ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Canada

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Yes

Q5. Who have you consulted with before completing this survey?

Tricia Williams, Director, Research, Evaluation & Knowledge Mobilization, Future Skills Centre
Lorraine Godden, FUSION National Lead, Carleton University.
Valérie Roy, Directrice générale, AXTRA | Alliance des centres-conseils en emploi
Karen L. Blackman, Assistant Deputy Minister, Employment & Labour Market Services Division, Government of British Columbia
Sareena Hopkins, CEO, Canadian Career Development Foundation (CCDF)
Colette Kaminsky, Senior Assistant Deputy Minister, Skills and Employment Branch, Employment and Social Development Canada

About you

Q6. What is your name?

Donnalee Bell

Q7. What organisation do you work for?

The Canadian Career Development Foundation

Q8. What is your job title?

Co-CEO

Q9. What is your email address?

d.bell@ccdf.ca

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Canada

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)		X		
Young people in university or higher education		X		
Young people not in education or work (e.g. NEETs)		X		
Adults in education		X		
Adults in work			X	
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants		X		
People in the criminal justice system	X			
Employers/businesses		X		

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

People with disabilities, refugees who are claimants, and immigrants who have permanent status. All, however, must be unemployed or precariously employed to see an employment counsellor.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Q14. How far do you agree with the following statements?

The career development policies, programmes and services in my country are meeting the career needs of the population.					X
School leavers in my country are well prepared for successful transitions to work or further learning.				X	
There is a strong evidence base to support the provision of career development services in my country.	X				
AI is having a major impact on the education system in my country.			X		
AI is having a major impact on labour market in my country.			X		
AI is having a major impact on the provision of career development services in my country.		X			

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Canada's career development service system is delivered through 13 jurisdictions (10 provinces and 3 territories). Responsibility for career and employment services rests primarily with provincial and territorial governments, while the federal government funds Indigenous-led employment and career services through the Indigenous Skills and Employment Training (ISET) Program. Most public employment services are financed through a combination of provincial and territorial investments and bilateral labour market transfer agreements with the federal government. Through the Labour Market Development Agreements (LMDAs) (supporting individuals eligible for Employment Insurance) and the Workforce Development Agreements (supporting youth, newcomers, persons with disabilities, and others not eligible for Employment Insurance), the federal government contributes nearly $3 billion annually. In 2017, the Government of Canada also established the Future Skills Centre (https://fsc-ccf.ca/), a pan-Canadian innovation hub that funds research and rigorous evaluations to identify effective approaches to skills development and accelerate the adoption of evidence-informed practices.
The sector is estimated to employ between 40,000 and 60,000 professionals working in more than 1,600 organizations (Blanchard & Taylor, 2024). Over the past three decades, Canada has made significant progress in professionalizing the field through a Competency Framework, a Code of Ethics (currently being updated to address the ethical use of artificial intelligence), and, in 2025, a voluntary competency-based National Certification. These milestones have been achieved largely through sustained volunteer sector leadership rather than through government mandate. Although Canada has no national career development association, eight provincial associations collaborate to advance professional practice. Nova Scotia is the only jurisdiction requiring frontline practitioners to hold national certification. In Quebec, career counsellors are a regulated profession, and robust training is offered, including university degrees specializing in career development at both undergraduate and graduate levels. However, outside of Quebec, in Canada's 9 other provinces and 3 territories, while general counsellors/therapists may be regulated, specialized training in career counselling is not required. There is an urgent need to extend advanced training to the other provinces, as access to professional learning remains fragmented across the country.
Career development in K–12 education is also a provincial and territorial responsibility. Although Canada initiated a two-decade long longitudinal randomized controlled trial that demonstrated the positive effects of sustained, intentional career education during secondary school on wages, educational attainment, employment, skills, mental health, and labour market attachment (Renee, 2025) and the Ministers of

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Education unanimously endorsed the Reference Framework for Successful Student Transitions (https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf) in 2017, implementation of career guidance in schools has been uneven, and remains peripheral in many school systems. At the post-secondary level, career services are widely available, but student use is low, and the services vary considerably in quality and institutional investment. Compounding these challenges, fiscal constraints across Canada's post-secondary sector are leading some institutions to scale back career service programming and reduce staffing, despite growing evidence of the value of career development.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Canadian Career Development Profession – Code of Ethics and Competency Framework: https://cdpc-cedc.ca/our-profession/

