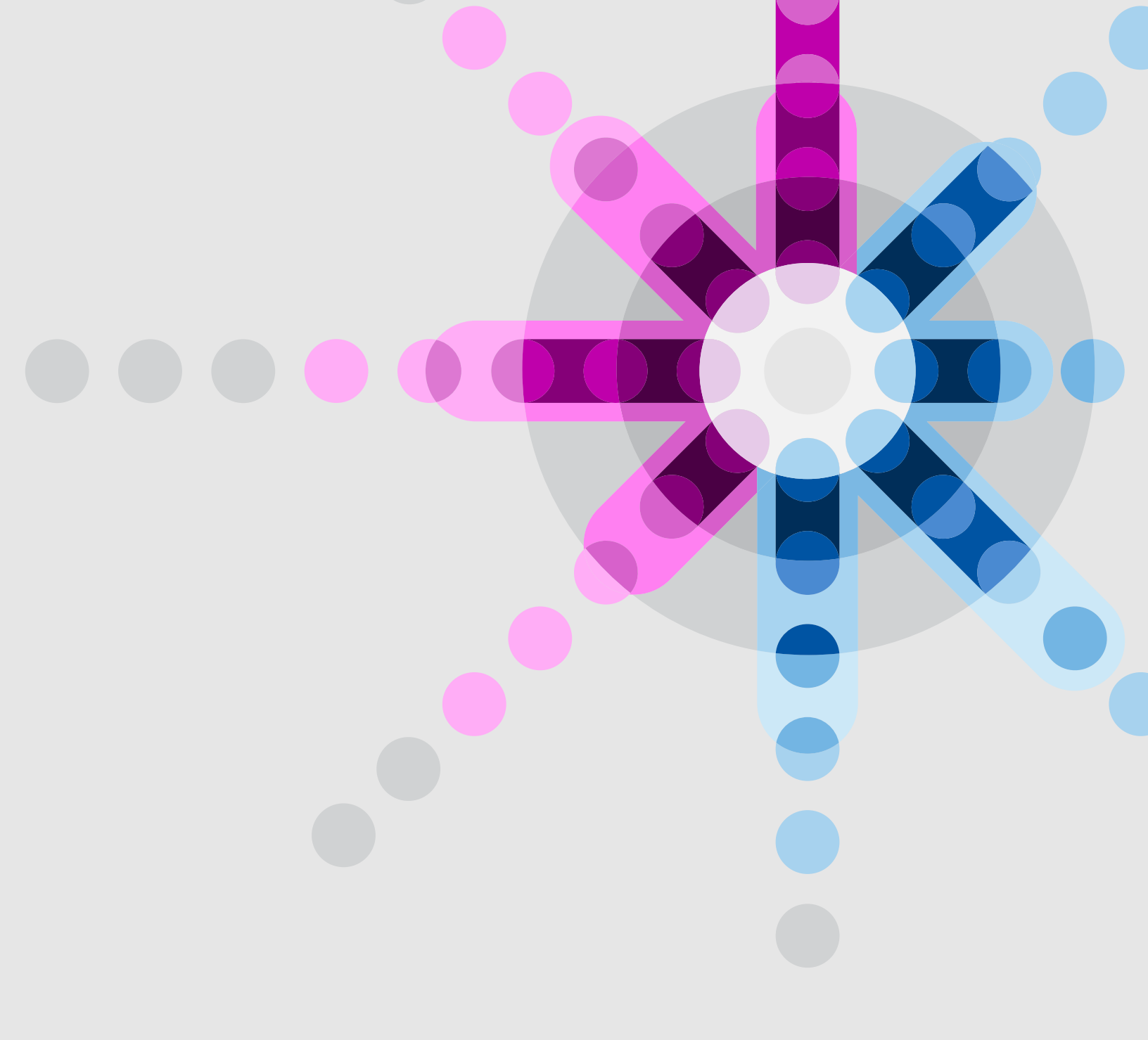




The Career Development Professional Centre

Final Report

August 2026

Acknowledgements

About the Future Skills Centre

The [Future Skills Centre](#) 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 groups, 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 Signal49 Research, and are funded by the Government of Canada's [Future Skills Program](#).

About Blueprint

[Blueprint](#) helps leaders use data and evidence to tackle complex public policy challenges across Canada.

We partner with government, community, philanthropic, and industry leaders to strengthen public systems and deliver better outcomes. We bring together policy analysts, evaluators, economists, data scientists, and implementation experts—people who know how to turn insight into action. Our work is grounded in deep subject-matter expertise, rigorous methods, and a real-world understanding of how systems operate and evolve. More than just an advisor, we're also partners in change. We provide key support at every stage of the policy and program lifecycle: from early strategy and design to implementation, evaluation, and continuous improvement.

As a consortium partner of the FSC, Blueprint works with partners and interest holders to collaboratively generate and use evidence to help solve pressing future skills challenges.

The Career Development Professional Centre *Final Report* is funded by the Government of Canada's [Future Skills Program](#).



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 and 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 ecosystem, MixtMode offers relevant and innovative solutions for practitioners, service providers, educational institutions, and governments.

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Preface:

The *Reimagining Career Services* initiative

Canada's world of work is shifting rapidly. Automation, the rise of gig work, climate change, an aging populace, and other forces are driving the need for new approaches to career development for workers and workforce development for employers. These shifts have exposed deep gaps in our employment ecosystem: services that no longer meet the needs of today's workers, employers struggling with inadequate support, and practitioners asked to do more without the tools and training to succeed.

