepared by the summer of 2017. There is no such initiative underway among the Forum of Labour Market Ministers (FLMM) to bring together key players from the labour and employment side nor from the multitude of community based organizations that are also part of the way forward.

Career services, especially for those in transition, are not sufficiently well formed or coordinated. Individuals no longer in an educational institution, underemployed or miserably employed, find career support services hard to access.

Most jurisdictions have focused public employment services more on employment interventions and outcomes as opposed to providing individuals with career advising services and supports. Skill development programs have focused more on reducing income support caseloads instead of filling future skill needs. Most jurisdictions are making improvements to the quality and access of career services through technological advancements. Surveys have suggested that most citizens, regardless of their education level, do not fully understand the importance of career development and career management. Governments have merged the concepts of employment and career services lessening the importance of career development. There isn't enough evidence to support the link between strong career advising and training and employment outcomes. Raising the value of career development continues to be a challenge in a world of rapid change. Career development practitioners, researchers and policy makers need to work together to develop measures and indicators that will provide the evidence needed to demonstrate the value of career development to governments, employers, and the public. Researchers need to partner with employers, industry, governments, and individuals to study the short-term and long-term impacts of strong career development practices. The Canadian Council for Career Development has been a unifying voice in this regard. Specific working groups include Outreach

and Advocacy, Certification, and Evidence-Based Career Development. The Canadian Research Working Group for Evidence Based Practice in Career Development has conducted several applied research projects that have made significant advances in strengthening the evidence base. As labour markets shift, it will become increasingly important for workers to have access to employment opportunities in all regions of the country. Each province and territory (except Nunavut) has a Labour Mobility Coordinator. The coordinator's role is to support the implementation of, and ongoing adherence to, the Labour Mobility provisions under the Agreement on Internal Trade (AIT) within their own province or territory. This may include addressing questions and labour mobility concerns from certified workers, interacting with regulatory authorities and officials in other government ministries to support the recognition of out of province/territory certified workers, and assisting with the processes for reconciliation of occupational standards to the extent possible and where practical. Presently there are two Forum of Labour Market Ministers (FLMM) working groups tackling these issues, the Labour Mobility Coordinating Group and the Foreign Qualifications Recognition Working Group.

The Labour Mobility Coordinating Group is responsible for supporting regulatory authorities, giving them advice and information on their responsibilities, providing consistency on how Labour Mobility articles are interpreted and applied across provinces and territories, assessing the effectiveness of Labour Mobility under the Agreement on Internal Trade (AIT) across Canada, developing ways to reduce barriers to Labour Mobility, and providing information on Labour Mobility to interested individuals and stakeholders.

13. What are the policy levers in place or needed in your country that support necessary reforms (e.g. the provision of experiential careers learning) in the content and delivery of career services in education and labour market sectors?

Canada, like most of its provinces and territories, does not have a career development strategy to assist people with "the lifelong process of managing learning, work and transitions in order to move toward [their] preferred future." (CCCD (N.D.). What is Career Development? Retrieved July 26, 2016, from <http://cccda.org/cccda/index.php/the-career-development-profession/what-is-career-development>). There are two intergovernmental bodies that serve as forums to discuss policy issues and to strengthen cooperation and strategic thinking: the Council of Ministers of Education, Canada (CMEC), and the Forum of Labour Market Ministers (FLMM). CMEC and the FLMM are the natural bodies to address career education and career development issues and spearhead an integrated national strategy. A national strategy should provide provinces/territories with enough independence to implement measures and action strategies related to the content and delivery of career services in the education and labour market sectors.

Most jurisdictions are required to report annually on the outcomes of their education and labour market programming at the provincial/territorial level. Best practices are shared through pan-Canadian forums. More could be done to share this information with secondary and post-secondary institutions, private training providers, business, industry, and unions. Some jurisdictions are creating forums for local partnership collaboration. Change is not likely to happen until policy professionals are allowed to work more directly with key stakeholders. The pace of change may require public policy to be made by arms-length organizations that are more flexible and nimble than government environments. Public policy is a shared responsibility that requires the engagement and commitment of all key stakeholders. Cost-effective approaches that respect the rights of workers while generating innovation and competitiveness for business are necessary. Policy levers could include tax incentives, training or educational credits, innovation grants, and legislation.

