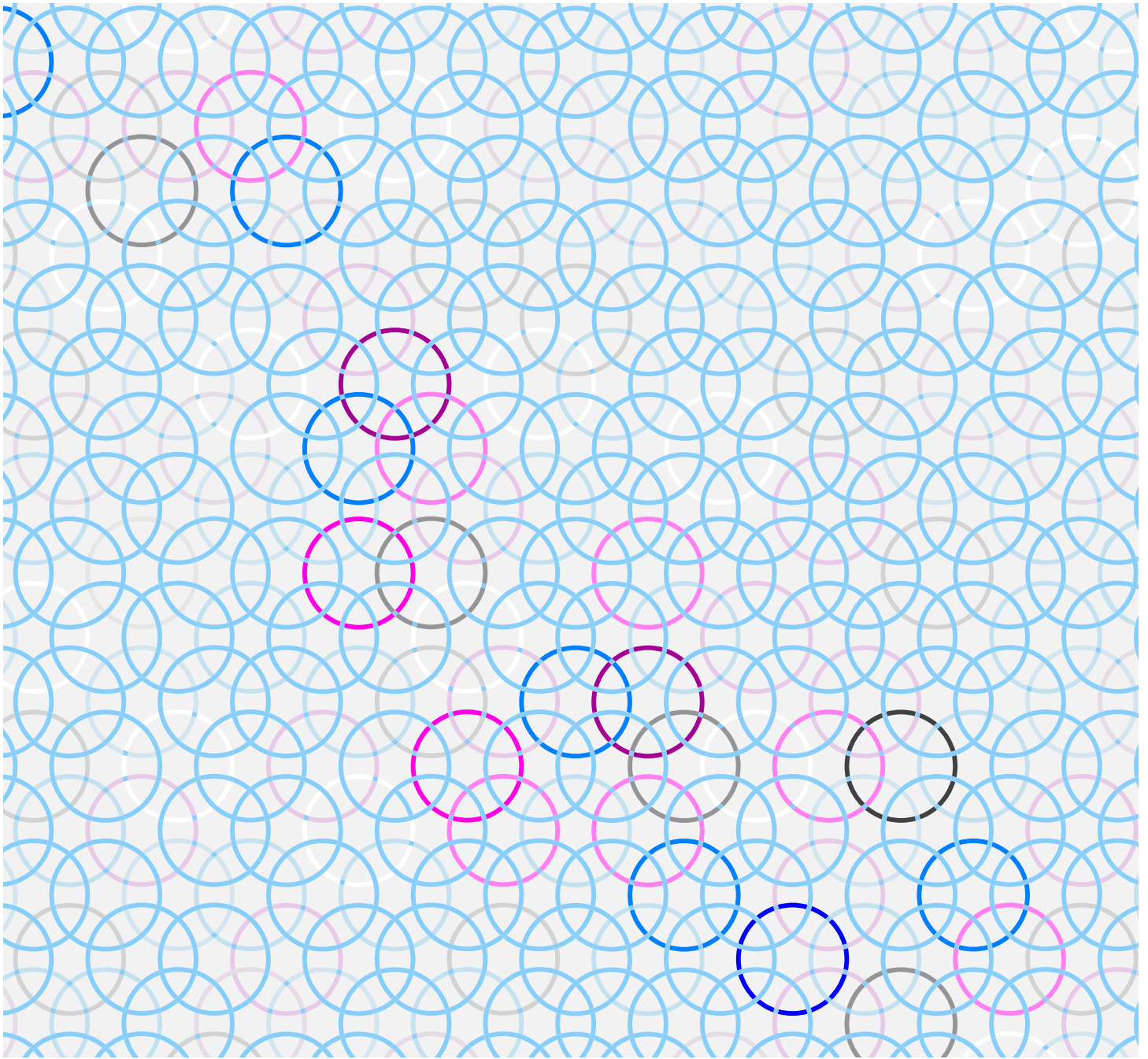




Career Development Professional Centre

Interim Report

March 2025

Blueprint

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About the Future Skills Centre

The [Future Skills Centre](#) (FSC) is a forward-thinking centre for research and collaboration dedicated to driving innovation in skills development so that everyone in Canada can be prepared for the future of work. We partner with policymakers, researchers, practitioners, employers and labour, and post-secondary institutions to solve pressing labour market challenges and ensure that everyone can benefit from relevant lifelong learning opportunities. We are founded by a consortium whose members are Toronto Metropolitan University, Blueprint, and The Conference Board of Canada, and are funded by the Government of Canada's Future Skills Program.

Le Centre des Compétences futures (CCF) est un centre de recherche et de collaboration avant-gardiste qui se consacre à l'innovation dans le domaine du développement des compétences afin que toutes les personnes au Canada soient prêtes pour l'avenir du travail. Nous travaillons en partenariat avec des personnes chargées de l'élaboration des politiques, des personnes chargées de la recherche, des spécialistes, des employeurs et des travailleuses et travailleurs, ainsi qu'avec des établissements d'enseignement postsecondaire, afin de résoudre les problèmes urgents du marché du travail et de veiller à ce que chacun puisse bénéficier de possibilités pertinentes d'apprentissage tout au long de la vie. Nous sommes fondés par un consortium dont les membres sont l'Université métropolitaine de Toronto, Blueprint et le Conference Board of Canada, et nous sommes financés par le Programme du Centre des compétences du gouvernement du Canada.

About Blueprint

[Blueprint](#) was founded on the simple idea that evidence is a powerful tool for change. We work with policymakers and practitioners to create and use evidence to solve complex policy and program challenges. Our vision is a social policy ecosystem where evidence is used to improve lives, build better systems and policies and drive social change.

Our team brings together a multidisciplinary group of professionals with diverse capabilities in policy research, data analysis, design, evaluation, implementation and knowledge mobilization.

As a consortium partner of the Future Skills Centre, Blueprint works with partners and stakeholders to collaboratively generate and use evidence to help solve pressing future skills challenges.



About this report

This *Interim Report* presents learnings from Phase Two of the Career Development Professional Centre (the Centre): one of four projects in the Re-imagining Career Services (RCS) initiative.

The Centre was launched by the Canadian Career Development Foundation (CCDF) in partnership with MixtMode Consulting (MixtMode) and with support from Blueprint and the Future Skills Centre (FSC). The pan-Canadian project aims to help unify Canada's career development sector, address challenges faced by career development professionals (CDPs), foster professional identity, encourage collaboration and connection, and drive service innovation.

The Centre's first delivery phase launched in spring 2023. Preliminary findings gathered by Blueprint and CCDF from April to October 2023 were presented in our Phase One [Interim Report](#) (May 2024). This second *Interim Report* builds on those findings and shares insights gathered from Phase Two: November 2023 to October 2024.

Our work is organized into four sections:

- **Introduction** (pp. 8–10) presents the critical role of CDPs in Canada's learning ecosystem and the challenges they face in fulfilling their potential. It outlines how the Centre was developed, its components, and corresponding goals.
- **Methodology** (pp. 12–15) shares Blueprint's approach to evidence generation, our learning agenda, data sources, and limitations.
- **Findings** (pp. 16–38) presents key findings on implementation, uptake, user experience, effectiveness, and sustainability planning.
- **Conclusions** (pp. 39–40) summarize what we're learning so far and what's next for the Centre and our evidence generation activities.



Executive summary

This report presents learnings from our evaluation of the Career Development Professional Centre (the Centre), a project in our *Re-imagining Career Services* (RCS) initiative. The Centre was launched by the Canadian Career Development Foundation (CCDF) in partnership with MixtMode Consulting and with support from Blueprint and the Future Skills Centre. As a pan-Canadian initiative, the Centre is designed to unify Canada's career development sector by supporting skills development, cohesion, and growth across the sector. It seeks to make foundational training accessible to career development professionals (CDPs), foster professional identity, encourage collaboration, and drive service innovation. It has six core components:

- i. **Building a New Era Foundational Training:** an affordable, accessible, four-day training course that establishes common language and baseline competencies for CDPs.
- ii. **Social Learning Community:** a dynamic hub for CDPs to share insights and connect through topic-specific groups, discussion forums, and community announcements.
- iii. **Resource Library:** provides access to peer-reviewed literature to help inform CDPs of relevant and timely research and mobilize emerging evidence.
- iv. **Events Calendar:** an inventory of pan-Canadian and international training events and opportunities.
- v. **National Certification:** the Centre helps maintain standards and supports the launch of Canada's National Career Development Certification (NCDC) by convening interest holders, establishing the National Certification Advisory Committee (NCAC), and securing partnerships with the Nova Scotia Career Development Association (NSCDA) to administer the program.
- vi. **Advocacy:** the Centre's leaderships team leverages relationships with government bodies and stakeholders to produce policy briefings and raise awareness of the sector.

The Centre's first phase of delivery was launched in spring 2023. Findings gathered by Blueprint and CCDF in 2023 were presented in our [Phase One Interim Report](#). This second *Interim Report* builds on those findings, sharing insights—on implementation, reach, user experience, training outcomes, and sustainability—from Phase Two: November 2023 to October 2024. We draw from administrative data, surveys of CDPs, and interviews and focus groups with interest holders.

Key findings

On *Building a New Era* foundational training

- In 2024, foundational training was adapted from hybrid to a fully in-person or facilitated online formats. It engaged a wide range of CDPs, with a priority on those who would otherwise not access training, including Indigenous CDPs and those in remote communities.
- The Centre delivered 10 cohorts of foundational training across five provinces/territories (an additional 13 cohorts were completed by the end of October 2024); 191 CDPs attended training and the majority completed it. Most participants faced no challenges to participation.
- The majority of respondents recommended the foundational training, were satisfied with the knowledge gained, found it relevant to their work, and felt they were more aware of the importance of research about career development after completing the training.
- Respondents valued facilitators' open, flexible approach. Nearly all felt they presented learning objectives clearly and felt they adequately explained approaches and concepts, answered questions, and provided support throughout the course.
- Training shows signs of longer-term impact on CDPs. Half or more participants indicated improvements in 10/12 areas of practice. Alumni reported benefits one year later, with most agreeing they learned valuable skills and said they used the skills they learned in their daily work. Additionally, most felt more connected to the sector, read about best practices and/or new evidence in the sector since participating, and expanded their professional networks (and nearly all attributed this to the training).

On the online community and resources

- While the Centre prioritized training over building its online community in 2024, it did increase opportunities for CDPs to connect through 'ChatCDP,' which were online networking sessions that provided CDPs with opportunities to exchange knowledge and overcome isolation. There were 117 ChatCDP registrations for the 11 sessions, with six general 'drop-in' sessions and five to discuss topics such as mental health, ethics, and AI.
- All who responded to the post-ChatCDP survey were satisfied with the events they attended. Most noted gaining new knowledge that will inform their practice and said they learned about relevant resources, felt an opportunity to share their knowledge and experiences, and felt more connected to their fellow CDPs.
- Twenty-seven summaries were posted to the Resource Library since our last report. All who used the Resource Library were satisfied with the quality of content.
- In 2024, the Centre conducted a mapping study with 285 managers and employers in the sector, with plans to develop a curated repository of key professional supports targeted to the broad range of needs identified by managers.