Our current ecosystem fails to meet the needs of four key groups. Individuals facing complex barriers are often pushed into rapid job placements that overlook underlying challenges, leading to cycles of precarious

work. Mid-career workers receive little support to reskill or transition while still employed, limiting proactive adaptation to labour market shifts. Small- and medium-sized enterprises (SMEs), despite employing most of the private-sector workforce, often lack the resources for effective recruitment, retention, and workforce planning. At the same time, career development practitioners in the public sector operate within a fragmented system and under-resourced profession. This constrains their ability to meet increasingly complex demands from both workers and employers.

Rethinking our approach to work and learning: A portfolio of innovation

In response, Blueprint launched the [Re-imagining Career Services \(RCS\) initiative](#) with funding from the Future Skills Centre (FSC). Rather than a single solution, RCS tests multiple models to serve various parts of the system: unemployed people with complex barriers, mid-career workers navigating transitions, SMEs addressing recruitment and retention, and practitioners guiding Canadians through disruption. Each project is co-designed with partners on the ground, piloted in real-world contexts, and evaluated to generate evidence on what works.

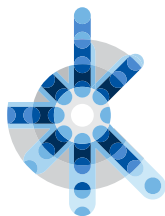
By experimenting across this range of challenges, RCS is helping to rebalance the employment ecosystem. The portfolio is building knowledge, capacity, and new service models that can inform how Canada better supports workers, employers, and practitioners in the years ahead. Our goal is to ensure our employment system is inclusive, responsive, and ready for the future of work.



1. Introduction

In fall 2022, the [Canadian Career Development Foundation \(CCDF\)](#) launched the **Career Development Professional Centre (the Centre)** in partnership with [MixtMode Consulting](#) and with support from Blueprint and the Future Skills Centre (FSC). The Centre was informed by [a feasibility study from CCDF and MixtMode](#) and findings from [Blueprint-led research](#), identifying the need to better support career development practitioners (CDPs) and ensure high-quality services for Canadians.

Designed as a pan-Canadian initiative, the Centre operated from 2022 to 2025. It provided learning opportunities and resources to help CDPs foster professional identity, encourage collaboration among peers, and drive service innovation. Recognizing the complex nature of Canada's career development ecosystem, the Centre aimed to support all those working within it, including managers, leaders, and practitioners.



“Each project is co-designed with partners on the ground, piloted in real-world contexts, and evaluated to generate evidence on what works.”

1.1. About this report

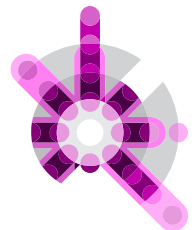
This report is Blueprint's third and final evaluation of the Centre. The first *Interim Report* ([May 2024](#)) documented the Centre's establishment, early activities, and vision for supporting Canada's career development sector. The second ([March 2025](#)) focused on the Centre's expansion, highlighting evolving priorities and implementation lessons.

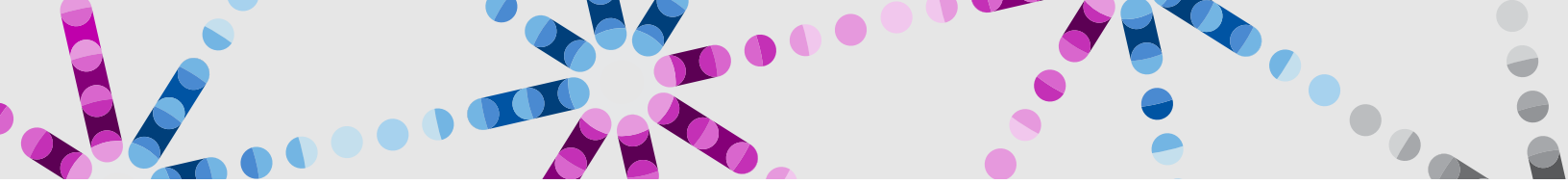
This *Final Report* presents findings on participant experience and preliminary outcomes from December 2024 to September 2025. It also explores Centre reach and user uptake via administrative data tracked since its inception in fall 2022. It builds on the *Interim Reports* by reviewing the Centre's full trajectory, summarizing its evolution and wind-down, and describing key considerations to inform future sector-wide initiatives. It has the following sections:

- **Context (pp. 8–11)** describes the evidence underpinning the Centre's creation.
- **The Centre (pp. 12–19)** details the Centre's goals, target audience, components, and evolution.

- **Methodology (pp. 20–24)** outlines Blueprint's evaluation approach, learning agenda, data sources, and limitations.
- **Findings (pp. 25–61)** presents evidence on the Centre's uptake, participant experience, preliminary outcomes, and future sustainability.
- **Discussion and conclusions (pp. 62–63)** summarizes key findings and unpacks their implications.

“Our goal is to ensure our employment system is inclusive, responsive, and ready for the future of work.”





2. Context

2.1. Challenges faced by career development services

In rapidly evolving labour markets and periods of uncertainty and risk, workers must make high-stakes decisions about their skills and careers—and economic downturns and disruptions heighten this uncertainty.

Quality career development services help individuals manage their careers and effectively navigate education and employment.¹ They can help Canadians respond more effectively to changing life and work circumstances, such as when moving to a new occupation or sector, returning to work after a prolonged absence, integrating into the Canadian labour market, or developing new skills for career growth. This support is especially important for groups facing employment barriers, including, but not limited to, older adults, newcomers, persons with disabilities, those with less education, and those living in rural areas. These groups often face compounding

barriers, including skills obsolescence, health-related constraints, lower literacy and numeracy skills, reduced access to training and career services, fewer local employment opportunities, and geographic isolation.²

Canada's career development ecosystem (the ecosystem, in what follows) is a complex network of various organizations providing, advocating for funding, and supporting career services (see **Table 1** in **Appendix A** for 10 major types of providers).³ Publicly funded employment services (PES) are part of this ecosystem. PES are funded primarily by the federal government through Labour Market Development Agreements (LMDA) (under Part II of the *Employment Insurance Act*) and Workforce Development Agreements (WDA), with many provinces and territories supplementing these investments through their own funding.⁴