National Certification for Career Development Professionals: https://careercertification.ca/
Blanchard, T. & Taylor, L. (2024). Hidden Sector, Hidden Talent: Mapping Canada's Career Development Sector, Toronto: Challenge Factory & CERIC https://ceric.ca/publications/hidden-sector-hidden-talent-mapping-canadas-career-development-sector/
Blueprint ADE. (2023). Reimagining Career Services. https://blueprint-ade.ca/reimagining-career-services
The Canadian Career Development Foundation. (2026). In Motion & Momentum+. https://immplus.ca/
Council of Ministers of Education, Canada. (2017). Reference Framework for Successful Student Transitions, https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf
Department of Finance Canada. (2019). Backgrounder: Future Skills. Backgrounder. Ottawa: Department of Finance Canada. https://www.canada.ca/en/department-finance/news/2019/02/backgrounder-future-skills.html
Domene, J. & Redekopp, D. (2024). Addressing the "Spin Cycle" in Employment Services Across Canada: Understanding the Need for Pre-Employability Programming, Canadian Career Development Foundation, https://immplus.ca/wp-content/uploads/CCDF_SpinCycleReport.pdf
Godden, L., & Borgen, R. (2024). "Professionalizing the Canadian Career Development Sector: A Retrospective Analysis." Canadian Journal of Career Development 23, no. 1: 34–47. https://cjcd-rcdc.ceric.ca/index.php/cjcd/article/view/3196
Labour Market Information Council and Future Skills Centre. (2021). Are Adults Making Use of Career Services in Canada? https://lmic-cimt.ca/are-adults-making-use-of-career-services-in-canada/
Mixtmode & The Canadian Career Development Foundation. (2026). Thriving Workplaces. https://thrivingworkplaces.net/
Organization for Economic Co-operation and Development. (2022a). Assessing Canada's System of Impact Evaluation of Active Labour Market Policies. Connecting People with Jobs. Paris: OECD Publishing. https://doi.org/10.1787/27dfbd5f-en
Organization for Economic Co-operation and Development. (2022b). Career Guidance for Adults in Canada. Getting Skills Right. Paris: OECD Publishing. https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/02/career-guidance-for-adults-in-canada_d00d4273/0e596882-en.pdf
Renée, Laetitia. (2025). "The Long-Term Effects of Career Guidance in High School and Student Financial Aid: Evidence from a Randomized Experiment." American Economic Journal: Applied Economics, 17 (2): 165–83.
Social Research and Demonstration Corporation (2022). Career development services and skills development programs: Gaps, innovations, and opportunities. https://www.srdc.org/wp-content/uploads/2022/07/cds_report_en.pdf
Statistics Canada. (2026). Duration of unemployment, monthly, seasonally adjusted (Table 14-10-0342-01) [Data table]. https://doi.org/10.25318/1410034201-eng

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Despite profound shifts in the labour market, Canada's public employment services remain organized around a policy framework developed for a very different economy. The system continues to prioritize rapid labour market attachment over lifelong career development, directing most provincial, territorial, and

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

federal investments toward individuals who have recently lost employment. This "jobs-first, fail-first" approach is increasingly at odds with labour market realities.

Canada is experiencing its highest level of long-term unemployment (23.3%) since the aftermath of the early 1990s recession, excluding the temporary distortions caused by the COVID-19 pandemic (Statistics Canada, 2026). Youth unemployment has also increased, whereas employers continue to report labour shortages and difficulty recruiting workers with the skills, confidence, and work readiness they require. Nearly 40% of employment service caseloads are repeat clients, suggesting that the current model is not producing sustainable labour market attachment (Domene & Redekopp, 2024). The system also remains rooted in a traditional "learn, earn, retire" model rather than supporting lifelong career development through continuous learning and work (Blueprint ADE, 2023). Canada invests just 0.2% of GDP in active labour market policies, compared with the OECD average of 0.4%, ranking 23rd of 32 OECD countries in spending per unemployed person (OECD, 2022a).

In the educational system, while guidance services are offered to secondary students, these services are largely limited to course selection and are often offered by personnel with no training in career development. Post-secondary career services are inconsistent and, in many jurisdictions, shrinking or disappearing due to budgetary constraints. This is despite concerns about increasing youth unemployment and evidence that early career development interventions yield positive educational and labour market outcomes.