On National Career Development Certification (NCDC)

- After years of sector-wide dialogue, convening stakeholders, and developing a competency-based approach to certification, the Centre established the National Certification Advisory Committee (NCAC); secured a partnership with NSCDA to create a dedicated Career Certification team to administer the program; and piloted the certification exam. The National Career Development Certification (NCDC) program officially launched for the sector at large in December 2024.
- The Centre continues to support certification by hosting and maintaining the profession's Pan-Canadian Competency Framework for Career Development Professionals, National Competency Profile, Code of Ethics, and 'Taking Charge' self-assessment on its website and working closely with the NCAC, NSCDA, and interest holders across Canada.

On sustainability

Advisory members and interest holders agree that federal funding is essential for the Centre's sustainability in 2026 and beyond. The Government of Canada invests substantially in public career and employment services. The Centre is demonstrating its potential to optimize the Government's return on this investment. Interest holders recognize the need to continue building the business case for the Centre through targeted advocacy and engagement with federal, provincial, and territorial governments. They will communicate an evidence-based, data-driven explanation of the needs and barriers to CDP capacity-building in Canada as well as how the CDPC is a cost-effective response.

The Future Skills Centre's funding extension offers a critical opportunity for the Centre's continuous improvement and ability to meet sector needs. In 2025, the Centre plans to:

- Make foundational training available to an estimated 500 CDPs, ensuring that practitioners in need can continue to access training across the country. This funding is critical to reach CDPs who would otherwise have no training in career development and to sustain momentum and impact.
- Further invest in user experience upgrades to its online platform. These enhancements aim to improve accessibility, engagement, and satisfaction among users, ensuring that their interactions with the Centre's digital tools are seamless and effective.
- Develop case studies and policy briefs to highlight the Centre's impacts and illustrate how it aligns with federal priorities: cost-effective approaches to building the capacity of a CDP workforce ready to help Canadians confidently navigate the labour market.

Our *Final Report* (December 2025) will investigate the longer-term impact on participants and discuss options for sustainability planning in greater detail.



1. Introduction

Canada's economy and labour market are undergoing rapid transformations driven by automation, globalization, an aging population, and the enduring effects of COVID-19. Long-term attachment to a single employer is no longer the norm; workers must be agile and ready to upskill, reskill, and transition to new careers. By 2030, one in 16 workers may need to switch occupations.¹

Career development services have an important role to play in helping workers acquire new skills and navigate frequent employment transitions. Research demonstrates that these services help people make informed decisions, gain valuable competencies, and achieve better job satisfaction and economic outcomes.^{2,3,4} But Canada's labour market development policies and programs tend to assume a linear “learn-work-rest” trajectory rather than a continuous cycle of acquiring new knowledge and skills. This leaves a gap for working adults who need to upskill or reskill while remaining employed. As highlighted in our report, [Reimagining Career Services for the Future of Work](#), this missing “third pillar” — career and skills development for employed individuals — is critical to ensuring Canadians can navigate our increasingly dynamic labour market.

Many workers lack access to career services that help smooth transitions, reduce barriers to training, and foster informed decision-making. While some Canadians can access career coaching through employers or by paying privately, most cannot afford to access these services. Publicly funded career services often exclude working adults due to restrictive eligibility criteria, leaving a significant portion of the population underserved.

Career Development Professionals (CDPs) operating in publicly funded employment services are uniquely positioned to deliver affordable and accessible “third pillar” services. CDPs can help individuals balance learning and work, enhance skills, secure employment, and access personal and professional growth opportunities. They can also assist employers in identifying workforce needs and support stronger recruitment and retention.

But CDPs also face systemic challenges that hinder their ability to meet these demands, including:

- **Underinvestment in career development.** Employment services tend to prioritize rapid job attainment, resulting in limited investment in career development skills and services. While some jurisdictions are shifting toward sustainable employment outcomes, investment remains inconsistent.
- **Limited professional development opportunities.** Many CDPs lack access to training and upskilling opportunities, particularly those already employed. This limits their ability to stay current with evolving workforce demands.
- **Barriers to certification.** Professional certification is relatively costly given average CDP salaries. It requires an investment of time that is often not supported by employers and not yet endorsed by all governments, creating limited value in the job market. Despite this, CDPs have demonstrated strong support and early signs of uptake for certification.

1 Lund, S., Madgavkar, A., Manyika, J., Smit, S., Ellingrud, K., & Robinson, O. (2021, February). *The future of work after COVID*. McKinsey Global Institute. <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19#/>

2 Reese, R., & Miller, C. (2006). Effects of a university career development course on career decision-making self-efficacy. *Journal of Career Assessment*, 14, 252–266. <https://doi.org/10.1177/1069072705274985>

3 Bimrose, J., & Barnes, S. A. (2006). Is career guidance effective? Evidence from a longitudinal study in England. *Australian Journal of Career Development*, 15(2), 19–25. <https://journals.sagepub.com/doi/10.1177/103841620601500205>

4 Harrington, T. F., & Harrington, T. A. (2006). Practice and research in career counseling and development – 2005. *The Career Development Quarterly*, 55(2), 98–167. <https://psycnet.apa.org/doi/10.1002/j.2161-0045.2006.tb00010.x>

- **Technological constraints.** Funding limitations and outdated infrastructure hinder the adoption of advanced technologies, reducing the efficiency and scalability of services.
- **Sector fragmentation and jurisdictional variation.** CDPs operate in diverse settings—non-profits, educational institutions, and private organizations—with variability in roles, credentials, and resources. Inconsistent recruitment standards and varied job titles weaken professional identity—many CDPs do not identify with the profession, further limiting opportunities for networking and collective growth.⁵ Moreover, employment services are governed provincially and territorially. This enables tailoring to local needs, but it also means there are up to 13 different approaches to career services. Fragmentation and diversity complicate capacity building, advocacy, data gathering, coordinating of initiatives, and creating a unified commitment to evidence-based service delivery.
- **Limited visibility among interest holders.** Policymakers, employers, and others often overlook and lack awareness of the sector and its challenges. Like the sector itself, advocacy efforts are fragmented, with provincial organizations working in isolation rather than through a unified, national approach. This lack of visibility hinders alignment on goals and strategies for addressing pan-Canadian needs.

Taken together, these factors point to a need for enhanced collaboration to address national challenges at scale and strengthen the overall impact of career services.

1.1. Project history

In response, the Career Development Professional Centre (the Centre) is creating momentum towards a unified front, a consistent understanding of the profession, and greater professionalization. The Centre is led by CCDF in partnership with MixtMode (see **Box 1** on the following page) with support from Blueprint and the FSC. It launched in spring 2023 as a pan-Canadian professional centre of excellence for CDPs, drawing on CCDF and MixtMode's decades-long experience in enhancing career services and developing practitioner capacity.

In 2022, the project leads conducted a feasibility study, including approximately 30 stakeholder interviews, 47 community engagement sessions with 450 participants, and an online survey receiving over 560 responses. The study re-affirmed the need for an initiative to effectively address professional development needs in the sector. CCDF next established an Advisory Council composed of 12 career development experts and leaders to guide and shape the Centre's design (see **Appendix A** for a list of members and their experience).

⁵ A recent report projected that there may be between 16,000 to 60,000 core professionals in career development, depending upon the definition used. The fact that many professionals do not identify with the profession contributes to and is compounded by a lack of opportunities to network, connect, and learn. For more, see: Blanchard, T., & Taylor, L. (2024). *Hidden sector, hidden talent: Mapping Canada's career development sector*. CERIC. <https://ceric.ca/publications/hidden-sector-hidden-talent-mapping-canadas-career-development-sector/>

Since its launch, the Centre has provided training, opportunities for CDPs to connect, and resources to increase their sector awareness, including its standards and competencies. Overall, the Centre's aims are to elevate CDPs' capacities by:

- increasing professionalization in the career development sector through enhancing CDPs' understanding of their scope of practice, their sense of professional identity and connection to a professional community, and their knowledge of evidence-based/informed practice;
- equipping CDPs with the ability to deliver high-quality, person-centred, future-oriented career services; and
- strengthening CDPs' voices in shaping policy decisions to reflect frontline realities and incorporate robust evidence.

| **Box 1** | Project partners

Canadian Career Development Foundation

The Canadian Career Development Foundation (CCDF) is an internationally renowned organization with proven expertise in the field of career development. CCDF is a non-profit, project-based organization with a national Board of Governors, expert staff, and a global network of specialist associates. CCDF leverages career development to enable Canadians to manage learning and work, acquire and enhance skills, seek/create employment, and access targeted and timely services in an increasingly complex, interdependent, and changing world. Through this work, CCDF promotes positive health, social, and economic outcomes for individuals, institutions, and communities.

MixtMode Consulting

MixtMode Consulting (MixtMode) is a project-based consulting agency that focuses on strengthening and modernizing career and workforce development services. MixtMode's expertise evolved from operating government-funded career services for 25 years in British Columbia, delivering services in rural and remote settings across many different client needs and demographics. With a comprehensive understanding of all facets of the career development sector, MixtMode offers relevant and innovative solutions for practitioners, service providers, educational institutions, and governments.

1.2. The Centre model

The Centre's six core components and corresponding objectives are summarized in **Table 1** on the following page. Our Phase One [Interim Report](#) presented findings on delivery from spring to October 2023. Since then, CCDF has continued to develop each component. Further information on their implementation up to the end of 2024 can be found in section **3. Findings**.

| **Table 1** | Core components of the Centre

Model component	Description and goals
 Building a New Era Foundational Training	The Centre's core, four-day training course, <i>Career Development Practice: Building a New Era</i>, focuses on the fundamental principles of career development service work, acting as a foundation for future learning. Its objectives are to deliver affordable and accessible training for working CDPs and establish common language and baseline competences for delivering quality career services.
 Social Learning Community	Professionals in the sector lack opportunities to network, learn from each other, and generally connect with others in the profession. The Social Learning Community acts as a dynamic hub for CDPs to share insights and engage in meaningful discussions. Practitioners can participate in topic-specific groups, explore thought-provoking discussion forums, and stay informed through community announcements. The Community fosters professional connections and collaboration among CDPs and helps them nurture their professional identity.
 Resource Library	The Resource Library offers CDPs up-to-date summaries of peer-reviewed literature, making emerging evidence-based research accessible in both English and French. Its aim is to help CDPs stay informed of the latest developments in the profession and to help them mobilize emerging evidence on 'what works.' This is especially important for provincial and territorial career development associations without funding or capacity to advance this type of work.
 Events Calendar	The Centre features an Events Calendar to share information about Canada-wide and international training events and opportunities for CDPs to forge connections with and learn from peers, leaders, and experts in the field. Connecting CDPs with existing training resources can help avoid duplication of efforts.
 Maintaining Standards and Convening Stakeholders to Launch the National Certification	Building on years of sector-wide dialogue, the Centre played a key role in establishing consensus for a national certification program. This involved creating the National Certification Advisory Committee (NCAC),⁶ organizing meetings, and fielding concerns from interest holders. Through CCDF, and with funding from the Government of Nova Scotia, the Centre established a license agreement with the Nova Scotia Career Development Association (NSCDA) to form a dedicated Career Certification team to administer the certification. Canada's National Career Development Certification (NCDC) was piloted and launched in 2024. The certification uses a validated, competency-based Recognition of Prior Learning (RPL) model to recognize education and skills and is conveniently accessible for CDPs, their employers, and training providers. Its objectives are to: i) promote the integration and application of a national certification for CDPs; ii) empower CDPs with standardized, national recognition of their expertise and skills; and iii) facilitate regular reviews and updates of standards to reflect leading practices. The Centre continues to support national certification by hosting and maintaining the profession's newly published Pan-Canadian Competency Framework for Career Development Professionals and related resources (e.g., its National Competency Profile and Code of Ethics) on its website and working closely with the NCAC, Career Certification team, and interest holders across Canada.
 Advocacy	The Centre's leadership team leverages relationships with various government bodies and interest holders to provide timely, research-based policy briefings, facilitating the transition from awareness to policy integration and practical application. This work aims to raise awareness of the sector and its challenges and highlight the profession's critical contribution to the socio-economic well-being of individuals, businesses, and communities across Canada.