1 UNESCO-UNEVOC. (n.d.). *Career guidance*. <https://unevoc.unesco.org/home/TVETipedia%2BGlossary/lang%3De/show%3Dterm/term%3Dcareer%2Bguidance>

2 Organisation for Economic Co-operation and Development. (2022). *Career guidance for adults in Canada* (Getting Skills Right). OECD Publishing. <https://doi.org/10.1787/0e596882-en>

3 Blanchard, T., & Taylor, L. (2024). *Hidden ecosystem, hidden talent: Mapping Canada's career development ecosystem*. CERIC. <https://ceric.ca/publications/hidden-sector-hidden-talent-mapping-canadas-career-development-sector/>

4 Under Part II of the *Employment Insurance Act*, LMDAs fund Employment Benefits and Support Measures (EBSMs), including Employment Assistance Services (EAS). Similar employment services are also funded through WDAs for individuals who are not eligible for EI. According to the *Horizontal Evaluation of LMDA* by ESDC, EAS are intended to be "light-touch interventions" of very short duration that "support individuals as they prepare to enter or re-enter the workforce or assist them to find a better job." Provided on a one-on-one basis or in a group setting, and sometimes combined with more intensive interventions, they may include "job search services, career development and counselling, and résumé writing assistance." The WDAs provide provinces and territories with greater flexibility to fund a broader range of employment and training supports for non-EI-eligible individuals, including more intensive employment counselling, occupational and workplace training, work experience opportunities, employer-sponsored training, and other interventions tailored to local labour market priorities and participant needs (See: Employment and Social Development Canada. (2022, July 4). *Evaluation of the Workforce Development Agreements*. Government of Canada. <https://www.canada.ca/en/employment-social-development/corporate/reports/evaluations/workforce-development-agreements.html>). Moreover, many provinces and territories supplement federal funding to help employment service providers offer supports to non-EI-eligible clients, particularly social assistance recipients and others facing multiple employment barriers. Together, these federally and provincially funded services support unemployed and underemployed individuals, regardless of their EI eligibility.

Provinces and territories have considerable discretion in using federal and provincial funding to design, administer, and deliver employment services, provided services remain broadly consistent with the objectives of the relevant agreements and the Act. These jurisdictions make different choices about eligibility, service intensity, contracting models, performance measures, practitioner qualifications, caseload expectations, and access to training and resources. These choices shape the incentives and conditions under which CDPs work. They influence CDPs' capacity to engage in professional development (PD) and provide individualized, relationship-based, and sustained support.

Some jurisdictions invest in service models designed to provide client-centred support, including intensive services for clients with complex needs. However, in practice, CDPs often face significant constraints to doing so. Although employment service expenditures fluctuate over time and across jurisdictions, available resources do not always keep pace with rising delivery costs, increasingly complex client needs, and expectations for more individualized services. Funding models, performance expectations, caseloads, administrative requirements, and uneven access to training and PD can limit practitioners' abilities to tailor services to individual needs or provide sustained support. These structural features contribute to persistent issues within the profession, ultimately affecting service delivery.

They include:

- **Gaps in professional competencies and constrained professional growth due to:**

- **Narrow scope of practice:** In many PES systems, funding models, performance expectations, and service delivery requirements emphasize rapid labour market attachment.⁵ As a result, CDPs' roles are often concentrated on immediate job search and placement activities rather than the broader career development functions reflected in professional competency frameworks. This limits their ability to develop and apply other career development competencies, such as long-term client relationships, comprehensive assessments, employer engagement, and skills development advice. While many jurisdictions aspire to provide more individualized, preventative, and client-centred services, the current structure can leave CDPs underprepared to deliver this broader scope of support. Core competency training can help close this readiness gap as service expectations evolve.
- **Lack of PD opportunities:** For CDPs interested in advancing their skills, awareness of and access to PD remain limited, particularly for managers and those working in rural areas and jurisdictions that do not invest in training.⁶ These opportunities span both formal education (e.g., courses and workshops) and informal learning (e.g., communities of practice and cross-organizational relationships). This limited access constrains skill development, slows career progression, and reduces practitioners' ability to expand the scope

5 Zhong, M., Conte, N., Pasolli, K., & Yusuf, Z. (2022, August). *Responsive Career Pathways research brief: Guiding careers for the future*. Future Skills Centre and Blueprint. [6304da2926a2386cc0eda772_FSC-RCP-Guiding-Aug-3-2022-BL.pdf](https://www.futurekills.ca/wp-content/uploads/2022/08/6304da2926a2386cc0eda772_FSC-RCP-Guiding-Aug-3-2022-BL.pdf)

6 Morris-Read, J. (2025). *Beyond the urban lens: Strengthening rural and remote supported employment services in Canada* (Position Paper). Canadian Association for Supported Employment and ASPECT BC. <https://www.supportedemployment.ca/wp-content/uploads/2025/09/CASE-ASPECTBC-Strengthening-Rural-and-Remote-Supported-Employment-Services-in-Canada-Report-FINAL.pdf>

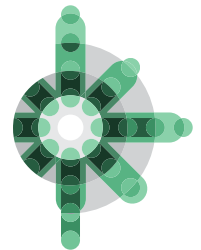
and quality of services they provide.

- **Ambiguous identity due to inconsistent recognition of the profession:** It is estimated that Canada has anywhere between 16,000 and 60,000 CDPs, depending on boundaries and membership definitions.⁷ For CDPs, this ambiguity can weaken professional identity, create uncertainty around role expectations and scope of practice, and limit recognition of their expertise among employers and jurisdictions. Although several organizations collaborate on national advocacy and professionalization, these initiatives often rely on limited and volunteer capacity.⁸ This reduces their ability to sustain coordinated advocacy, drive pan-Canadian alignment, and promote consistent

recognition of the profession across jurisdictions.