Encouragingly, the Future Skills Centre's investment in innovation and evidence generation is challenging traditional service models. Governments are beginning to recognize the importance of career-readiness interventions for individuals with complex pre-employment needs, investing in programs such as In Motion & Momentum+ (www.immplus.ca). Provinces are also experimenting with dual-client models (e.g., the FSC-funded innovation project, Thriving Workplaces - https://thrivingworkplaces.net/), in which career services support work seekers, workers, and employers simultaneously. However, these innovations remain the exception rather than the norm.

The evidence suggests that Canada does not simply need better career development programs—it needs a different career development system. Sector leaders have long advocated for a National Career Strategy to renew investment, expand lifelong access to career development, and position employers as active partners in Canada's career development system.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.		X			
Career development services support entrepreneurialism.			X		
Career development services help to address employers' skills and labour needs.			X		
Career development services can be accessed by small and medium sized			X		

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
businesses (SMEs).					
Career development services improve levels of job satisfaction.				X	
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).			X		
Career development services support equality of access to learning and work opportunities.			X		
Career development services contribute to the green transition.				X	

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Canada supports productivity through a shared federal–provincial/territorial approach to career development. The federal government invests in career development through Labour Market Transfer Agreements, which fund training and public employment services while allowing provinces and territories to tailor programs to regional labour market needs. Annual reporting requirements are intended to promote accountability and continuous improvement, while the Federal Forum of Labour Market Ministers provides a mechanism for jurisdictions to share promising practices and innovations.
Despite these investments, Canada has experienced declining productivity over the past decade, even though it has the highest proportion of post-secondary educated adults in the G7. This "productivity paradox" has been attributed to the underutilization of talent, skills mismatches, and an over-reliance on academic credentials. This paradox is serving as a “wake-up call”. In response, governments are beginning to shift their focus from responding to unemployment toward supporting lifelong career development that enables people to continually develop, adapt, and apply their skills throughout their working lives.
Emerging priorities include expanding access to lifelong career development services, increasing work-integrated learning opportunities, adopting dual-client service models that support both employers and workers (as demonstrated in New Brunswick and Nova Scotia through the Thriving Workplaces initiative - https://thrivingworkplaces.net/), and investing in mid-career reskilling (Ontario) as artificial intelligence and other technological advances reshape work. These approaches aim to improve workforce adaptability, strengthen employers' ability to recruit and retain skilled workers, and better align education, training, and workforce development with evolving labour market needs.

Quebec provides one example of this shift through the Commission des partenaires du marché du travail (https://www.cpmt.gouv.qc.ca/), which brings together employers, labour, education, and community organizations to guide workforce policy. Through initiatives such as Impulsion-Compétences (https://www.cpmt.gouv.qc.ca/promoteurs-de-projets-de-formation/programmes-daide-financiere/programme-impulsion-competences/), the Commission supports employer-led training and retraining projects that strengthen workforce skills, improve business productivity, and enhance employability.
Across Canada, these initiatives reflect a gradual transition from a jobs-first approach toward viewing career development as a strategic investment in human capital. However, these efforts remain fragmented across jurisdictions. A coordinated National Career Development Strategy—supported by aligned policies, sustainable funding, and system-wide implementation—would better position Canada to improve skills utilization, workforce mobility, lifelong learning, and ultimately the country's long-term productivity and competitiveness.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

Canada supports an inclusive economy through career development policies and practices that reduce barriers to labour market participation and expand opportunities for groups that have been historically underrepresented in the workforce. Through Labour Market Transfer Agreements, the federal government provides funding to provinces and territories for career development, employment services and skills training, while allowing jurisdictions to tailor programs to local labour market needs. This flexibility supports national objectives related to equity, inclusion and workforce participation.
Federal investments also target populations facing systemic barriers. The Indigenous Skills and Employment Training (ISET) Program (https://www.canada.ca/en/employment-social-development/programs/indigenous-skills-employment-training.html) supports Indigenous-led, culturally responsive employment and training services that advance self-determination. The Disability Inclusion Action Plan (https://www.canada.ca/en/employment-social-development/programs/disability-inclusion-action-plan.html) invests through the Opportunities Fund (https://www.canada.ca/en/employment-social-development/programs/opportunity-fund-disability.html) to improve workplace accessibility and connect persons with disabilities to meaningful employment. The Women Entrepreneurship Strategy (https://ised-isde.canada.ca/site/ised/en/programs-and-initiatives/women-entrepreneurship-strategy) helps women access financing, mentorship and business networks, while the Youth Employment and Skills Strategy (https://www.canada.ca/en/employment-social-development/services/funding/youth-employment-strategy.html) provides young people with work experience and wraparound supports. Programs such as Settlement Online Pre-Arrival (https://arriveprepared.ca/) also help skilled immigrants align their qualifications with Canadian labour market needs before arrival, reducing skills underutilization and supporting more successful labour market integration.