⁶ According to [the NCDC website](#), the NCAC is a "volunteer group that upholds the quality and integrity of the process and assessment instruments used throughout the certification process. The committee ensures the criteria are shaped to reflect the career development sector across Canada."

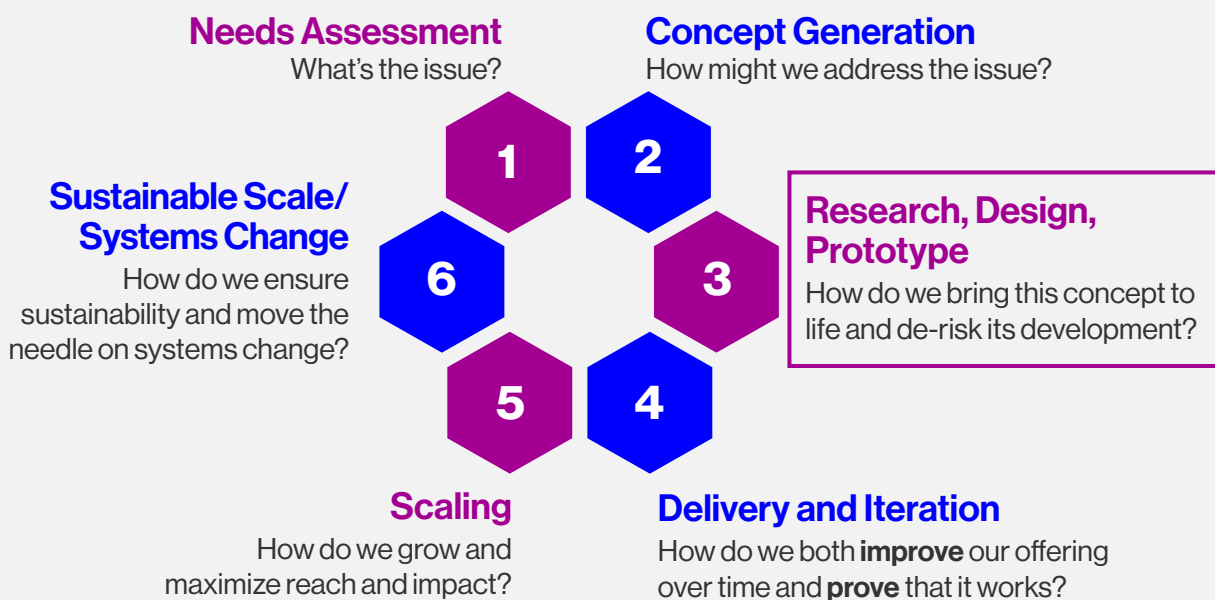
2. Methodology

2.1. Blueprint's evidence generation approach

To support the scaling-up of promising interventions, Blueprint has developed a novel approach to evidence generation that fits within the six stages of the innovation cycle (**Figure 1**). By understanding an intervention's stage of development, we can determine the most appropriate tools to advance it to the next. For more details about our evidence generation strategy, see p. 15 of our [Re-imagining Career Services](#) report.

In a well-functioning innovation ecosystem, innovations move along the cycle, starting with needs assessment, moving to conceptualization and design, and on to delivery, testing, and iteration. For interventions proven to work, the goal is to expand to meet the need at scale and create system changes to institutionalize the innovation.

Figure 1 | The six-stage innovation cycle



The Centre is currently between stages three and four. Advocacy work and online components—the Social Learning Community, Resource Library, and Event Calendar—are in the Research, Design, Prototype stage, as efforts are underway to refine the approach to best meet end-user needs. Meanwhile, the foundational training and National Certification are at stage four, Delivery and Iteration, as CCDF has tested these designs and is now focusing on how to improve them over time with new cohorts.

Aligned with the stages above, we explore outcome-specific questions for foundational training and implementation and user experience across all Centre components.

2.2. Learning agenda

Our learning questions were:

1. Implementation

- What progress and adaptations were made to the model?
- Is the Centre addressing gaps in the sector according to interest holders?

2. Uptake and user experience

- To what degree is the Centre reaching CDPs?
- What are users' views of the quality and utility of the Centre offerings?

3. Effectiveness

- What professional outcomes are CDPs achieving from foundational training?
 - Have CDPs expanded their scope of practice?
 - Have CDPs improved their connection to professional communities?
 - Have CDPs improved their sense of professional identity?
 - Are CDPs more aware of evidence-based practices?
- What enablers and/or constraints affected learning application?

4. Sustainability

- What are project partners learning about the future sustainability of the Centre?

The report presents findings based on new data collected from November 2023 to November 2024. **Table 2** describes our mixed-methods approach to data collection.

| Table 2 | Data sources, timeframes, and response rates

Data source	Date	Responses (rate)	Description
CCDF staff updates	Ongoing	N/A	Reflections captured by Blueprint in conversations with CCDF during regular check-ins.
Administrative data	Nov. 2023 to Oct. 2024	N/A	Captured through the Centre during delivery. Data focused on enrolment, participation, and number of users.
Manager/supervisor mapping study survey	Jan. to Mar. 2024	285 ⁷	Administered by CCDF. Captured the training needs of CDP managers/supervisors.
ChatCDP survey	Jan. to Sept. 2024	17 ⁸	Administered by CCDF. Captured participants' perceptions and benefits of the session.
Foundational training alumni survey	May to June 2024	139 ⁹	Designed and analyzed by Blueprint and distributed with the help of foundational training facilitators. Captured the experience of those enrolled from Apr. to June 2023 in applying foundational training one year later and their use of the Centre's online components.
Foundational training exit survey	June to Nov. 2024	70/191 (37%)	Administered by CCDF. Captured participants' perceptions and experiences completing the training and their perceived likelihood of applying their learnings. Blueprint also conducted follow-up interviews with two participants in Nov. 2024 to capture additional context about their training experiences and the benefits they experienced afterward.
Advisory stakeholder interviews	July to Sept. 2024	11/12 (92%)	Interviews to capture Advisory Council and CCDF staff perceptions of the Centre's delivery and sustainability. This group includes foundational training facilitators.
National certification stakeholder focus group	July 2024	3 groups/ 23 respondents	Focus groups with interest holders who helped establish the National Certification (listed in Appendix B), capturing insights into the rationale, benefits, and experience establishing the certification and the Centre's sustainability.

⁷ Response rate was not available; a snowball technique (i.e., initial participants recruited others from their network, creating a chain referral process) was used for administering the survey, including social media.

⁸ Response rate was not available as attendance for ChatCDP sessions was not tracked.

⁹ Response rate was not available as the survey was distributed by facilitators to as many previous cohorts of foundational training as possible, and sample size was not monitored.

2.3. Data limitations

Findings in this report should be interpreted within the context of certain limitations.

- **Limited generalizability of findings.** Training transitioned from hybrid to fully in-person delivery in 2024. Instead of having in-person CDP participants complete long, complex, paper-based exit surveys, staff allowed them to complete digital versions after the training, on their own time. While this was more convenient for CDPs and staff, it also contributed to lower response rates than in the previous report, decreasing the generalizability of results and increasing the potential for non-response bias. Some individuals chose to share their reflections from the training outside of the survey (e.g., via email to facilitators).¹⁰ Blueprint will continue to work with CCDF to increase response rates for surveys.
- **Limited demographic data.** Leads prioritized engagement of CDPs, who are often overtasked and under-resourced, and worked to limit barriers to Centre access. To maximize CDP engagement, leads ensured a simple registration process that requested basic demographic data. The Centre also conducted outreach to the employers of CDPs, not CDPs individually, which meant limited data collected from foundational training participants during enrolment. Blueprint will continue to explore opportunities with project leads to collect additional demographic data as engagement increases.

¹⁰ CCDF also conducted focus groups with Indigenous cohorts to capture their feedback to inform a knowledge mobilization paper. A report on the findings from the focus groups will be released by CCDF later in 2025.

3. Findings

3.1. Program implementation

What progress and adaptations were made to the model?

1. *Building a New Era Foundational Training*

- From June to October 2024, the Centre delivered **10 cohorts** of foundational training (eight in-person, one hybrid, and one fully online) across **five provinces and territories**.
- As of October 2024, **191 CDPs** attended training and **160** completed the session and submitted a 'demonstration of learning' assignment.
- For this reporting period, we discuss training cohorts completed as of October 31, 2024. At the time of this writing, an additional **11 cohorts** were scheduled to be completed by the end of 2024. For additional details on foundational training cohorts, refer to **Table 4** in **section 3.2**.

Due to funding uncertainties, Centre staff were unsure if the Centre would close in 2025. Therefore, in early 2024, staff reduced emphasis on upgrading the online platform and promoting the online community to instead focus on:

- a. adapting and delivering foundational training, which had stronger evidence of its relevance and impact on learners than other components of the Centre (as indicated in our previous report); and
- b. delivering that training to some of the most underserved CDPs in Canada—those in rural, remote, and Indigenous communities—who often have little access to training and clients requiring the highest levels of support.

After receiving confirmation of 2024 funding, Centre representatives leveraged their connections with career development organizations and local employers in such communities and fostered new connections to gain buy-in. These partnerships helped the Centre recruit participants and ensure the training met community-specific needs.

A strong emphasis was placed on co-creating approaches to learning with Indigenous partners. Flexibility was a key emphasis. This allowed participants to showcase their learning in preferred formats rather than conform to traditional (i.e., Western) and/or rigid evaluation methods. Facilitators recognized each training session as a collaborative effort between the partner organization and participants, remaining open to emergent discussions and specific access needs. The primary focus was on nurturing relationships among participants and between participants and facilitators—on building community and connection—and was a vital precursor to learning.

In response to feedback from participants, foundational training transitioned from hybrid (a mix of self-paced online modules, Zoom, and face-to-face sessions) to fully in-person or facilitated online sessions.¹¹

2. The Social Learning Community and new virtual networking sessions

Advisory members and interest holders noted that members of the career development community requested additional opportunities to network. In January 2024, the Centre launched “ChatCDP”: 1.5-hour online networking sessions hosted on Zoom that provide CDPs (up to 25 at a time) with opportunities to learn from one another and address isolation in the sector. Sessions focused on a pre-set topic or remained open, allowing CDPs to seek peer guidance on a range of professional challenges.