- **Reduced service effectiveness due to limited access to evidence-based practices:** Practitioners also face barriers in accessing high-quality information on best practices.⁹ Many publications are behind paywalls or written for academic audiences. Moreover, CDPs often manage heavy caseloads amid growing demand while operating within financial constraints.¹⁰ These challenges further limit their ability to stay current with evolving labour market demands and participate meaningfully in a broader community of practice.¹¹

“Quality career development services help individuals manage their careers and effectively navigate education and employment.”



7 Blanchard, T., & Taylor, L. (2024). *Hidden ecosystem, hidden talent: Mapping Canada's career development ecosystem*. CERIC. <https://ceric.ca/publications/hidden-ecosystem-hidden-talent-mapping-canadas-career-development-ecosystem/>

8 For example, see Godden, L., & Borgen, R. (2024). Professionalizing the Canadian career development sector: A retrospective analysis. *Canadian Journal of Career Development*, 23(1), 34–47. <https://doi.org/10.53379/cjcd.2024.385>

9 Bimrose, J., & Goddard, T. (2021). *The career development profession in Canada and the emergence of online/multi-modal practice delivery* (Responsive Career Pathways). Blueprint and Future Skills Centre. <https://fsc-ccf.ca/wp-content/uploads/2021/11/FSC-RCP-Profession-EN.pdf>

10 According to CERIC (2019), almost half of respondents to the 2019 *Survey of career service professionals* (49.4%) reported that their workload affected their ability to deliver career development services, and 40% indicated they did not have sufficient time to spend with their clients, reducing their capacity to strengthen their own expertise. See: CERIC. (2019). *2019 Survey of career service professionals: Who we are and where we're going*. <https://ceric.ca/wp-content/uploads/2020/02/CERIC-2019-National-Survey-Findings.pdf>

11 Carter Pipkins, K., Rooney, G.S., Jaunarajs, I. (2014). Back to the basics: Career counseling. *New Directions for Student Services*, Issue 148, 35–48. <https://onlinelibrary.wiley.com/doi/abs/10.1002/ss.20107>

2.2. Findings from the *Feasibility Study*

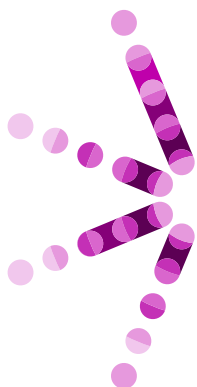
In response, CCDF and MixtMode developed a preliminary vision for the Centre: conceived as a mechanism to address the gaps noted above and validated with members of the ecosystem through a *Feasibility Study*. The vision involved the following high-level components that reflected practitioner needs and were endorsed by ecosystem experts and interest holders:

- Formal PD opportunities for those working in the ecosystem.
- A central hub to amplify existing training.
- A community of practice.
- An evidence base of existing research freely accessible to practitioners.
- A home for professional standards materials (including the Competency Framework, National Competency Profile, and Code of Ethics).
- Advocacy work to advance the ecosystem.

Conducted from February to May 2022, the *Feasibility Study* convened 47 community engagement sessions with nearly 450 participants

across the sector, including CDPs, supervisors, managers, directors, trainers, and educators. More than 560 individuals completed a consultative online survey distributed through industry mailing lists, professional networks, a CDPC Community of Practice, and social media. The study also interviewed nearly 30 sector interest holders, such as leaders of professional associations, industry councils, career development training providers, researchers, and government representatives.

The study found support for all vision components, and particularly the formal professional development, community of practice, and advocacy. Respondents highlighted the Centre's potential to advance the ecosystem by ensuring a common foundation among CDPs and greater clarity around their expectations. Interest holders also stressed the importance of grounding the Centre in principles of access, representation, equity, diversity, and balanced national and local needs.



“Limited access constrains skill development, slows career progression, and reduces practitioners’ ability to expand the scope and quality of services they provide.”



3. The Centre

This section outlines the objectives, components, and evolution of the Centre from September 2022 to November 2025, when it ceased its pilot-period operations (see **section 5.4.** for further information on sustainability).¹²

3.1. Centre objectives

The Centre aimed to lay the foundation for advancing the career development ecosystem across both public and private services. Drawing on the [Career Development Maturity Matrix](#), the Centre's objectives were to:

Support CDP professionalization and capacity.

To enhance the ecosystem's quality, capacity, and cohesion by expanding CDPs' scope of practice; fostering greater connection to the professional community; increasing their sense of professional identity; and encouraging their adoption of evidence-informed practices.

Promote national professional standards and a national certification for CDPs.

To advance CDP professionalization by promoting pan-Canadian professional standards and supporting the development and uptake of national certification.

Increase ecosystem visibility and policy integration.

To strengthen recognition of the ecosystem among policymakers and interest holders, build relationships across jurisdictions, and support alignment on pan-Canadian priorities.

Importantly, rather than replicating or replacing provincial associations or training providers, the Centre aimed to take a collaborative approach to complement existing offerings and fill identified gaps.

¹² Data were collected on all components until the end of October 2025 except for statistics related to national certification, which were collected until the end of December 2025.

3.2. Target audience and recruitment

Recognizing that the ecosystem spans a wide range of roles and organization types, CCDF designed the Centre to support anyone working within it, including income support staff, practitioners, and leaders (e.g., managers and executive directors).¹³ While the Centre was available to all CDPs, it focused on supporting those working in publicly funded services.