Canada is also investing in evidence-based innovation. Through the Future Skills Centre (FSC) (https://fsc-ccf.ca/) governments and partners test and evaluate new approaches to workforce development that improve inclusion and labour market participation. One example is In Motion & Momentum+ (https://immplus.ca/), a group-based career development program for individuals facing complex barriers to employment. The program builds confidence, hope, employability skills, and readiness for work, education, or training, and has demonstrated positive impacts on sustained employment through an FSC-funded randomized controlled trial.

Collectively, these policies and practices reflect a growing structural shift from reactive employment services to person-centred career development, enabling more Canadians to participate fully in the economy while helping employers access a broader, more diverse talent pool.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Cardus, The Frustration of Canada's Over-Credentialed Working Class, by Renze Nauta and Sean Speer, (2024), https://www.cardus.ca/research/work-economics/reports/the-frustration-of-canadas-over-credentialed-working-class/
C.D. Howe, Future-Ready Workforce Strategies & Matching Skills Model: Energy Transition Case, (2025).

Future Skills Centre, Interim Update: In Motion & Momentum+ (IM&M+) – March 2025, Canadian Career Development Foundation, (2025). https://immplus.ca/wp-content/uploads/FSC-IMM-Interim-Update-March-2025-Final.pdf
Future Skills Centre. Employer Sponsored Skills Training: A Picture of Skills Training Opportunities Provided by Canadian Employers, (2023). https://fsc-ccf.ca/wp-content/uploads/2023/02/2023-02-Employer-Sponsored-Training_EN.pdf

Future Skills Council. Canada - A Learning Nation: A Skilled, Agile Workforce Ready to Shape the Future, (2020).
Future-Skills-Council-Report-EN.pdf

Government of Canada. Canada and the Sustainable Development Goals. Employment and Social Development Canada. (2026).
https://www.canada.ca/en/employment-social-development/programs/agenda-2030.html

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Government of Canada. Sustainable Jobs Plan: An Interim Plan for 2023-2025. Ottawa: Minister of Natural Resources, (2023).
https://natural-resources.canada.ca/corporate/planning-reporting/sustainable-jobs-plan

RBC, Capitalizing on a Highly Educated Workforce, (2025)
EN-Capitalizing-on-a-highly-educated-workforce-Report-PDF.pdf

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills	X				
Career development services support people to access training	X				
Career development services support the uptake of TVET pathways			X		
Career development services support lifelong learning			X		

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
The practice of compulsory assignment of students with academic challenges to TVET programmes
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education
High rates of drop-out from TVET
Lack of career development services for learners considering TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices
Shortage of employers offering training placements
Poor alignment between TVET provision and employers' needs

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

In Canada, entry into technical and vocational education and training (TVET) varies by province or territory and by the type of education or training pursued. Multiple pathways allow learners to enter vocational education at different stages of their educational journey.

High school pathways (ages 15–18). Many provinces offer dual credit, experiential learning, and

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

apprenticeship pathways while students are still in secondary school. Dual credit programs, typically available in Grades 11 and 12 (ages 16–18), enable students to earn both high school and college credits in fields such as construction, automotive technology, culinary arts, and information technology. Some jurisdictions provide earlier access; for example, Ontario's Ontario Youth Apprenticeship Program (OYAP) (https://www.oyappajo.com/) and several Alberta school board programs begin at age 15. Experiential learning, including cooperative education, technological education, and career and technology studies, can also begin in high school. Alberta's Career and Technology Foundations (https://open.alberta.ca/publications/career-technology-foundations-ctf-overview-information-guide) is noted for introducing career exploration in technical and vocational sectors as early as Grades 5–9 (ages 10–14).

Apprenticeships (typically ages 16–18+). Apprenticeships combine paid, on-the-job training with classroom instruction. Entry requirements vary across provinces and territories. Graduates receive a certificate of qualification and, in many trades, may obtain a Red Seal Endorsement (https://red-seal.ca/eng/about/program.shtml), recognized across Canada.

Post-secondary TVET (typically age 17–18+). Colleges, polytechnics, institutes of technology, career colleges, and vocational schools generally require a high school diploma, although some programs admit mature learners without one. In Quebec, CÉGEPs (https://fedecegeps.ca/en/what-is-a-cegep/) provide both technical and pre-university programs beginning at approximately age 16.