At the time of this writing, **11 sessions** have been held, with **six drop-in sessions** and **five** to discuss specific topics, including mental health, ethics, and the impact of AI. **Table 3** lists dates and topics.

| **Table 3** | ChatCDP sessions held from January to October 2024

Date	Topic
January 11, 2024	National Certification and the Impact of AI on the Field
February 7, 2024	Cannexus24 Conversations
February 26, 2024	Drop-in session (no designated topic)
March 26, 2024	Drop-in session (no designated topic)
April 22, 2024	Drop-in session (no designated topic)
May 9, 2024	Mapping Engagement Challenges in the Career Development Sector: Cultivating Collective Insight and Individual Action
June 6, 2024	Drop-in session (no designated topic)
July 18, 2024	Drop-in session (no designated topic)
August 22, 2024	Drop-in session (no designated topic)
September 19, 2024	Identifying Mental Health Outcomes in Career Development Practice
October 17, 2024	Ethics in Career Development: Shaping Our Daily Work

¹¹ This involved transitioning the hybrid foundational program (two days in person, two days online) to fully in-person training, with four days of face-to-face activities. The previous report highlighted the benefits of in-person connection and that a small segment (**28%**) of participants in the exit survey disliked aspects of the online training due to its lack of convenience and accessibility challenges.

3. Resource Library and curated repository for managers and employers

The Centre continues to provide summaries of recent and relevant articles to support easy digestion and application of information. An additional **27 summaries** were posted since our last report. This research would likely be otherwise inaccessible to CDPs due to membership requirements and/or paywalls.

In 2024, the Centre conducted a mapping study of managers and organizational leaders (**n=187**) in the career development sector to understand their unique challenges and ensure the Centre can advocate for relevant, effective supports. The study found that managers/leaders are tasked with diverse responsibilities, calling for both management and professional career development expertise. Respondents reported struggling with the wide range of skill demands placed on them.

Plans are underway to develop a curated repository of key professional resources to support the broad range of needs identified by managers. While not yet confirmed, topics of interest currently include financial management, proposal/grant writing, and performance management/staff development. Through this work, the Centre hopes to help facilitate greater and more sustained changes in organizations' operations and policies.

4. Events Calendar

The Centre and its members continue to post upcoming events and training opportunities to increase awareness and accessibility.

5. National Certification

Through 2024, the Centre convened key interest holders from across Canada to build consensus for a national certification program and supported the development of the National Career Development Certification (NCDC) (see **Appendix B**). The Nova Scotia Career Development Association (NSCDA) assumed the legal and financial responsibility for administering the NCDC. The Centre also established the National Certification Advisory Committee (NCAC) to work closely with a Career Certification team, established by the NSCDA, to ensure the sector's voice helps shape the program.

The Centre continues to support national certification by hosting and maintaining the Pan-Canadian Competency Framework for Career Development Professionals and related resources on its website and working closely with the NCAC, NSCDA, and interest holders across Canada.

In fall 2024, the Centre and its partners invited CDPs from across Canada (and not currently certified by a provincial body) to participate in a certification exam pilot.¹² The NCDC was officially launched on December 10, 2024, inviting both CDPs who were provincially certified to transfer into the national program and applicants who were not yet certified.

¹² Over 140 individuals applied to participate and 22 were selected. In reviewing applicants, CCDF considered provincial and territorial representation and a diversity of perspectives and experiences. These included cultural identity (e.g., immigrant/BIPOC); gender identity and sexual orientation; location (e.g., urban/rural); level of education (i.e., high school to PhD); years of work in the sector (with a minimum of three years to 20+ years); and sector (private, public, government, military, non-profit, for-profit, sole proprietor, and education). Of the 22 selected, 20 completed the assessment and were recommended for certification.

6. Advocacy

The Centre continues to meet with representatives from Employment and Social Development Canada (ESDC) and other provincial and federal government departments to advocate for increased awareness, representation, and funding for the sector. They also work with provincial associations and smaller organizations to support them in advocating for their needs and the needs of those they serve.

According to stakeholders, is the Centre addressing gaps in the sector?

Findings below are drawn from interviews and focus groups with CDPC Advisory Council members, CCDF staff, and interest holders involved in establishing the NCDC. Overall, respondents indicated that the Centre was beginning to address the following issues:

- Lack of centralized representation of the sector.
- Lack of accessible and foundational training.
- Lack of opportunities for connection among CDPs.

Interest holders believed the Centre is providing a vital, centralized voice for the career development sector; advocating for sector goals; convening stakeholders; and supporting key initiatives, such as national certification. The sector is under-resourced, with limited capacity for coordinated advocacy—small and/or regional organizations must often lead advocacy work on top of competing priorities and with limited resources. Our interest holders reported that the Centre plays a critical role as a centralized voice for the sector, with paid roles dedicated to convening stakeholders, identifying sector-wide needs, and tracking activities. Interviewees found this capacity particularly beneficial for advancing initiatives such as the NCDC (for which the Centre facilitated discussions, fielded concerns and questions from provincial associations, and helped establish consensus for the certification pilot).

“Looking at the folks that we have been working with closely at NSCDA, there’s constant requests for information [about certification], or [questions like], ‘can you tell us more about this?’ and ‘can you offer training on this?’ And that just couldn’t possibly be done in a small amount of time. It couldn’t possibly be done without ... it being a dedicated job for somebody.”

— **National Certification interest holder**

“Even though a lot of the work leading up to where we are now happened before the CDPC ... we couldn’t be launching [a national certification] right now if it weren’t for CDPC. It just wouldn’t have happened.” — **Advisory member**

Interest holders noted the Centre is addressing an acute gap by providing accessible, foundational training—giving many CDPs their first opportunity to learn professional basics and enhance their practice. The sector has long lacked accessible and affordable training opportunities for working practitioners, particularly in terms of foundational learning that serves as a precursor and catalyst for pursuing additional training and professional development. Some Advisory members noted that foundational training was the first opportunity for many CDPs to gain a solid understanding of the basics of career development. One participant noted that training felt “overdue,” and another noted that it was the first training they completed in the field:

“It felt overdue ... as I think it is the basis for all of the work we do.” — **Foundational training participant**

“It is the first training in the career practitioner field, and I am more aware now of what is needed for the territorial staff to learn.” — **Foundational training participant**

Interest holders felt the Centre addressed a fragmented sector by creating essential opportunities for CDPs to connect and network, fostering collaboration and professional relationships. In a field with limited opportunities for connection, Advisory interest holders felt the Centre was creating valuable spaces for CDPs to network. Both Advisory members and certain foundational training participants (via the exit survey) noted that the Centre’s training programs often provided CDPs with their first opportunity to connect with peers. Advisory member interviews highlighted the importance of these opportunities, which are otherwise scarce; as further explored in the following section, the ability to network was seen as a key asset to the training and ChatCDP.

“I am usually working in my office, often with my door shut. I really appreciated the chance to get to know my colleagues.” — **Foundational training participant**

“I think part of the value of facilitating those in-person sessions was that people from other parts of the province, working in very different organizations, have the chance to connect and stay in touch.”
— **Advisory member**

3.2. User uptake and experience

To what degree is the Centre reaching CDPs?

Since the previous report, the Centre provided foundational training to an additional **191 CDPs** in **10 cohorts** across Canada. As shown in **Table 4**, as of October 31, 2024, **84% (160/191)** of CDPs who participated in the training completed the program by submitting a ‘demonstration of learning.’ This final component allows CDPs to reflect on their experiences and insights. Participants choose their preferred format (e.g., a written reflection, conversation with a facilitator, video or audio recording, or work of art).

Table 4 | Foundational cohort locations, dates, attendance, and completions, June to October 2024

Location	Dates (2024)	Attendance	Completions (as of Oct. 2024)
Saskatoon, SK	June 17–20	26	24
Iqaluit, NU	Sept. 10–13	16	13
St. John’s, NL	Oct. 7–11	20	12
Fraser Valley, BC (hybrid)	Oct. 8–29	24	24
Slave Lake, AB	Oct. 15–18	15	13
Saskatoon, SK	Oct. 22–25	22	19
Online delivery (public service staff)	Oct. 22–31	19	15
Fraser Valley, BC	Oct. 24–29	23	15
Campbell River, BC	Oct. 28–31	15	14
Kelowna, BC	Oct. 28–31	11	11
Source. Administrative data	Total	191	160

Demand for training remains high. In addition to the **10 completed cohorts**, the Centre planned to deliver an additional **11 cohorts**, to upwards of **180 individuals**, before the end of 2024.

As of October 31, 2024, **1,413 CDPs** from every province and territory registered on the Centre’s platform, with **456** new users in the last year. **Table 5** provides a breakdown of online registrations by province and preferred language. The highest number of registrants were from Ontario (**26%**), British Columbia (**15%**) and Quebec (**9%**), and the majority identified English as their preferred language, with only **8%** opting for French communications.

Table 5 | Platform registration

Province/Territory	Total	%	Preferred language		
			English	French	Either
Ontario	368	26%	353	8	7
British Columbia	213	15%	212	0	1
Quebec	127	9%	22	78	27
Manitoba	119	8%	117	1	1
Newfoundland and Labrador	109	8%	107	0	2
Alberta	76	5%	76	0	0
Saskatchewan	66	5%	64	1	1
New Brunswick	52	4%	45	4	3
Nova Scotia	48	3%	44	0	4
Prince Edward Island	23	2%	22	0	1
Northwest Territories	18	1%	16	2	0
Nunavut	9	1%	7	1	1
Yukon	5	0%	5	0	0
Unreported	180	13%	0	0	0
Some fields were not required upon launch; some early registrants did not complete this information.					
Total	1,413	100%	1,090	95	48
			88%	8%	4%

Source. Administrative data

Registration in ChatCDP sessions ranged from **five** to **25 CDPs** per session, with **117 registrations** in total.¹³ While attendance data was not collected, sessions on national certification, the impact of AI on the career development field, and ‘Mental Health Outcomes in Career Development’ saw the greatest number of registrants.

¹³ Total registration is cumulative for each session and does not reflect unique number of registrants.