Practitioners were made aware of the Centre and its activities through presentations at over 40 sector events, held across every province and territory and internationally. These included annual general meetings, such as the Ontario Association of Career Management's Annual General Meeting, and conferences, including Cannexus, the SK Contact Conference, and the International Association for Educational and Vocational Guidance Conference. It was also promoted in newsletters, such as the Forum of Labour Market Ministers newsletter, and through provincial associations.

CCDF also conducted direct outreach and engagement with Indigenous and remote communities with fewer connections to the ecosystem. Outreach focused on raising awareness of the Centre and exploring opportunities to collaborate and offer culturally relevant services to practitioners in their communities. Close collaborations with these communities revealed the importance of reaching Indigenous practitioners and those working in remote locations, as well as continuing to deliver services in partnership with them and tailored to their needs. This increasingly became a cornerstone of delivery and was a focus for the Centre's final year of activities.

To encourage broad participation, Centre access was not restricted by eligibility criteria. However, in some instances, participation was limited for some learning and social components due to capacity caps.

“The Centre aimed to lay the foundation for advancing the career development ecosystem across both public and private services.”



¹³ Income support staff serve as a key resource to identify clients' key needs and refer them to appropriate services.

3.3. Centre components

The Centre launched six core components in early 2023, validated by the 2022 *Feasibility Study*. This section describes each component, organized by the Centre's three objectives (noted above in **section 3.1**). Components evolved and expanded in response to early learnings, growth, and changing ecosystem needs, reflecting the Centre's commitment to remaining responsive and agile.

With specific delivery approaches noted below, services were delivered through in-person, hybrid, and 'Online Centre' (fully online) formats.



Objective 1: Strengthen CDP professionalization and capacity.

To meet its first objective, the Centre introduced four components: **Building a New Era** (a community-oriented foundational learning and skills development initiative); the **Social Learning Community**; the **Resource Library**; and the **Events Calendar**.

Building a New Era (BNE)

Initial iteration. Building a New Era (BNE) was developed as a community-oriented, foundational learning and skills development initiative. It originally launched as a hybrid (in-person and online) program in April 2023. It aimed to deliver affordable, accessible learning opportunities for CDPs and establish a common language—and foundational competencies—for high-quality services. BNE focuses on the fundamental principles of career development practice and acts as a foundation for further learning. BNE emphasizes the development

of key skills—such as relationship-building and asking open-ended questions—necessary to deliver effective, person-centred services. As part of BNE, the Centre introduced a Career Development Process Model that mapped service delivery scope to essential client outcomes.

Modifications. In June 2024, the Centre piloted a fully in-person version of BNE. This latter version placed greater focus on human-centred, relational learning experiences. The new community-based approach to learning, which took place over four full days (approximately 30 hours), was more experiential, encouraging learners to bring their full selves into the learning environment, with facilitators modelling relationship-building and trust throughout.

The updated model also introduced more flexible end-of-training assessment options. This allowed participants to demonstrate their learning in ways that best reflected their experience rather than through a traditional written assignment, as was originally required. Greater emphasis was placed on collaboration with key partners to tailor each cohort's delivery to the needs of each community.

CCDF also updated the model to reflect a [Scaling Deep](#) approach to systems change. 'Scaling Deep' focuses on personal, relational, and cultural transformation rather than growth in size or replication alone. It emphasizes shifting mindsets, values, and narratives to create durable, long-term changes and create conditions for effective scaling, up or out. In contrast to traditional growth-oriented models, Scaling Deep prioritizes depth, care, and cultural change as essential levers for lasting systemic impact.

CCDF applied these principles by working closely with participating organizations to build practitioner capacity, embed new ways of thinking and working, and support changes to organizational practices. At the same time, decisions about where and how to deliver BNE were made strategically to maximize both impact and reach within the project's funding and timeline constraints.

Following a successful pilot, the revised model continued throughout 2025, with minor modifications made to a facilitator guide to incorporate learnings and experiences from the previous year.

Social Learning Community (the Community)

Initial iteration. The Community, housed in the Online Centre, acted as a dynamic hub for CDPs to share insights and discuss issues. Practitioners could participate in topic-specific groups, explore discussion forums, and receive updates through community announcements. The Community aimed to foster professional connections and collaboration among CDPs while supporting their professional identity through ecosystem engagement.

Modifications. Shortly after launch in January 2023, CCDF recognized that significant time and resources were needed to build and sustain an engaged online community. Although investments were made in late 2023 and early 2024 to improve user experience, the effort and funding required were not deemed an effective use of resources given the Centre's limited timeframe and funding uncertainty.

As a result, the team focused its resources elsewhere: on delivering and refining BNE and on adding 'ChatCDP' to the Centre's components. Launched in January 2024, ChatCDP consisted of 1.5-hour networking sessions hosted via Zoom or in person,

bringing together up to 25 CDPs at a time. Its aims were to continue fostering connection, professional community, and dialogue, and reduce isolation within the ecosystem. Sessions were organized around a pre-set topic or left open to allow CDPs to interact in response to a range of professional challenges.

Resource Library

Initial iteration. The Resource Library was an online document repository that provided CDPs with up-to-date summaries of peer-reviewed literature (evidence-based research) in both English and French. Housed in the Online Centre, it aimed to help CDPs stay informed about the latest developments in the profession and mobilize emerging evidence on best practices.

Modifications. CCDF released its first peer-reviewed summaries in April 2023 and published for the next year. However, engagement was low and slow to build. Centre staff reported this was due to limited awareness among CDPs, the summaries' academic tone, and the requirement for users to log into the Online Centre to access them. Given the low uptake, the shift to investing greater effort in BNE, and uncertainty about the Centre's future, CCDF discontinued publication of new article summaries after 2024.

Events Calendar

Initial iteration. The Events Calendar was housed in the Online Centre. It consisted of a webpage aiming to increase CDPs' access to and awareness of Canada-wide and international training, PD, and networking opportunities.