The Ministers of Education have identified the transition of students from secondary school to post-secondary education and into the workforce as a high priority. A number of ministers felt that a student's ability to transition from secondary school to post-secondary education and into the world of work should be seen as a key measure of success of provincial and territorial education systems, including for students from under-represented groups and those with complex needs. Ministers also discussed the importance of the transition of students between elementary and secondary schools. The development of a pan-Canadian student transitions reference framework was requested and will take into account the approaches adopted by the provinces and territories including addressing current sustainability challenges; envisioning sustainable post-secondary education systems; keeping post-secondary education relevant to students, employers, and the public; fostering innovative systems that adjust to changes around them; and examining compensation within post-secondary education systems. A draft framework is to be prepared by July 2017.

14. What are the main barriers and/or success factors to implementing such career service reforms i.e. policy, content and kind of services, delivery methods, and openness to change?

The funding structure in Canada is complex and can be a barrier. The federal government shares responsibility for labour market policies with the provinces and territories. Through transfer agreements, the federal government allows the provinces and territories to design, deliver, and manage Canada's public employment services. This shared responsibility, unfortunately, opens the door for fragmentation and policy incoherence; government dominance and weak pan-Canadian coordination; and a lack of transparency, comparative research, and opportunities for mutual learning.

Most jurisdictions are making improvements to the quality of and access to career services through technological advancements however, surveys have suggested that most citizens, regardless of their education level, do not fully understand the importance of career development and career management. Governments have merged the concepts of employment and career services lessening the importance of career development. There isn't enough evidence to support the link between strong career advising and training and employment outcomes. Raising the value of career development continues to be a challenge in a world of rapid change. Career development practitioners, researchers, and policy makers need to work together to develop measures and indicators that will provide the evidence needed to demonstrate the value of career development to governments, employers, and the public. Researchers need to partner with employers, industry, governments, and individuals to study the short-term and long-term impacts of strong career development practices. The career development community needs to promote the value and importance of lifelong learning and career management.

As noted earlier, easy to access, complete, up-to-date information on labour market trends and on sectors and regions where there is a higher demand for workers is vital in order to build a skilled workforce that can meet the needs of business. Very few people know where to find it or how to interpret it, especially individuals in under-represented groups, including those with disabilities, youth, and Indigenous peoples. A number of excellent initiatives have emerged in the last few years in Canada including [ChatterHigh](#), an innovative online tool that "gamifies" the exploration of post-secondary and career options for students. The challenge, of course, with any type of online tool is that the labour market information being used needs to be current. This is not always the case. Research conducted several years ago for the Forum of Labour Market Ministers (FLMM) uncovered that several government websites were providing out-of-date information but the information did not appear to be out-of-date

because the "updated on" date on the site was current (representing daily changes through the RSS feed or something similar, not changes to the labour market information that most people were coming to the site for).

Canada's House of Commons Standing Committee on Finance has recommended the creation of a national stakeholder advisory panel on labour market information in the next federal budget. It also recommends that individuals in under-represented groups have access to the labour market information required for career planning.

Appropriate standards of practice should be adopted by all orders and levels of government and be supported, monitored, evaluated, and enforced in order to maintain the highest quality of service provision. Canadian's should not only value career development services but trust the services they are receiving regardless of provider. Investments of time and resources by all stakeholders into the creation, monitoring, and evaluation of career development interventions and appropriate career management skills is necessary. Access to services through various channels (in-person, call centre, and online) is crucial, and the development of resources in a wide variety of formats may make development of career management skills more attractive and viable.

The gap between policy and practice can be enormous and is known to be problematic. Though many policies are implemented successfully, some are barely recognizable at the level of the individual student. As more jurisdictions move to implement K-12 across school and curriculum areas career and life planning policies, successful implementation, and enactment becomes increasingly dependent upon a broader range of school staff and stakeholders. There is a significant and urgent need to be preparing beginning educators and provide effective and appropriate training and professional development for existing educators. By housing a proposed Masters program with a career development specialization in a Faculty of Education, teachers interested in furthering their education will have an opportunity to advance their own career while gaining a significant amount of career development expertise and awareness.



Improving career practitioner training and practice

15. How do governments/agencies/professional associations in your country ensure that the initial and continuing training of career practitioners in the public and private sectors stay relevant to the context (place, time and needs) of clients' social, economic and work lives?