A small proportion of surveyed alumni used the Resource Library. The foundational alumni survey asked respondents whether they researched topics related to career development since completing their training and, if so, whether they searched for this information on the Centre's Resource Library. Of those, as shown in **Table 6**, **25% (33/130)** reported using the library to research the career development topics. Others were not familiar with it (**33%**), had not used it (**32%**), or were unsure of whether they had accessed it (**9%**). While these findings cannot be generalized to all Centre users, they suggest that the Resource Library is currently underutilized.

| Table 6 | Resource Library access

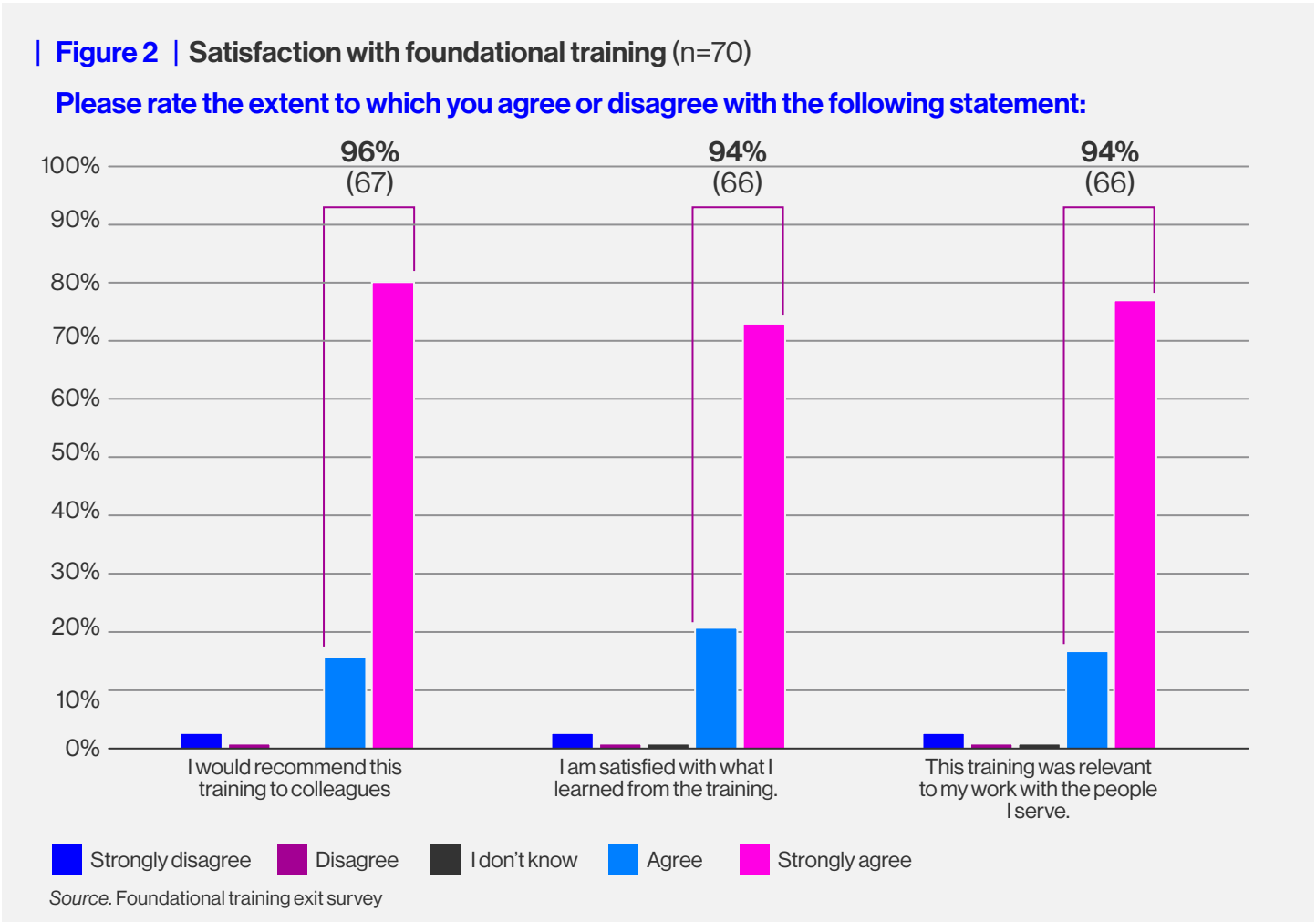
Did you look for information about the topic(s) above in the CDPC Resource Library?	
Responses	Percentage and number (n=130)
I am not familiar with the CDPC Resource Library	33% (43)
No	32% (42)
Yes	25% (33)
Not sure	9% (12)

Source. Foundational training alumni survey

The NCDC received greater-than-anticipated interest in its certification pilot, with over **120 applications** submitted from across Canada. This was partly due to a wide-reaching marketing campaign that used an e-subscription list of approximately **500 individuals** and career development associations and supporters sharing on social media. National and international interest meant the Centre received more applications than anticipated. To date, **20 individuals** have been recommended for certification with the NCDC now widely released.

What are users’ views of the quality and utility of the Centre’s offerings?

Training participants reported high levels of satisfaction. As shown in **Figure 2**, in the foundational training exit surveys, **94% (64/70)** of respondents ‘agreed’ or ‘strongly agreed’ that they were satisfied with what they learned and found the content relevant to their work. Another **96%** would recommend the training to colleagues.



Generally, facilitators also observed high levels of enthusiasm for the training, noting that for many participants, it was their first time participating in career development training.

“This training was an amazing experience that I would encourage any CDP to take part in. [Facilitators] provided us with a safe space for our learning, which encouraged everyone to share experiences freely. While I learned so much over the course of the four days, I left with a full and open heart, refreshed to continue in my role as a CDP. I have been in the field for many years, but it was so nice to learn from [facilitators] and the other participants, the concepts outlined in the training and examples provided from personal experiences. I laughed, cried, and felt a true connection for the first time in a while. The movement and energizing games at just the right time kept us engaged ... I loved every second and was a little sad when it was over ... This course needs to be offered frequently.” — **Foundational training participant**

“[Training] was literally life changing.” — **Foundational training participant**

Training participants appreciated the opportunity to network and learn from their peers. When asked in the exit survey about the most valuable component of training, many participants (**27/70**) wrote about the significance of connecting with others, building networks, and gaining insights from their peers.

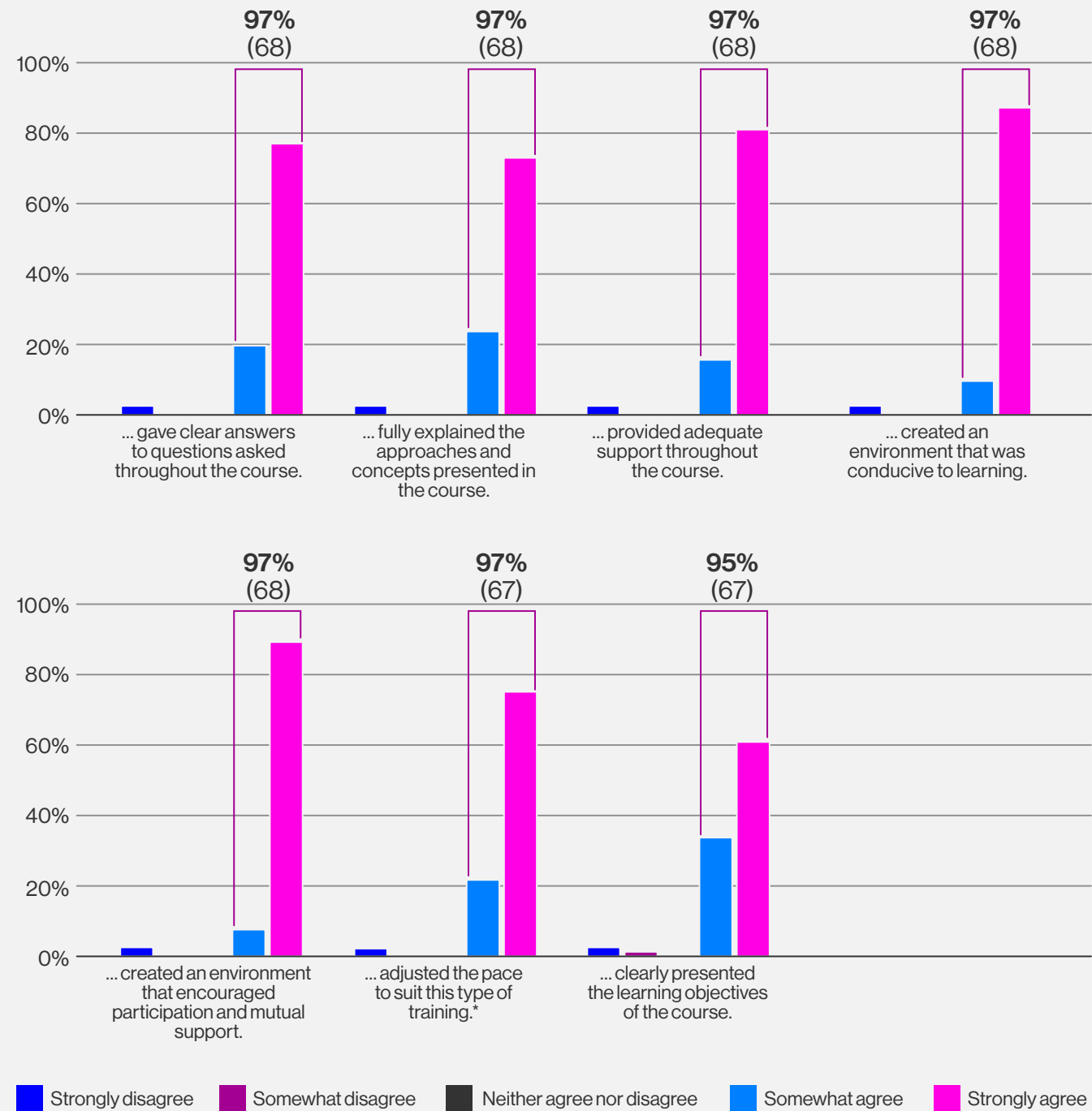
“I valued the opportunities to connect with the other CDPs. The days were filled with learning, laughter, fun and connection. For many, it was the first opportunity for face-to-face training, and it was lovely. [Facilitators] were amazing.” — **Foundational training participant**

“We had wonderful conversations about our field, and as someone who has only been practicing for 2.5 years, it was eye-opening to hear about other CDPs’ experiences in their careers as well— differences, but especially the similarities. I truly feel more confident in my abilities after this training and was able to create unforgettable connections with people in the community.”
— **Foundational training participant**

Participants felt facilitators were a positive aspect of training and valued their open and flexible approach. As shown in **Figure 3**, exit survey respondents expressed appreciation for the facilitators’ approach to “presenting learning objectives” (**95%**, **67/70**), “explaining approaches and concepts” (**97%**), “answering questions” (**97%**), and “providing support” (**97%**) throughout the course.

| Figure 3 | Satisfaction with facilitation (n=70)

The facilitators ...



Source. Foundational training exit survey
* n=69 as one respondent did not answer this question.

Interviewed participants echoed this enthusiasm, with one describing the facilitators as the most impactful part of their training experiences. Interviewees noted that facilitators were responsive to diverse learning styles, providing multiple opportunities for engagement and allowing participants the agency to determine their own format for learning. Advisory members also noted that participants often shared deeply personal expressions of gratitude with facilitators, including thoughtful email messages; one individual wrote a song celebrating the confidence the training helped them build in their practice.

“The facilitators ... were my favourite part. [I appreciated] their willingness to actively participate in the activities with us, that it was very much a journey that we were all on together. It wasn't just them teaching us; it was us learning from each other. And also their ability to ... make people feel safe and comfortable and willing to speak up and share their experiences or share their knowledge was just absolutely fantastic.” — **Foundational training participant**

Most participants faced no challenges to participation. When asked for constructive feedback on the training exit survey, **60%** of respondents indicated they encountered no challenges with the training (**34/57**). Among the remaining respondents, the most common challenge was “opening up to others” (**14%**), though many noted they were ultimately able to overcome this challenge and found doing so beneficial to their development. A smaller group (**5%**) mentioned that the amount of information presented could at times feel overwhelming.