Work-integrated learning (WIL). WIL is primarily offered through colleges and universities (no minimum or maximum age range) and has expanded rapidly due to substantial federal investment. By the end of 2024, 83 Canadian institutions offered more than 6,200 WIL programs. Research consistently demonstrates that WIL strengthens transferable skills, improves graduate employability, and helps align post-secondary education with labour market needs.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Youth labour market outcomes in Canada have weakened in recent years. In September 2025, unemployment among 15- to 24-year-olds reached 14.7%—the highest level in 15 years, excluding the COVID-19 period (2020–2021) (Statistics Canada, 2025). At the same time, the proportion of youth who were not in employment, education, or training (NEET) increased from 10.2% in 2022–23 to 11.3% in 2023–24 (Layton et al., 2025). This increase was driven in part by declining labour force participation among less-educated young men in their 20s, alongside persistently high unemployment among racialized youth and university-educated immigrants (Layton et al., 2025).

Although Canadians can begin technical and vocational education and training (TVET) pathways as early as age 15 through dual credit programs, career and technical education, and youth apprenticeship initiatives, decisions that shape these opportunities often occur much earlier through high school course selection. The prerequisite courses for many post-secondary and apprenticeship pathways can lead students to eliminate future options before they fully understand their interests, strengths, or career opportunities. Consequently, timely, high-quality career development is essential. Most provinces and territories have career-related learning in the K–12 curriculum, but its quality largely depends on local implementation and the interest and expertise of teaching staff. There are pockets of excellent programs across Canada; however, even where these exist, many youth—especially NEET youth—struggle to find or access them. Supports are often fragmented, delivered by multiple actors with limited visibility or coordination (Blueprint, 2025). Another major challenge for students interested in TVET is the longstanding bias in the education system toward academic post-secondary pathways. One notable exception is Quebec. Its publicly funded first stage of higher education (CEGEP) provides a structured pathway to university and technical career programs, with career development programming and services integrated throughout. This model strengthens students' career decision-making and readiness for technical and vocational education and training (TVET).

Another limiting factor is that while apprenticeship pathways are available to secondary school students,

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Canadian evidence shows that most apprentices do not begin immediately after high school. Statistics Canada's National Apprenticeship Survey found that the average age at registration is 27 years, with nearly half (47%) of apprentices registering at age 25 or older (Frank & Jovic, 2017). Many enter the skilled trades after working in other occupations, returning to education, or making a career change, demonstrating a need to enhance career information about technical careers at an earlier age.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

The Government of Canada has recently announced several initiatives to strengthen skill development and career awareness of the opportunities available to Canadian workers. For example:
• The federal government has launched the “Team Canada Strong” plan, which aims to recruit and train 100,000 new Red Seal trades workers through a $ 6 billion investment in apprenticeship training and infrastructure to support it (Prime Minister of Canada, 2026).
• The government will invest up to $94.5 million over 5 years through the Sectoral Workforce Solutions Program (SWSP) to provide consistent labour market information across key sectors, helping coordinate the supply and demand of skilled labour. This will include tools such as forecast reports, job vacancy dashboards, and sector-specific growth opportunities to provide training providers with a clear understanding of the unique needs within each sector (Government of Canada, 2026).
• In 2021, the Government of Canada updated its essential skills program with an updated foundational skills model called Skills for Success. The SFS Program provides funding to training, education and employers to:
• design and deliver foundational and transferable skills training to individuals
• develop assessment and training tools related to the Skills for Success Model; and
• develop innovative approaches and conduct research to support skills development of adults, with a focus on underrepresented groups in the workplace (https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html).

The increased investment in skilled trades training is a welcome response to Canada's labour market needs. However, it is being funded, in part, through a 15% reduction to Workforce Development Agreements, which support youth, newcomers, persons with disabilities, and other individuals who are not eligible for Employment Insurance. This shift risks reducing access to career development and skills training for many of the Canadians who face the greatest barriers to labour market participation.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