Currently, aside from one province in Canada (Quebec), the work of career practitioners is not regulated. This has implications for both initial and continuing training of career practitioners. When training is not mandated or, in most cases, supported by employers, it is challenging to ensure that workers within the sector have relevant current training. Career practitioners are not typically highly paid and the field is predominantly staffed by mid-career women; both factors impact the ability of career practitioners to pay for their own training or to engage in training outside of work hours due to family responsibilities.

In some parts of Canada, governments continue to employ many front-line career practitioners. In such cases, training has been more consistent as the government has invested in the training and career development of its own employees. However, in other parts of Canada, governments have funded external service providers; in such cases, the external providers are expected to hire skilled staff with limited budget support for initial or ongoing training. It is rare to see employers ask for career development education or training on job postings and rarer to see them ask for certification although there are five provinces in Canada with volunteer certification in place.

Certainly continuing education and professional development is based on the challenges and issues that practitioners are working with their clients to address. Provincial and national conferences hosted by professional associations and national organizations (CERIC) provide practitioners with current research, resources, and tools relevant to clients' social, economic and work lives. Webinars are also an increasingly popular form of just-in-time learning for career development practitioners who need continuing education credits/units to renew their certifications. In some cases, funding has been available to develop training resources (e.g., CERIC funded a textbook that is currently freely available to training programs in Canada; CCDF funded a toolkit used in training for case managers).

Because of the diverse backgrounds of career development practitioners in terms of education and experience they may be affiliated with another field of practice/professional association that also provides them with continuing education and professional development. Examples include vocational rehabilitation, social work, psychology, and counselling.

Initial and continuing training is offered throughout the country by both private and public education/training providers. Private training providers are able to quickly adapt their programming to the needs of practitioners and we have seen the creation of courses and programs to meet the demands of practitioners, governments, agencies, and professional associations. In Alberta, Life Role Development Group developed an in-person program for delivery to Career and Employment Consultants with Alberta Human Services (now Alberta Community and Social Services) as well as to social workers within many First Nations communities. Life Strategies delivers an online program for practitioners across Canada

which provides foundational and advanced training and is approved for a variety of career development certifications. Recent additions to their LearnOnline programming include certificate programs for case managers and job developers. Career Professionals of Canada has created a program to support practitioners in gaining foundational training in order to be eligible for certification with provincial associations. The Canadian Career Development Foundation partners with governments, agencies, and post-secondary institutions and develops and delivers training to career practitioners that are approved for international certification in addition to the research work they conduct.

There are a variety of certificate/post-graduate certificate programs available through post-secondary institutions across Canada and some career development courses as part of Bachelor and Master's programs however, there are presently no formal diploma programs as those that were available have shut down due to low enrollment. An encouraging new development is the reintroduction of the diploma program at George Brown College in Toronto, ON. Because of the requirement for practitioners in Quebec to be certified counsellors there are a number of Masters degrees available in French-speaking Canada. Very recently Yorkville University has moved forward with a proposal to restructure its Masters of Education degree to include a specialization in career development. If approved by the government regulatory body, this will be the first Masters degree with a career development specialization in English speaking Canada. Offered fully online, it could reach career development practitioners, counsellors, HR professionals, educators, policy-makers, and supervisors/managers throughout the country and internationally, addressing a currently huge gap in education/training in this sector.

Most of the key career development training providers are well-connected within the career development sector in Canada, maintaining ongoing consultation with employers, governments, community agencies, professional associations, and their instructors. Some have advisory councils and others maintain stakeholder relationships less formally. Some of the certificate programs are continuously updated, others are customized for diverse groups of trainees, and unfortunately others are not updated as often as one would expect. Some career development courses, although on the books of post-secondary counselling programs, rarely or never run. This inconsistency is a concern and, in part, is an artefact of an unregulated profession.

Quebec is unique in its delivery of career counsellor training in Canada. It remains the only jurisdiction in Canada (and one of few in the world) to regulate the profession (title and activities) of guidance and career counsellors. The regulatory body (L'Ordre des conseillers et des conseillères d'orientation du Québec [OCCOQ]) works closely with post-secondary institutions to ensure that training is relevant and prepares entry-to-practice professionals as well as meets the ongoing professional development needs of its members. There is also a "skills development" policy designed to protect the public and ensure the ongoing competency of members; a two-part program combines a *reflective portfolio* (designed to identify skill development needs as benchmarked against a skills profile) with access to comprehensive continuing education which comprises 11 in-class courses, 37 online courses, and four distance courses with tutoring.