“It was challenging to push past the walls I've placed on my emotions to stay self-regulated and somewhat distant. I am a better person by allowing the space to open up and receive.”
— **Foundational training participant**

“Sometimes it would be a little intense to take in; it's a lot of information.”
— **Foundational training participant**

There was some evidence that CDPs were satisfied with the Resource Library. Limited data were collected on satisfaction with the library since there were no significant efforts (via investment or promotion) to develop it since the previous report. Nevertheless, as shown in **Table 7**, the alumni survey found that **100% (33/33)** of individuals who used the library were ‘very’ or ‘somewhat’ satisfied with the quality of content. This was echoed in exit surveys, where some foundational training participants noted the library met their needs and that they were “pleased with articles and variety of topics.”

| Table 7 | Satisfaction with Resource Library

How satisfied are you with the quality of the content you have accessed on the Resource Library?	
Response	Percentage and number (n=33)
Very satisfied	55% (18)
Somewhat satisfied	45% (15)
Somewhat dissatisfied	0%
Very dissatisfied	0%

Source. Foundational training alumni survey

As shown in **Table 8**, **100%** of ChatCDP survey respondents (**17/17**) reported they were satisfied or very satisfied with the session. These findings should be interpreted with caution due to the small sample size; we are unaware of the total number of individuals who attended sessions.

| Table 8 | Satisfaction with ChatCDP

Please rate your overall satisfaction with today’s ChatCDP session	
Response	Percentage and number (n=17)
Very satisfied	59% (10)
Satisfied	41% (7)
Neither	0%
Dissatisfied	0%
Very dissatisfied	0%

Source. ChatCDP survey

In interviews, Advisory members noted the following opportunities to enhance the online platform's utility and responsiveness:

- Some users experienced technological challenges accessing the online platform; interest holders suggested making it more user-friendly, particularly for mobile devices.
- Some also felt that hosting the social community on social media platforms could encourage greater uptake and enhance its utility. While project leads have opted not to integrate the social community with social media due to privacy concerns, efforts are underway to improve platform usability. Planned enhancements include adopting more familiar terminology from popular social platforms, such as replacing “groups” with “feeds,” and improving hashtag and search functionalities to make the platform more intuitive and accessible.

3.3. Effectiveness

As shown in **Table 9**, the Centre identifies the following four components of ‘professionalization’ for CDPs in the sector. We explore effectiveness of foundational training by reporting on user outcomes along these four components.

Table 9 | Satisfaction with ChatCDP

Scope of practice	Connection to a professional community	Building a sense of professional identity	Evidence-based or informed practice
CDPs express a desire to gain knowledge of practice (career development processes, theories and techniques, and ethics and standards) or self-report increases in the attainment of knowledge.	CDPs report a sense of connection to larger communities, such as regional or national career development networks and/ or membership in provincial/territorial associations.	CDPs take responsibility for engaging with the sector (for example, by becoming certified or intending to, or by actively seeking information about the sector).	CDPs are aware of evidence and research about career development practice, understand its relevance to their work, and appreciate the influence current evidence and research have on their practice.

As noted earlier, findings below are based on relatively small sample sizes and should be interpreted as indicative rather than conclusive.

Have CDPs expanded their scope of practice?

CDPs indicated an expanded scope of practice after foundational training. As shown in **Table 10**, on the exit survey, foundational training participants were asked to rate their sense of mastery of **12 areas of practice** before and after training. **The majority** indicated improvements in **10/12** areas, including how to apply the steps

of the career development process (**72%**, **50/69**), appreciating the scope of the career development field (**71%**), recognizing the drivers behind changes in the world of work (**67%**), managing their own learning and career development (**59%**), and how to be a reflective practitioner with an orientation to continuous learning (**57%**).

| Table 10 | Self-reported increases in mastery

Practice area	Percentage and number reporting increase to mastery (n=69)
1. How to apply the steps of the career development process.	72% (50)
2. Appreciate the scope of the career development field.	71% (49)
3. Recognize the drivers behind the changes in the world of work.	67% (46)
4. Manage their own learning and career development.	59% (41)
5. How to be a reflective practitioner with an orientation to continuous learning.	57% (39)
6. Aware of the importance of trauma-informed practice.	51% (35)
7. Recognize ethical concerns and find appropriate guidance to resolve them.	49% (34)
8. Recognizing the importance of key issues affecting your practice (social justice, equity, diversity, inclusion, and reconciliation).	49% (34)
9. Recognize the impact of your privileges, biases, power, and authority on your practice.	48% (33)
10. Aware of importance of maintaining personal and professional boundaries.	45% (31)
11. Connect in genuine ways with the people you serve.	43% (30)
12. Honour differences among the people you serve.	38% (26)

Source. Foundational training exit survey

In response to the prompt, “The course has sparked a desire to learn more about ...”, exit survey respondents (**n=70**) indicated the following subjects:

- career development practices and techniques (91%);

- staying current on changes in the world of work (90%);
- career development profession, standards, certification (90%);
- ethics, privileges, and biases (87%); and
- career development theories (77%).

When asked in an open-ended question what impact the learnings would have on their work, **58% (28/48)** shared that it will change how they engage with clients, with many noting the importance of listening and building rapport.

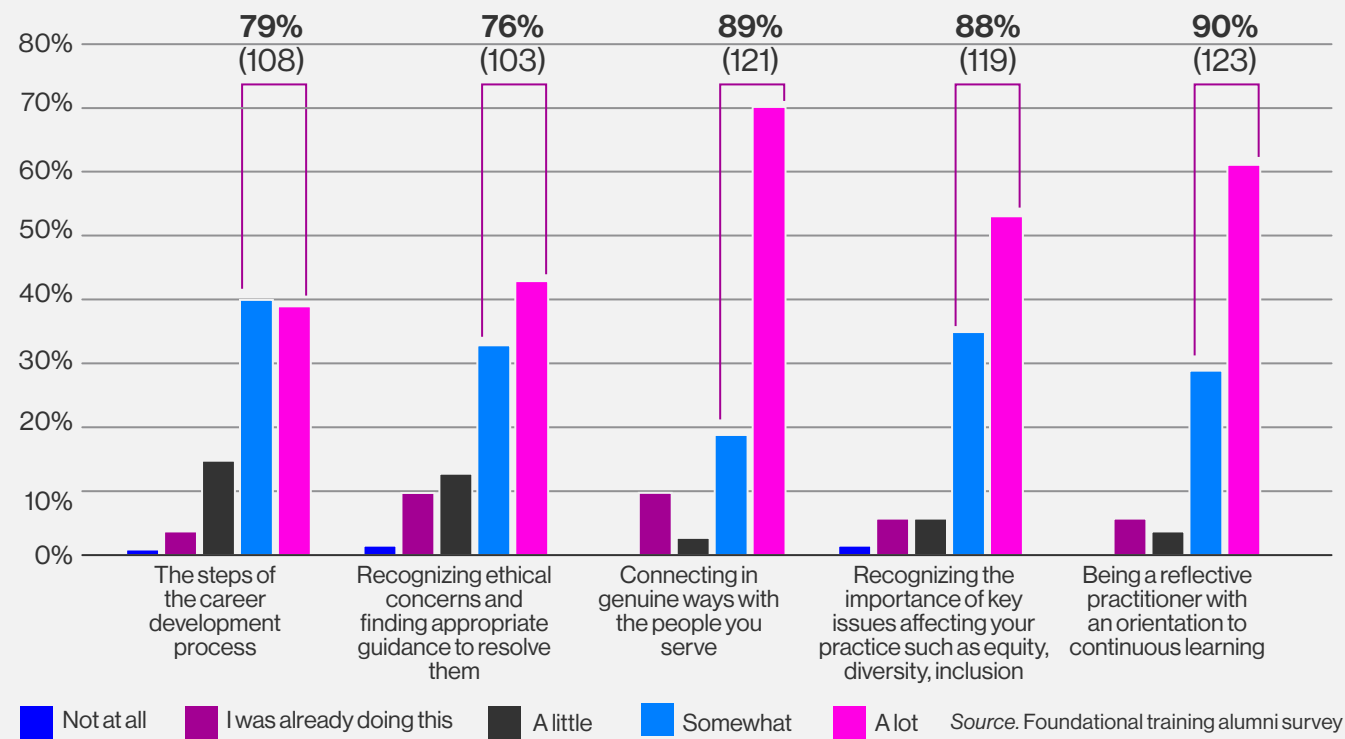
“This training made me more aware of the importance of really listening to clients and asking the open-ended questions without making them feel judged; it made me aware that not only what I say but *how* I say it can affect my clients and their abilities to open up to me.”

— Foundational training participant

Learnings acquired during training appear to be sustained over time. Among alumni survey respondents, **98% (136/139)** agreed they had learned valuable skills roughly a year after training. As shown in **Figure 4**, many were still applying topics in their work, including: being a reflective practitioner with an orientation to continuous learning (90%, 123/136), connecting in genuine ways with people they serve (89%), and recognizing the importance of key issues affecting their practice (88%).

| Figure 4 | Extent of application of outcomes after foundational training (n=136)

Since attending foundational training last year, to what extent have you applied the following to your practice?



ChatCDP may also support CDPs in acquiring new knowledge related to the sector. As shown in **Table 11**, more than half of ChatCDP survey respondents noted gaining new knowledge that will inform their practice (**59%, 10/17**) and learning about relevant resources or tools (**53%**).

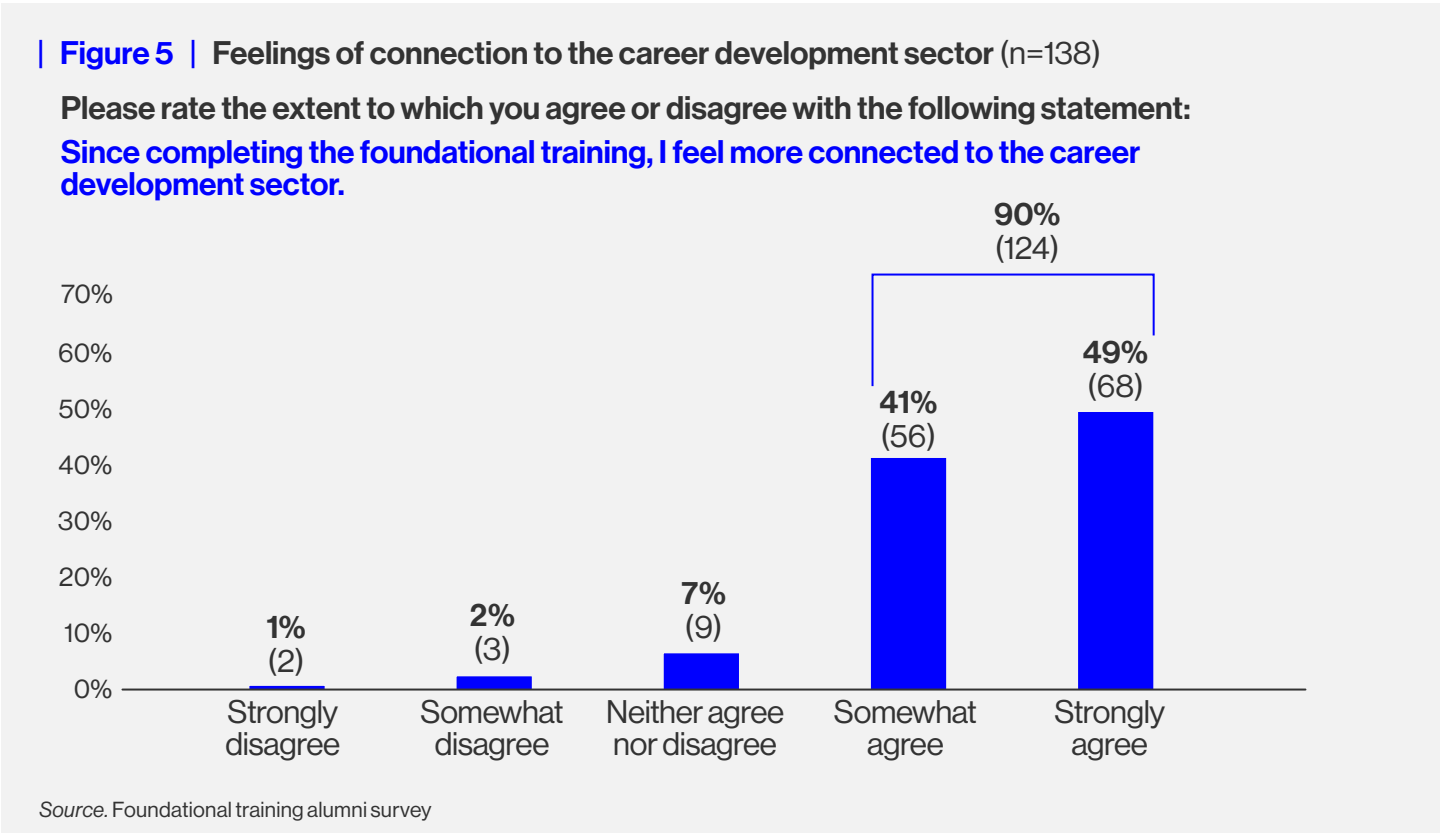
| Table 11 | Outcomes of ChatCDP

What did you get out of today’s session?	Percentage and number (n=17)
Gained new information/knowledge that will inform my own practice.	59% (10)
Learned about relevant resource(s)/tool(s)/ initiatives.	53% (9)

Source. ChatCDP survey

Have CDPs improved their connection to professional communities?