Blueprint. (2025). Mapping youth pathways from education to employment: What we know and how to strengthen supports across Canada. Future Skills Centre. https://fsc-ccf.ca/wp-content/uploads/2026/04/Mapping-Youth-Pathways-Blueprint-2025.pdf
Calgary Board of Education. (2026, April 13). Unique pathways & off-campus education. https://cbe.ab.ca/programs/high-school/unique-pathways-and-off-campus-education/Pages/default.aspx
Central Board of Education Canada. (n.d.). Vocational pathways. https://cbecanada.ca/vocational-pathways/
Crocker, B., Hall, C., & Janzen, R. (2024, March 7). Careers, growth, and knowledge: The leading motivations to attend higher education in 2023.Academia Forum. https://forum.academica.ca/forum/careers-growth-and-knowledge-the-leading-motivations-for-applicants-in-2023
Dreesha, M., Lacroix, E., Pizarro Milian, R., & Seward B. (2025). Gender-based disparities in co-op participation: A view from Canada. International Journal of Work-Integrated Learning, 26(4), 753–769.
Drewery, D. (2025). 2024 data report CEWIL Canada. CEWIL Canada.
Drewery, D. (2023). 2022 data report CEWIL Canada. CEWIL Canada
Frank, K., & Jovic, E. (2017). National Apprenticeship Survey: Canada overview report, 2015 (Catalogue No. 81-598-X). Statistics Canada. https://www150.statcan.gc.ca/n1/pub/81-598-x/81-598-x2017001-eng.htm
Government of British Columbia. (2026, July 3). Dual credit. https://www2.gov.bc.ca/gov/content/education-training/k-12/support/dual-credit
Government of Canada. (2026, March 9). Government of Canada announces significant investment to strengthen workforce development across key economic sectors. https://www.canada.ca/en/employment-

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

social-development/news/2026/03/government-of-canada-announces-significant-investment-to-strengthen-workforce-development-across-key-economic-sectors.html
Government of Ontario. (2019, October 18). Dual credit programs. https://www.ontario.ca/page/dual-credit-programs
Government of Ontario. (2016, November 8). Ontario Youth Apprenticeship Program. https://www.ontario.ca/page/ontario-youth-apprenticeship-program
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Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.		X			
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.					X
Policies for social inclusion intersect with policies for education, training, and employment.			X		

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	X
Women and girls	X	X
Men and boys	X	X
Ethnic minorities	X	X
Religious minorities		
Lesbian, gay, bisexual and transgender people	X	X
People from low-socio-economic backgrounds	X	X
People with low skill levels	X	X
Migrants		
People with disabilities	X	X
People with health and mental health challenges	X	X
Younger people	X	X
Older people	X	X
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

In Canada, career development falls under the jurisdiction of provincial and territorial governments, which take different approaches. In each, publicly funded career development services generally focus on helping the most vulnerable individuals enter and remain in the workforce, particularly recipients of social assistance programs and people from groups that are underrepresented in the labour market, such as older workers, immigrants, First Nations, Métis and Inuit people, and people with disabilities. For example, in Quebec, the provincial Ministry of Employment and Social Solidarity issues an annual action plan that includes a mandate to work collaboratively with partners to meet the needs of vulnerable and disadvantaged people.

Several jurisdictions also include measures to encourage employers to adapt their human resources management practices to a diverse workforce and ensure that they are better equipped to welcome and sustainably integrate people from groups that are underrepresented in the labour market. For example, the Government of Newfoundland and Labrador has developed programs that help rural communities attract, welcome, and retain newcomers to address labour shortages, population decline, and regional economic development (see https://www.gov.nl.ca/immigration/newfoundland-and-labrador-settlement-and-integration-program/?utm_source=chatgpt.com).

Several provinces include formal mechanisms to advise the government on the needs and challenges of different groups in the labour market. For example, the Commission des partenaires du marché du travail (CPMT) (https://www.cpmt.gouv.qc.ca/) in Quebec has eight different advisory committees. The specific groups to which provincial and territorial governments are attuned vary, but many pay attention to the following groupings: young people; women; people with disabilities; immigrants and refugees; people with a criminal record; First Nations people and Inuit; official language minority groups; and people aged 45 and older.

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

While guidance services are accessible to students in secondary school, these services are largely limited to assistance with course selection and are often offered by staff with no formal training in career development. A notable exception is the Province of Nova Scotia, where students have access to a “School Liaison”, a trained career development professional who works as part of the public employment system but focuses specifically on supporting students with their career development.

Students in some post-secondary programs may have access to career services, but the scope and quality vary considerably, and usage is low.

Publicly funded career development services are typically available after experiencing a work interruption while accessing income and/or social assistance supports. Some governments are considering more preventive interventions, such as the Government of Nova Scotia, which is piloting an approach to provide career development services before an employment interruption.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

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Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

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Tertiary Education
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