A variety of certificate programs, undergraduate degrees, and graduate degrees focussed on career development make Quebec the envy of other Canadian regions; unfortunately, as much of the training is in French (e.g. at UQAM, ULaval, USherbooke), it is inaccessible to many English only speaking career development practitioners.

16. What role does/should the business/employer community have in influencing the relevance of practitioner training?

The business/employer community does influence the relevance of practitioner training; however that influence is not always positive. Although provincial associations promote the relevance of practitioner training through certification and the Canadian Standards and Guidelines for Career Development Practitioners, not all employers recognize or acknowledge career development as a distinct field of practice with foundational skill requirements, core competencies, and areas of specialization. Across the country, consultations with employers have revealed everything from complete support for career development education and training to complete denouncement of career development experience, education, and training. In some provinces this denouncement has resulted in career development education and training programs closing completely or being modified.

A few years ago, research on assessment tools, models, and frameworks for the Forum of Labour Market Ministers (FLMM) revealed an interesting feedback loop that has impacted practitioner training in Canada – it is a reasonable assumption (as yet unverified) that a similar pattern might exist with other aspects of training. Researchers found a remarkable consistency in the use of specific assessment tools; when investigating further however, they found that practitioners were using the tools their funders mentioned in RFPs; trainers were introducing the tools that practitioners commonly used in practice; and, in the RFP, funders were listing tools as exemplars that practitioners reported they were using. Upon questioning, no-one (not the practitioner, trainer, or policy maker) was making objective, informed decisions about which tools might best serve the needs of the client and the mandate of the program.

This has implications for consultation with employers and the business community. Although it's important for training to be relevant, it's also important to be aware that some "common" practices are not necessarily "best" or "promising" practices. Meaningful consultation with stakeholders will require an exchange of information, research to inform practice, and collaborative course/program development. The proposed new Masters in Education (Career Development specialization) is an example of such a process – advisory committee members comprising policy-makers, employers, educators, practitioners, and sector leaders informed course titles and descriptions, learning outcomes, discussion topics, readings, and assignments.

In some provinces (NS, NB, ON, AB, BC) the business/employer community have been/are becoming influential with respect to practitioner training. Employers work collaboratively with provincial associations and public and private training providers to ensure their needs with respect to core skill development and ongoing professional development are met. There does remain some resistance from employers to support formal training for employees or even recognize formal training/experience/certification.

Coordination amongst employers, training providers, and provincial associations is critical to stabilizing career development as a field of practice. To facilitate this, there are some relevant provincial associations of career development agencies, employers, and training providers such as RQuODE, Private Career Development Contractors Association of Alberta (PCDC), the Association of Service Providers for Employability and Career Training (ASPECT), and the Ontario Network of Employment Skills Training Projects (ONESTEP) who work to assist in identifying and supporting the training needs of practitioners. Some of these provincial organizations are members of the Canadian Coalition of Community-Based Employability Training (CCCBET) and they also work collaboratively with professional associations through the Canadian Council for Career Development.

17. What national/regional mechanisms are in place to ensure that practitioners' competency frameworks, if such exist, stay relevant?

The Canadian Standards and Guidelines for Career Development Practitioners (S&Gs) is the framework for practitioner certification in Canada and is also the basis for continuing education/professional development. The S&Gs were updated in 2012 to better address current core competencies related to diversity and technology. At the same time, the career counselling area of specialization was completely revamped, conceptualizing career counsellors as at the intersection between counsellors and career development practitioners.

The S&Gs were initially developed after extensive pan-Canadian consultation; the competency framework was intended to be inclusive and represent the competencies that were already considered core within the sector. Several areas of specialization were also identified, acknowledging the breadth of the sector and that not all practitioners required exactly the same skills, knowledge, and attitudes. At the initial stages, government funding was provided to map the competencies and develop relevant documentation. However, government funding has not been available to support further revisions; some funding was provided by professional associations to support the 2012 revisions but most of the work involved voluntary “in kind” contributions. Similar to the original project, the revisions were informed by stakeholder consultation – through surveys, focus groups, and conference calls.

The S&Gs underpin much of the training, certification, and hiring of Canadian career development practitioners. Therefore, changes to the S&Gs have a domino effect, requiring changes to certification application kits, courses, websites, structured interview formats, research tools, and other related documentation, policies, and resources.