Foundational training and ChatCDP show promising signs of fostering stronger connections among CDPs and their professional communities. As shown in **Figure 5**, **90% (124/138)** of foundational training alumni survey respondents noted that they felt more connected to the career development sector.



Additionally, as shown in **Table 12**, **82% (113/138)** had taken some action to further their connection to their professional network, **33%** had joined a community of practice, and **22%** had joined a professional association, with a large majority (from **88%** to **94%**) attributing this to the training.

| Table 12 | Influence of foundational training on actions (n=138)

Since foundational training, have you ...	Yes	No	I'm not sure	If 'yes,' % for whom training influenced this action a lot or somewhat
expanded your professional network?	82% (113)	11% (15)	7% (10)	94% (106)
joined a professional association?	22% (31)	73% (101)	4% (6)	93% (29)
joined a community of practice?	33% (45)	57% (78)	11% (15)	88% (40)

Source. Foundational training alumni survey

In response to the question, “Is there anything else you have done to stay connected to your professional networks or to increase your knowledge of career development since training,” alumni respondents (**n=85**) mentioned:

- talking to colleagues or people met during training (**18 mentions**),
- attending conferences or events (**nine mentions**),
- using LinkedIn to connect with others (**six mentions**),
- attending trainings (**six mentions**),
- networking/connecting with others in the field (**six mentions**),
- conducting research (**five mentions**), and
- hoping to participate in more training in future (**five mentions**).

ChatCDP's interactivity provided an avenue for networking and connections among CDPs. As shown in **Table 13**, **76% (13/17)** of ChatCDP survey respondents felt an opportunity to share their knowledge and experiences, and **71%** felt more connected to their fellow CDPs after participating in a session. Some (**18%**) learned about a relevant event through the session.

| **Table 13** | Outcomes of ChatCDP

After today's session ... (Choose any that apply)	Percentage and number (n=17)
had an opportunity to share my knowledge and experiences?	76% (13)
left feeling more connected to other CDPs?	71% (12)
learned about a relevant event?	18% (3)

Source. ChatCDP survey

Have CDPs improved their sense of professional identity?

Foundational training is contributing to the development of CDPs' sense of professional identity. As shown in **Table 14**, surveyed alumni showed promising signs of increased sense of professional identity a year after training. **Sixty-four percent (88/138)** were interested in pursuing certification (and **97%** felt training at least somewhat influenced this interest) and **25%** pursued certification (with **91%** saying the training at least somewhat influenced this decision).

| **Table 14** | Certification after foundational training (n=138)

Since foundational training, have you ...	Yes	No	I'm not sure	If 'yes,' % identifying influence of training
become interested in pursuing certification?	64% (88)	23% (32)	13% (18)	97% (85)
pursued certification?	25% (35)	66% (91)	9% (12)	91% (32)

Source. Foundational training alumni survey

Advisory interest holders shared they were seeing participants progressing to further training and/or beginning to view themselves as part of a larger profession directly due to foundational training.

"I'm really, really proud of ... the number of people that we've been able to really welcome into the sector. They were working in this field, but most of them didn't know it. They didn't know that it was the career development sector." — **Advisory member**

Are CDPs more aware of evidence-based practices?

Foundational training has heightened CDPs' awareness of the importance of research in the career development sector. Immediately after training, **90%** of exit survey respondents felt they were more aware of the importance of research and of evidence about what works in career development. This awareness seems to remain post-training. As shown in **Table 15**, **86% (118/138)** of alumni read about best practices and/or new evidence in the career development sector since their participation in training (and **96%** shared that the training at least somewhat influenced their decision to do so).

| **Table 15** | **Actions post-training** (n=138)

Since foundational training, have you ...	Yes	No	I'm not sure	If 'yes,' % identifying influence of training
read about best practices and/or new evidence in the career development sector?	86% (118)	13% (18)	1% (2)	96% (113)

Source. Foundational training alumni survey

As shown in **Table 16**, the topics that most CDPs sought to learn more about were: changes in the world of work (**69%, 90/131**), career development practices and techniques (**65%**), trauma-informed practices (**64%**), and ethics, privileges, biases, and power dynamics as they relate to practice (**52%**).

| **Table 16** | **Learning more about topics** (n=131)

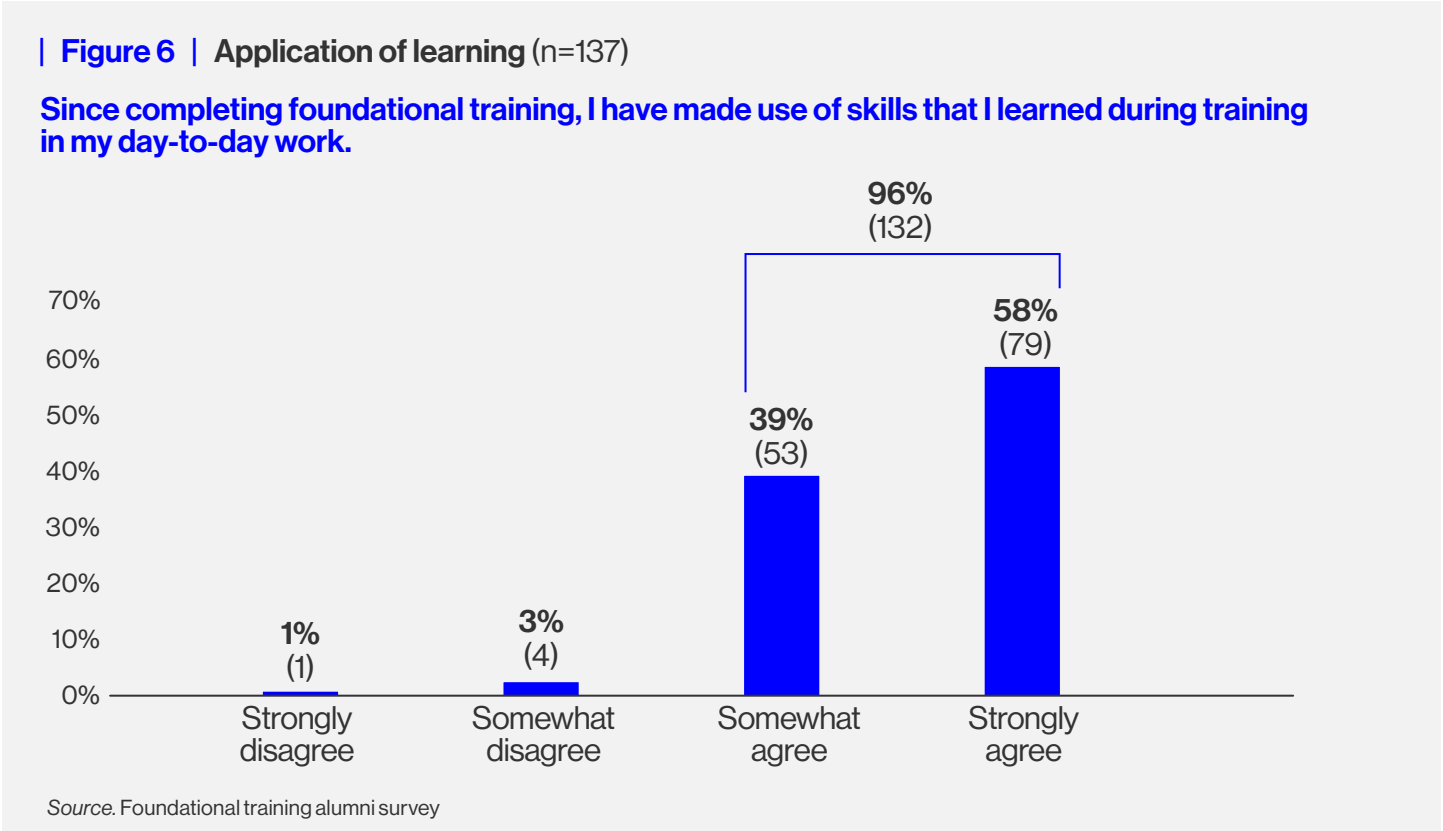
As a result of training, have you sought opportunities to learn more about any of the following topics? <i>Select all that apply.</i>	Percentage and number
Changes in the world of work.	69% (90)
Career development practices and techniques.	65% (85)
Trauma-informed practice.	64% (84)
Ethics, privileges, biases, and power dynamics as they relate to your practice.	52% (68)
Career development theories.	42% (55)
Something else not mentioned above.*	9% (11)
None of the above.	0%

Source. Foundational training alumni survey

* Other topics provided were: AI (2), case management and further education (1), EDI (1), facilitation techniques (1), immigration (1), LMI (1), networking (1), neurodiversity (1), reconciliation (1), and no response provided (1).

What enablers or constraints affected learning application?

There have been minimal barriers to the way CDPs have applied training learnings in practice. As per **Figure 6**, **96% (132/137)** of alumni respondents noted that they incorporated the skills they learned into their day-to-day work.



When asked what factors enabled respondents to apply what they learned, the majority identified role autonomy (**74%, 99/133**), the continued utility of training materials (**69%**), and collaborative team environments (**65%**), as shown in **Table 17**. The support of leadership (**35%**) was also identified as an important factor enabling implementation of learning.

| Table 17 | Factors that enabled application of learning (n=133)

Over the past year, what factors have enabled you to apply what you learned? <i>Select all that apply.</i>	Percentage and number
I have autonomy in my role to implement new tools and techniques.	74% (99)
The course materials continued to be useful after training.	69% (92)
I have a collaborative and supportive team environment.	65% (86)
I was supported by my organization’s leadership to implement changes.	35% (46)
I have enough time to implement changes to my work.	34% (45)
I received guidance and coaching from a mentor.	21% (28)
Other responses*.	4% (5)

Source. Foundational training alumni survey
* Responses included: Giving feedback or receiving feedback is awesome (1), new and eager new staff (1), I began to publish in the career development sector (1), the instructor feedback was valuable (1), and nature of clientele (1).