Modifications. While the calendar was accessed until project end, no effort was allocated to supporting it following the decision to reduce investment in the Online Centre.



Objective 2: Promote national professional standards and certification for CDPs.

The Centre built on over two decades of sector-led work to establish pan-Canadian professional standards for career development. More than 25 years ago, CCDF developed the world's first national competency framework and code of ethics for the profession. It later led a multi-year initiative (2018–2021), funded by Employment and Social Development Canada, to modernize these resources and pilot a national certification approach. Achieving consensus on a single national certification required over 10 years of collaboration among provincial and territorial associations, training providers, and sector leaders.

The Centre's role was to sustain these resources, make them widely accessible, and support the transition from pilot to a national certification program.

Efforts to build support for national certification

Launch of Canada's national certification program involved close collaboration with all relevant professional associations, leadership bodies, training providers, and other interest holders. A National Certification Advisory Committee (NCAC) was formed to ensure the sector was strongly represented. With endorsement from the sector, CCDF entered into a licence agreement with the Nova Scotia Career Development Association (NSCDA), which, with the support of the Government of Nova Scotia, formed a dedicated Career Certification team to administer the certification.

Launch of the national certification program

Canada's National Career Development Certification (NCDC) was piloted, validated with career development experts, and launched in 2024. It uses a competency-based Recognition of Prior Learning (RPL) model to recognize education and skills. Its objectives are to:

- promote the integration and application of a national certification for CDPs;
- empower CDPs with standardized, national recognition of their expertise and skills; and
- facilitate regular reviews and updates of standards to reflect leading practices.

Online repository of documentation on professional standards

In addition to launching the NCDC, the Centre provided an accessible home for the [Pan-Canadian Competency Framework for Career Development Professionals](#), the [National Competency Profile](#), [Code of Ethics](#), and Taking Charge (a self-assessment tool enabling CDPs to determine their level of mastery across competencies).



Objective 3: Increase ecosystem visibility and policy integration.

The Centre advocated for the importance of the ecosystem among policymakers and interest holders. This involved two main activities: i) policy engagement and advocacy with federal and provincial governments; and ii) a Manager Mapping Study.

Policy engagement and advocacy efforts

The Centre's leadership team leveraged relationships with government bodies and interest holders to provide timely, research-based policy briefings. These aimed to raise awareness of the ecosystem and its challenges; highlight the profession's critical contribution to the socio-economic well-being of individuals, businesses, and communities across Canada; and facilitate the transition from awareness to policy integration and application. The Centre continued advocacy efforts throughout delivery, engaging federal and provincial governments and grassroots organizations.

“Components evolved and expanded in response to early learnings, growth, and changing ecosystem needs, reflecting the Centre's commitment to remaining responsive and agile.”

3.4. Theory of change

Figure 1 (on the next page) presents the Centre's theory of change—a visual depiction of how the program's inputs and activities are expected to lead to the intended outputs and outcomes.

It illustrates how the Centre's activities—including professional learning, networking opportunities, resources, and professionalization efforts—were anticipated to strengthen practitioners' knowledge, skills, confidence, and professional identity. These changes were expected to support the adoption of more evidence-informed, relational approaches to practice at practitioner and organizational