It is widely understood that the S&Gs need to be a responsive and dynamic document; as such, they are once again being reviewed for an update.

18. What are the main barriers/success factors to effecting reforms in the professional preparation and development of career practitioners?

A key factor complicating any training in Canada is that occupations, if regulated at all, are regulated provincially/territorially, not federally. This results in 13 different jurisdictions that, in many cases, have different opinions about core competencies and diverse approaches to training and professional development.

Further complicating this, career development practitioners in Canada (with the exception of many in Quebec) have come to this field from diverse professional backgrounds. No assumptions can be made about commonalities in their professional training.

Another challenge in Canada is the vast geographical expanse of our country with a relatively small population, making bringing together groups for in-person training very expensive, especially in rural and remote regions. In response, there is an increasing focus on offering fully online or hybrid/blended training options. There is a great deal of collaboration amongst several of the main training providers, sharing instructors, e-learning platforms, and e-learning expertise to reach as many career development practitioners as possible with high-quality, customized training mapped to national and international competency frameworks and certification requirements. In some remote regions, however, internet access is still slow or inconsistent and, with low bandwidth, limits the training options that can be provided.

To add another layer of complexity, there is currently no specific post-secondary education for supervisors, managers, or leaders in the sector. Therefore, employers supervising career practitioners

may not have a shared understanding of what training or professional development would be most relevant for their employees and there may be no one on the team qualified to provide clinical, rather than administrative, supervision. There are two common pathways to supervisor and management roles – being promoted from within or being imported from outside of the sector. In the former case, training in sector-specific supervision/management skills such as a leadership institute or “mini-MBA” developed for the sector would be beneficial but doesn’t currently exist; in the latter case, a “career development boot camp” designed to get leaders quickly up-to-speed with key content in our sector would be helpful – this, too, doesn’t currently exist.

Lack of consistent and strategic consultation amongst stakeholders is another barrier that has resulted in program closures, ill-advice regarding certification requirements, and unprepared practitioners. The Canadian Council for Career Development has established a Certification Working Group that serves an important unifying role amongst diverse professional associations and other stakeholders. This Working Group has recently established a National Certification Standard which identifies the minimum requirements for education and experience across the provinces with certification in place. This is a strong foundation for the development of national structure to ensure that career practitioners are prepared to take on the important work they do and to ensure their ongoing development is managed through re-certification requirements.

Often career practitioners and professional associations are not considered as stakeholders when it comes to consultations regarding the professional preparation and development of career practitioners. The result is disconnect between employers, education/training providers, and professional associations/practitioners and does little to support the legitimacy of career development as a profession.



Reforming career services in education and labour to focus on career competencies and successful transitions

☞ **Transition** is a process of moving within and between education, employment or training situations.

☞ **Career transition** competences refer to the knowledge, skills and attitudes required to make successful transitions.

19. What have the Ministries of Education and Ministries of Employment done individually and collectively in your country to ensure that individuals learn how to make successful transitions to and within an uncertain labour market?

The pan-Canadian *Skills for the Future* symposium was held in 2014 in response to a request from premiers through the Council of the Federation. It brought together education and labour market ministers from the provinces and territories with leaders from business, labour, academia, student organizations, and other stakeholders to engage in a dialogue on promising practices in skills training and consider innovative ways to align education and skills training systems, and labour markets to better respond to the needs of both individuals and businesses.

Provinces and territories have taken big strides in supporting individuals in achieving their employment goals. Promising practices of programs and initiatives that help align the education and training systems with the needs of the labour market have emerged in every province and territory. There is tremendous potential to increase the impact of these practices by sharing them with each other and strengthening the evidence-base of what works best to drive successful employment outcomes. The Toolkit of Promising Practices that Assist in the Alignment of Skills and Education Systems with the Needs of the Labour Market (http://www.cmec.ca/Publications/Lists/Publications/Attachments/349/Toolkit_EN_Nov-24-2015.pdf) organizes these promising practices from across Canada into four themes, based on the objectives they seek to accomplish. The themes represent the key areas where provinces and territories have focused some of their efforts to help ensure alignment of education and training systems with labour market needs, and reflect the biggest challenges and opportunities for provinces and territories:

- **Upgrading the Skills of Canadians:** supporting individuals at all skill levels in upgrading their skills to remain competitive in their current field of employment or obtain more rewarding employment in a new field.
- **Aligning Secondary School Programming to Labour Market Demands:** supporting high school students and their parents and teachers to assess their interest and skills, explore potential career options and pursue training or education that will ensure students can realize their full potential within the Canadian labour market.
- **Aligning Postsecondary Education Programming to Labour Market Demand:** supporting postsecondary students in obtaining the specific knowledge, skills and work-related experience required by employers so they can quickly transition into their desired field of employment after graduation.
- **Supporting the Labour Market Attachment of Target Populations:** supporting populations that experience challenges in obtaining or maintaining employment, by providing targeted programming that meets individuals' needs and the needs of the labour market.

The many innovative programs and initiatives from provinces and territories highlight the commonalities in the type of challenges experienced across Canada, and the opportunities available to overcome these challenges through collaboration between education, training and employment systems. At the same time, the promising practices demonstrate that each province and territory has unique characteristics that need to be acknowledged and addressed through customized programming.

The Council of Ministers of Education, Canada (CMEC) struck a Student Transitions Working Group (STWG) in March 2016. The STWG examines existing policies and programs, as well as their implementation, for the achievement of excellence in student transitions through education pathways and into the labour market. The STWG is working to identify existing toolkits, policies, and programs across Canada that support student transitions, and evaluate their implementation strengths and challenges, as well conduct an international review of best practices. The STWG's final deliverable will be a Pan-Canadian Student Transitions Reference Framework. This document will outline direction and goals that ministers can use to achieve excellence in students transitions from K-12 to post-secondary, and from school-to-work.

The Council of Atlantic Ministers of Education and Training (CAMET) has played a significant leadership role in endorsing *Future in Focus, the Atlantic Career Development Framework for Public Education (2015-2020)* and there are many examples in the Atlantic provinces of innovation and leading edge practice in making career readiness a priority for its graduates.

CAMET is also undertaking an analysis of the strengths and gaps in the transition of students from public to post-secondary education. The study, to be conducted by the Canadian Career Development Foundation (CCDF), will be completed in the fall of 2017. The result of the study will provide evidence-based information on how to provide better access to post-secondary education for students who take an indirect route to post-secondary education, maximize the number of students who graduate from post-secondary education and training, and provide more opportunities for graduating students to find work in their fields of study.

Following is an overview of Canadian Policies to Support School-to-Work Transitions (from compulsory education) in each of the provinces/territories:

- Alberta: Mandatory high school Career and Life Management (CALM) course (senior high); Career Technology Foundations (grades 5-9); Career and Technology Studies (grades 9-12)
 - British Columbia: Career development (K-12); Apprenticeships; Youth employment services; Get Youth Working program (work experience); S.U.C.C.E.S.S. program (youth employment)
 - Manitoba: Career Education (high school); Blueprint for life/work (K-12); MB4Youth (20 employment programs)
 - New Brunswick: Career development (grades 3-12); Career Cruising development portfolios; Labour Market Information (LMI) initiatives; Transition policies for youth with disabilities under consultation
 - Newfoundland and Labrador: Career strategy; PD for appropriate educators; Professional learning for teachers; Reviewing graduation requirements; Elementary level career development; Youth apprenticeship program
- *All are currently under development
- Northwest Territories: Blueprint for life/work (K-12); Adopted Alberta's Career and Technology Studies (grades 9-12)
 - Nova Scotia: Action Plan for Education (2015-2020) includes strengthening career education; Community-based learning; Cooperative Learning; Entrepreneurship; Establishing Business-

Education Council; Career development program (grades 4-12) is under development (includes uniquely experiential programming targeted at at-risk youth)