When asked in an open-ended question to describe any barriers preventing them from applying new skills into practice, **50% (66/132)** commented that they had not faced any barriers. A small percentage (**11%**) changed roles or responsibilities, making the skills gained no longer applicable, and a handful provided a “not applicable” response (**6%**).

Of the remaining respondents (**44**), nearly half (**48%**) cited a lack of time or capacity as the main barrier preventing them from applying new skills. Additional barriers identified by some respondents included the structure of their organization (**14%**) and their perceived applicability to their clients/their clients’ comfort with a new approach (**14%**).

3.4. Sustainability

What are project partners learning about the future sustainability of the Centre?

In interviews, advisory interest holders emphasized that Centre sustainability is dependent upon federal government funding, which ends in 2026.

- Advisory members are eager to build on the momentum the Centre has achieved in terms of professionalizing and coordinating the sector. Interest holders pointed to the high rates of enthusiasm and satisfaction among participating CDPs.
- Advisory members highlighted that the Government of Canada already makes a substantial investment in public employment services. Annually, it allocates approximately \$3 billion¹⁴ to provinces and territories via bilateral Labour Market Development Agreements (LMDAs) and Workforce Development Agreements (WDAs). Interest holders believe that federal funding of the Centre would be a cost-effective way to build CDPs' capacity and optimize the federal government's return on its investment.
- Much of the Centre's work to date has been to increase the effectiveness and efficiency of disparate capacity building efforts. A key achievement is launching a national certification process. Advisory members expressed that long-term federal funding would continue this important work. This will ensure the Centre can continue to provide cost-effective, high-quality training and education to CDPs across Canada. It will ensure the sector is ready to address emerging labour market challenges and to help Canadians confidently navigate the rapidly changing world of work.

Advocating for new federal funding will require developing and communicating a strong business case that demonstrates cost-effectiveness and positive return on investment.

- The Centre's leadership is actively engaging in building awareness within relevant federal and provincial/territorial departments regarding the Centre's value proposition.
- Interest holders recognize the need to continue building the business case for the Centre—an evidence-based assessment of the existing needs and barriers to CDP capacity-building in Canada as well as how the CDPC is a cost-effective response.
- In collaboration with Blueprint, Centre leadership will focus on evidence generation and data-driven insights that support the development of a strong business case. This includes developing case study examples to highlight the Centre's impacts on policy, practice, and professionalization and policy briefs to illustrate how the Centre aligns with key government priorities (i.e., cost-effective approaches to building the capacity of a CDP workforce ready to help Canadians confidently navigate a changing labour market).

¹⁴ The Government of Canada provides approximately \$3 billion in base funding. In 2017, the Government provided an additional \$2.7 billion in funding for six years (2017 to 2023), but this was not renewed. For more, see:

Employment and Social Development Canada. (2025, January). *Labour market transfers*. Government of Canada.

<https://www.canada.ca/en/employment-social-development/programs/training-agreements.html>

Forum of Labour Market Ministers. (2022). *Labour market transfers: Concrete results for Canadians and prospects for the future*.

https://flmm-fmmt.ca/wp-content/uploads/2023/07/FLMM_Transfer_Report_ENG.pdf



4. Conclusions

4.1. Summary of findings

As of October 31, 2024, the Centre's platform registered 1,412 career development professionals (CDPs) from every province and territory, including 456 new users in the past year. This growth underscores the Centre's role in addressing key sectoral gaps—centralized representation, foundational training, and opportunities for connection. Feedback from CDPC Advisory Council members, CCDF staff, and interest holders involved in establishing the National Career Development Certification (NCDC) highlight the Centre's effectiveness in these areas.

On foundational training

In 2024, the foundational training program transitioned to a facilitated in-person or virtual format, successfully engaging Indigenous CDPs and those in remote communities. The Centre delivered 10 training cohorts across five provinces and territories, with 11 cohorts expected by the end of October, reaching 191 participants. Of those, 84% completed the session and submitted a demonstration of learning assignment. Participants widely praised the training for its relevance, quality, and the facilitators' approachable and supportive delivery. Many expressed gratitude, highlighting the facilitators' flexibility, clarity in presenting learning objectives, and responsiveness to questions.

Beyond immediate feedback, the program demonstrated a lasting impact. Alumni from earlier cohorts reported applying their skills, feeling more connected to the sector, and expanding their professional networks a year after completing the training.

On the online community and resources

While online community-building was not a primary focus in 2024, the Centre expanded opportunities for CDPs to connect through ChatCDP. Eleven sessions were held, including six drop-in meetings and five thematic discussions on topics such as mental health, ethics, and the impact of AI. With 117 total registrations, participants reported gaining new knowledge, discovering resources, and feeling more connected to peers.

The Resource Library also saw continued growth, with 27 new summaries added since the last report. Users consistently expressed satisfaction with the quality of content. Additionally, the Centre conducted a mapping study with 187 managers and organizational leaders in the sector, laying the groundwork for a curated repository of professional resources to address diverse needs.

On national certification

The Centre's efforts to strengthen CDPs' professional identity culminated in the successful launch of the NCDC. Initial interest exceeded expectations, with over 120 applications for the pre-launch pilot exam and 20 individuals recommended for certification. The program is now open to the sector at large, marking a significant milestone in professionalization.

On sustainability

The Centre faces the critical challenge of building a path to sustainability in 2026 and beyond, when FSC funding concludes. Advisory members agree that federal funding and oversight are essential, given the Government of Canada's substantial investments in career development services and its priority labour market outcomes. Without this support, the Centre's operations are unlikely to continue. To secure federal funding, interest holders must amplify awareness of the sector's challenges and the Centre's cost-effective and transformative impacts on training, unity, and professionalization. This can ensure the Centre continues to serve as a cornerstone for the career development profession in Canada.

4.1. What's next?

Looking ahead, the FSC's funding extension to December 2025 offers a critical opportunity for the Centre's continuous improvement to meet sector needs. In the year ahead, the Centre plans to:

- **Make foundational training available to an estimated 500 CDPs in the year ahead**, ensuring that practitioners in need can continue to access this foundational training across the country. This funding is critical to reach underserved CDPs and sustain momentum in professionalizing the sector.
- **Further invest in user experience upgrades to its online platform**. These enhancements aim to improve accessibility, engagement, and satisfaction among users, ensuring that their interactions with the Centre's digital tools are as seamless and effective as possible.
- **Develop case study examples** to highlight the Centre's impacts on policy, practice, and professionalization and **policy briefs** to illustrate how the Centre aligns with federal government priorities (e.g., cost reduction, achievement of outcomes, etc.). These efforts will help toward securing funding for the Centre.

As the Centre evolves, its commitment to fostering professional growth, sector cohesion, and accessibility remains at the heart of its mission. Our *Final Report* (for publication in December 2025) will investigate the longer-term impact on participants and discuss potential paths forward, including sustainability planning.

Appendix A

Advisory Council Members

Name	Biography
Dr. Roberta Borgen (Neault)	With over four decades of experience, Dr. Borgen is the President of Life Strategies Ltd., an Adjunct Professor at UBC and a recognized leader in career development. Co-developer of the Career Engagement model and a recipient of international awards, she is a multifaceted professional known for her roles as a speaker, counsellor, coach and author.
Fabio Crespin	Transitioning from investment banking, Fabio has dedicated his career since 2001 to socio-economic development programs. As part of the United Way Greater Toronto's Community impact team, he innovates workforce development models for job seekers facing barriers.
Teresa Francis	As the Director of Learning and Professional Practice at the Nova Scotia Career Development Association, Teresa is a Registered Counseling Therapist with a passion for supporting adults in work-life transition. With a diverse career background, she specializes in Recognition of Prior Learning (RPL) and has delivered programs across Canada and in the Caribbean.
Dr. Candy Ho	Wearing multiple hats in career development, Candy is an Assistant Professor at the University of the Fraser Valley and Vice Chair of CERIC. Her diverse teaching roles provide insights into supporting post-secondary graduates and career development practitioners globally.
Gillian Johnston	With over 40 years in career development, Gillian is the Co-Director of the Career Development Practitioners Certification Board of Ontario. As a professor and coordinator at George Brown College, she has a lengthy history of preparing individuals for the field, training CDPs in Canada and the UAE.
Cindy Leggott	With 20 years of Facilitation/Case Management practice, Cindy is a Lead Facilitator at the Regina Work Preparation Centre. Passionate about empowering diverse populations, she develops interactive learning tools that recognize and support individuals in realizing their own potential.
Dr. Kris Magnusson	Formerly the Dean of the Faculty of Education at Simon Fraser University, Kris is a professor with a background in counseling psychology and career development. A co-founder of the Canadian Research Working Group for Evidence-based Practice, Kris has a history of leadership and excellence in career development.
Trina Maher	Since 1999, Trina has been dedicated to helping Canadian companies design human resource strategies to recruit and retain Indigenous talent. As the President of Bridging Concepts, she facilitates dialogues, manages career awareness projects and supports training.
Dr. Dave Redekopp	President of the Life-Role Development Group Ltd., Dr. Redekopp has devoted over 30 years to advancing career development and workplace concepts. Recognized with provincial and national awards, he co-authored Strengthening Mental Health Through Effective Career Development: A Practitioner's Guide.
Hilu Tagoona	Hailing from the Canadian Arctic, Hilu has extensive experience in community development and environmental review processes. A member of Nunavummiut Makitaganungnit and the board of MiningWatch Canada, Hilu has represented Inuit nationally and internationally, advocating for the rights of Indigenous Peoples.
Patrick Hébert	Patrick has worked in the health and social services network for nearly 20 years. He specializes in developing the potential of individuals and organizations. He is a consultant to Canadian career development organizations and offers training in this field. A professional coach since 2021, he helps managers overcome professional challenges.

Appendix B

National certification interest holders

Name	Affiliation
Ahniko Handford	National Certification Advisory Committee (NCAC), MB
Antoine Gagnon	Territorial Representative, Northwest Territories
Ashley Halverson	Career Certification Team, Nova Scotia Career Development Association (NSCDA)
Cassie Taylor	Provincial Representative, British Columbia
Elayne Greeley	Provincial Representative, Newfoundland and Labrador (former, has left the sector)
Gillian Johnston	Provincial Representative, Ontario
Jon Fairweather	Provincial Representative, New Brunswick
Justin Grenier	Territorial Representative, Yukon
Karen Begemann	Provincial Representative, British Columbia / National Certification Technical Working Group (NCTWGC)
Karen Finley	Provincial Representative, New Brunswick
Kathy McKee	NSCDA
Kim McCourt	Provincial Representative, Prince Edward Island
Lindsay Guitard	Career Certification Team, NSCDA
Lubica Keighery	Provincial Representative, British Columbia
Patrick Hebert	Provincial Representative, Quebec
Paula Wischoff Yerama	Provincial Representative, Alberta
Roberta Borgen	NCAC, BC
Seanna Quressette	NCAC, BCI
Simone Goudreau	Territorial Representative, Northwest Territories
Tara Deveau	Career Certification Team, NSCDA
Taruna Goel	Occupational Standards Expert, NSCDA
Teresa Francis	NSCDA
Zana Dragovic	NCAC, ON