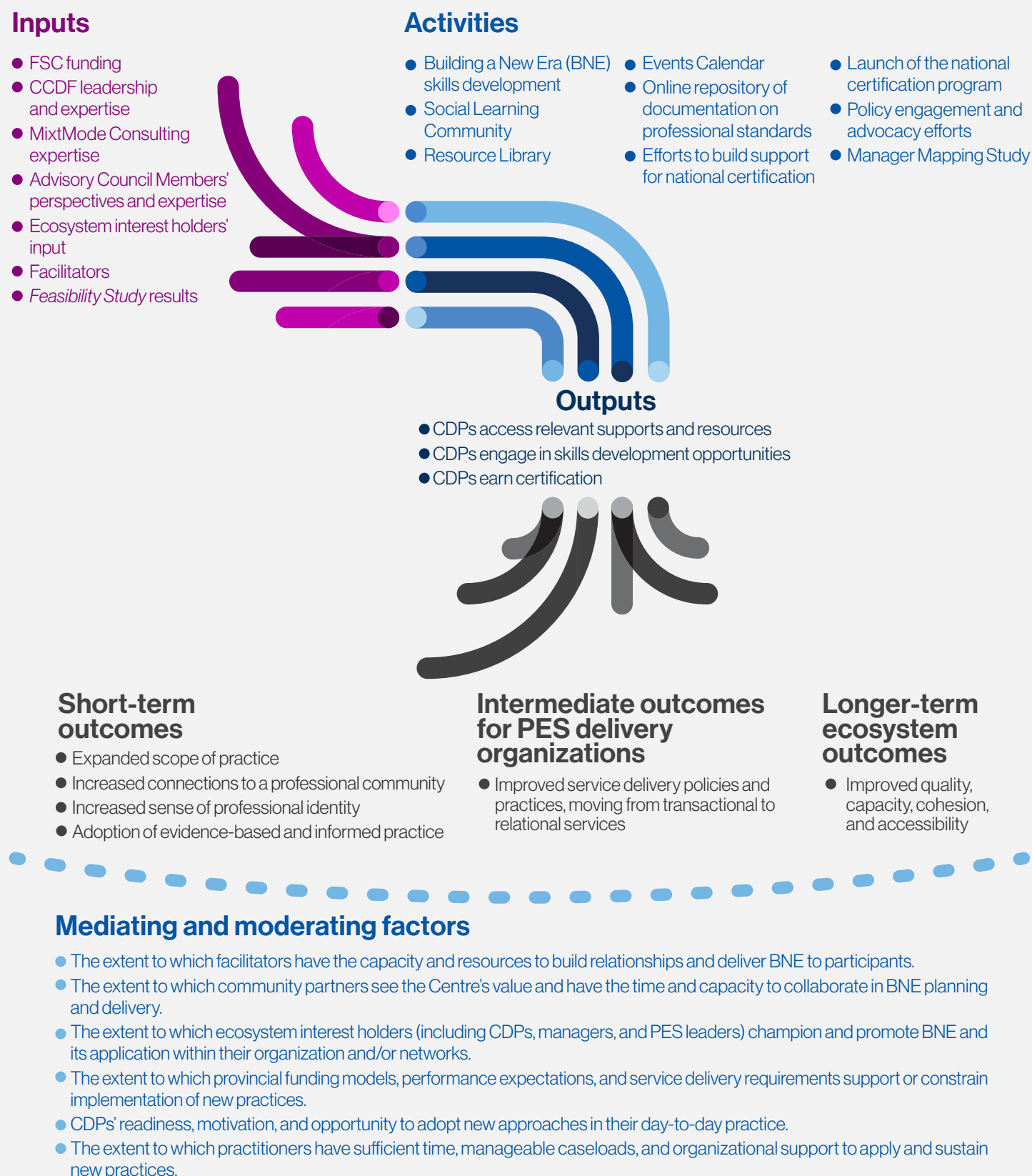
Manager Mapping Study

Launched in January 2024, the Manager Mapping Study examined the experiences and needs of leaders and managers across Canada's career development ecosystem. The study surfaced previously unidentified challenges (for example, many individuals in the sector move into leadership roles with little or no preparation for responsibilities such as supervision, human resources, performance management, team conflict, and proposal and grant writing). By documenting these challenges, the study strengthened the evidence base for advocating greater investment in leadership development within the sector and raised awareness of the critical role managers play in enabling high-quality services. The findings also informed the development of practical supports, including the competency framework for managers and the Leadership Hub: a dedicated space offering tools, frameworks, and self-assessments to help current and aspiring leaders strengthen their competencies and confidence.

levels, transforming service delivery, organizational culture, and collaboration among practitioners. Over time, organizational changes were predicted to contribute to improved quality, consistency, and accessibility of career development services and, ultimately, to a stronger, more coordinated career development ecosystem in Canada.

It also identifies several contextual factors that could enable or constrain these outcomes, including practitioner readiness, organizational capacity and leadership, community partnerships, and the broader policy and funding environment.

Figure 1 | The Centre's theory of change



14 The list of Advisory Council Members can be found in **Appendix A**.

3.5. Implementation

Table 1 summarizes Centre component implementation and activity from 2023 to 2025. It highlights how delivery evolved across training,

resource development, professional standards, certification, policy engagement, and research.

Table 1 | Centre implementation

Model component	2023	2024	2025	Total
Building a New Era	36 cohorts	22 cohorts	15 cohorts	73 cohorts
Social Learning Community (ChatCDP)	N/A	13 sessions	10 sessions	23 sessions
Resource Library	38 summaries	20 summaries	N/A	58 summaries
Online repository of documentation on professional standards	• Pan-Canadian Competency Framework for Career Development Professionals • National Competency Profile • Code of Ethics			3 documents
Efforts to build support for national certification	• Creation and launch of Taking Charge • Creation of the NCAC • Organization and facilitation of meetings • Fielding concerns from interest holders • A licence agreement with the NSCDA to form a Career Certification team			N/A
Launch of the NCDC	N/A	Certification piloted and launched	Applications remain open, 1,110 certifications ¹⁵	N/A
Policy engagement and advocacy efforts	Numerous conversations with policymakers and leaders			N/A
Manager Mapping Study		Study released	5 policy briefs ¹⁶ Leadership Hub	N/A

¹⁵ As of December 2025.

¹⁶ CDPC is developing five policy briefs at the time of this report: The Socio-Economic Impacts of Career Development, Unlocking the Potential of Publicly Funded Employment Services, Professionalizing the Career Development Ecosystem, Leadership in the Career Development Ecosystem, and Supporting Youth Through Career Education.