- Nunavut: Inuit Youth Summer Work Experience Program
- Ontario: Creating Pathways to Success (K-12); Community Connected Experiential Learning Program (K-12) (draft); Specialist High Skills Majors; Ontario Youth Apprenticeship program; Expanded Cooperative Education program; Dual Credit programs; Ontario Youth Jobs Strategy; Experience Ontario
- Prince Edward Island: Career Education Strategy (K-12) including compulsory Career Education course at grade 10; Student Graduation and Transition Planner Program (grades 9-12); Academy Diploma Programs; Accelerated Youth Apprenticeship Program; Community-based Learning Programs (e.g. Cooperative Education, Independent Study); External Credentialing Program; Transitions Program with Holland College; Supporting Youth in Careers (SYnC); Youth Internship Program; Jobs for Youth Program, Work PEI
- Quebec: Stratégie d'action jeunesse 2009-2014; Ministère du Travail, de l'Emploi et de la Solidarité sociale (includes job integration companies, volunteering, internships and job shadowing)
- Saskatchewan: Broad K-12 career education goals for essential skills and career management competencies; Saskatchewan Youth Apprenticeship (SYA) program
- Yukon: Department of Education Strategic Plan (2011-2016) includes goal of creating inclusive, adaptable, and productive workforce; Essential skills and trades training programs; Apprenticeships; Supporting transitions programs; Yukon Youth Connections Program; Youth employment services (Skookum Jim Friendship Centre)

20. How career transition competencies are currently addressed in curricula and in employability frameworks in the education and employment sectors (PES, HR, Employment training etc.) in your country?

The Council of Ministers of Education, Canada (CMEC) has identified global competencies and student transitions as two of four priority areas. Discussion revolved around six global competencies, their definitions, and their potential real-world application in the classroom: critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn/self-awareness and self-direction; collaboration; communication; and global citizenship and sustainability.

Ministers agreed to address the issue of the assessment of global competencies and noted that CMEC would benefit from continued dialogue with other organizations, such as the OECD and UNESCO, in order to arrive at a common understanding of global competencies and to determine how best to assess their acquisition.

CMEC will also be participating in OECD's 2018 Programme for International Student Assessment (PISA), which will introduce a global competencies component.

The updated version of the Atlantic Canada Framework for Essential Graduation Competencies was finalized in 2015. This document provides a common vision of the competencies – a set of attitudes, skills, and knowledge – beyond foundational literacy and numeracy that prepare learners to engage in a lifetime of transitions and learning. It reflects the regional direction provinces want to take to achieve excellence and provides the flexibility to design curricula based on provincial priorities and timelines. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the

shifting and ongoing demands of life, work, and learning today and in the future.

In 2015, The Premier of Ontario appointed a Highly Skilled Workforce Expert Panel to develop a strategy to help the province's current and future workforce adapt to the demands of a technology-driven knowledge economy. The strategy outlines two foundational themes of Partnerships and Local Leadership including the creation of a Planning and Partnership Table (PPT) and Labour Market Information, and highlighted the roles of experiential learning, mentorship, promoting multiple career pathways, strategic investment in human capital, and skills and competencies.

In regard to skills and competencies the following are outlined:

- Develop an Ontario-specific skills and competencies framework, using the experience of other jurisdictions as a guide.
- Identify skills needed in growth sectors as identified by the PPT, and develop a short-term training program for groups under-represented in the workplace to allow them access to employment opportunities.
- Identify promising ways of teaching students competencies demanded by the evolving economy such as problem solving, teamwork and entrepreneurial spirit, across curricular and extra-curricular learning opportunities, including through the arts, sports, math, and science.
- Require universities, colleges, and private career colleges to look at ways to shift focus to needed skills and competencies rather than just credentials.

The strategy also expressed the need to work with the federal government to secure improved labour market funding to Ontario to better meet the employment and training needs of Ontarians. It involves undertaking a coordinated, evidence-based review of training programs and encourages the development of a National Skills Strategy. Also described was the intention for the province to work with the federal government to take a human capital/talent approach to new federal funding programs, for example, new investments in Indigenous communities and in the low carbon economy.


The framework is to be reviewed annually, through “a performance evaluation framework and metrics to measure the effect of the Panel’s recommendations, as implemented by the government and its partners, on the growth and development of a highly skilled workforce in Ontario.”

<https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility>

21. How is the acquisition of these transition competencies assessed?

During their July 2016 meeting, Ministers agreed to address the issue of the assessment of global competencies and noted that CMEC would benefit from continued dialogue with other organizations, such as OECD and UNESCO, in order to arrive at a common understanding of global competencies and to determine how best to assess their acquisition.

In Atlantic Canada, achievement of the Atlantic provinces’ Essential Graduation Competencies is currently addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs. Assessment gathers evidence about learning to inform instruction, evaluation, and reporting of progress and achievement. It captures what students know, are able to do, and reflect on in relation to programs of study. Assessment is embedded throughout the process of learning and instruction. Its primary purpose is to improve and inform the learning process. Evaluation occurs at the end of the designated period of learning. It is used, based on evidence collected through assessment, to determine learning achievement. The diversity and variability of learners require a range of strategies and methods to be used in the meaningful assessment and evaluation of learning.

22. What research if any is undertaken in your country to identify the evolving career learning* (KSA) needs of different groups of the population? How are the results of such research acted on/used and by whom, in order to make career learning relevant?
-  **Career learning** in this context refers to the knowledge, skills and attitudes that individuals require to enable them to both understand the worlds of work and learning and the relationships between them to enable them to navigate these worlds successfully.

The Canadian Career Development Foundation (CCDF), <http://www.ccdf.ca/ccdf/index.php/research>, and the Canadian Education and Research Institute for Counselling (CERIC), <http://ceric.ca/resources/>, regularly conduct research related to different groups of the population on behalf of, or in consultation with, stakeholders. This research informs education/training, professional development, and supports advocacy for policy development/reform.

Some specific research projects include:

- Council of Atlantic Ministers of Education and Training Competency Framework for Youth/Young Adults in Atlantic Canada – underway through contract with the Canadian Career Development Foundation (<http://www.camet-camef.ca/images/pdf/RFP%20Competencies.pdf>)
- Council of Atlantic Ministers of Education and Training report, *Career Education in Atlantic Canada: Research and Recommendations*, and response document, *Future in Focus – Atlantic Career Development Framework for Public Education* (<http://www.camet-camef.ca/english/news/>)
- Canadian Career Development Foundation project, *Improving the School To Work Transitions of Youth in Canada* (<http://www.ccdf.ca/ccdf/index.php/projects/current>)
- Higher Education Quality Council of Ontario commissioned research – building capacity to measure essential employability skills (George Brown College – Gary Kapelus)
- Higher Education Quality Council of Ontario – work integrated learning (<http://www.heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/work-integrated-learning.aspx>)
- Higher Education Quality Council of Ontario – Essential Adult Skills Initiative (<http://www.heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/the-essential-adult-skills-initiative.aspx>)
- Higher Education Quality Council of Ontario – Postsecondary and Workplace Skills Project (<http://www.heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/the-postsecondary-and-workplace-skills-project.aspx>)

23. What needs to be done in your country so that transition, employability and entrepreneurial skills are integral and essential parts of curricula and programmes in education and labour sectors?

The overarching objectives of the Forum of Labour Market Ministers (FLMM) include:

- Fostering Inclusive Labour Market Participation – helping all Canadians access labour market opportunities and support successful integration of those facing obstacles to finding and maintaining employment, including youth, Indigenous Peoples, persons with disabilities, new immigrants, and workers who are distant from the labour market.
- Aligning Skills with Labour Market Needs – helping workers and employers access the skills they need to adapt to the changing requirement of jobs and labour market; encouraging employer involvement in training and continuous learning opportunities for workers.

- Creating Efficient Labour Markets – supporting a strong and responsive labour market infrastructure to allow for timely and efficient labour market programming which contributes to improved productivity and economic growth.

Existing Priorities include:

- Labour Market Transfer Agreements
- Labour Market Information (Labour Market Council ; Stakeholder Advisory Committee)
- Apprenticeship, FQR and Labour Mobility

Key Considerations include:

- Innovation and Results – fostering innovative approaches, sharing best practices, evidence-based decisions with better data.
- Collaboration – Exploring methodologies and best practices to maximize program efficiencies and investments.
- Engagement – Engaging stakeholders and other Federal-Provincial-Territorial fora.

Consultation and collaboration with stakeholder groups will be needed to support the realization of the FLMM objectives. Educators, trainers, sector leaders, employers, practitioners, professional associations, industries, agencies, and service recipients will need to be consulted and included in decision making, policy development, and strategic planning. Each is necessary to create a holistic set of services and to develop programming that addresses the uniqueness of each of the stakeholder groups.

Recognition of career development as a distinct field of practice with a strong body of evidence is necessary, in fact critical, at this juncture. An investment of time and resources by all stakeholders would significantly benefit knowledge of and access to career development services nation-wide. Career development has long been seen as a reactive intervention rather than a proactive one. Given the economic and employment challenges faced by many Canadians there is a real opportunity to position career development as a proactive solution to secure transition, employability, and entrepreneurial skills as integral and essential parts of curricula and programs in education and labour sectors.