4. Methodology

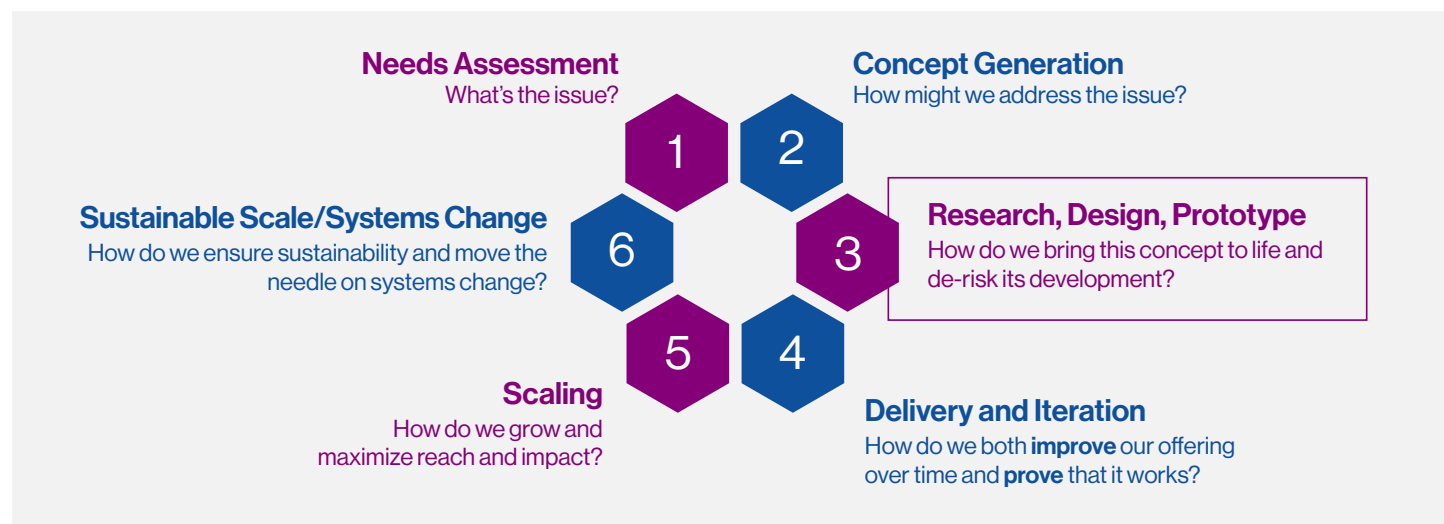
4.1. Evidence generation approach

The Centre is in **Stage 3: Research, Design, and Prototype** of our innovation cycle, shown below in **Figure 2**. This stage explores how we can bring the concept to life and de-risk its development.

Prototyping activities, documented in the second [Interim Report](#), focused on Centre component implementation, including preliminary learnings related to reach, user experience, and BNE

outcomes. CCDF streamlined its delivery to focus on BNE, ChatCDP, the NCDC, and broader advocacy efforts based on these findings and on internal reflection on how to increase the Centre's reach and benefit to the ecosystem. This report examines the preliminary outcomes from this period of refinement and the Centre's overall uptake.

Figure 2 | Blueprint's six-stage innovation cycle



4.2. Learning agenda

Blueprint evaluated the Centre's uptake, user experience, implementation, and outcomes for participating CDPs. We also explored the extent to which there was a pathway toward the Centre's sustainability. Specifically, we address the following questions:

• Uptake and user experience

- To what degree did the Centre reach CDPs?
- What service components did CDPs engage with?
- What were users' views of the quality and utility of the Centre's offerings?

• Implementation

- What do interest holders perceive as strengths of the Centre's approach?
- What challenges did staff encounter in delivering the Centre?
- What opportunities were identified for improvement?

• Preliminary outcomes

- Did participating CDPs achieve outcomes related to professionalization?

- Did CDPs expand their scope of practice?
- Did CDPs improve their connection to professional communities?
- Did CDPs improve their sense of professional identity?
- Are CDPs more aware and/or committed to learning about evidence-based practices?
- To what extent did the Centre influence service delivery practices, organizational capacity, and community-level outcomes among participating organizations?
- To what extent did the Centre achieve outcomes related to the advancement of quality, capacity, access, and cohesion of the ecosystem?¹⁷
- Sustainability
 - To what extent is there a clear pathway to sustain the Centre's key components going forward?

4.3. Evaluation design, data sources, and sample sizes

Blueprint employed a mixed-methods evaluation design, integrating qualitative and quantitative approaches (detailed in **Table 2**, on the next page). We adapted data-collection methods to align with community-based and relational learning contexts, particularly in Indigenous, rural, and remote communities. This emphasized relational methods focused on building trust and respecting community contexts and protocols, rather than relying solely on transactional data-collection tools. As a result,

BNE participant feedback was gathered through Dotmocracy, word clouds, and interviews. While these methods limited the depth of standardized quantitative data collected across cohorts, they reflected efforts to respect community norms, reduce extractive evaluation practices, and maintain trust. These data were supplemented with surveys, interest holder interviews and focus groups, and administrative data provided by CCDF.

¹⁷ Ecosystem quality, capacity, access, and cohesion are foundational elements identified by the Challenge Factory and CCDF within the [Career Development Maturity Matrix](#).

Table 2 | Data sources and sample sizes

Data sources	Dates	Totals and response rates
Administrative data: Captured through the Centre during delivery. Enrolment data and Google Analytics focused on participation and number of users.	Apr. 2023 to Sept. 2025	N/A
CCDF staff updates: Reflections captured by Blueprint in conversations with CCDF during regular check-ins.	Ongoing throughout delivery	N/A
Interest holder interviews/focus groups: ¹⁸ Focus groups and interviews held with interest holders to explore their perspectives on the Centre's development, gaps it filled in the ecosystem, and its impact on the ecosystem's maturity. Individuals were experts in career development and had been involved in the ecosystem for years. Many were also involved in the Centre's development and delivery in some capacity.	Sept. to Oct. 2025	7
Community partner interviews: Interviews conducted with a subset of community partners who co-delivered BNE with CCDF from 2023 to 2025. Partners were recommended by CCDF based on their engagement with the Centre. Conversations were open-ended to better understand the motivations behind participation, the nature of their collaboration with the CDPC, and their views on their communities' needs and benefits.	Sept. 2025	3
Facilitator Interviews: Interviews were held with a subset of BNE facilitators to discuss their perspectives on gaps filled by BNE and its outcomes and impact on their practices.	June to July 2025	3/7 (43%)
BNE post-program feedback: ◦ Dotmocracy: Facilitators placed five chart papers around the room (or online) and asked individuals on the last or second-last day of BNE to place a sticker or dot to showcase their response to questions. ◦ Word clouds: Individuals were encouraged to contribute to a word cloud that described their experience in the program. This was completed for six of the 14 BNE cohorts.	Apr. to Oct. 2025	75% (175/232) ¹⁹

¹⁸ For the purpose of this report, "interest holders" includes individuals with a robust understanding of the sector, involved in the Centre in some capacity (e.g., on the Advisory Committee, facilitated BNE, contributed to the development of one or more components, etc.). For that reason, interest holders often had insights into the needs and challenges of the sector, as well as into observed successes of Centre components.

¹⁹ The questions were asked to 13 of the 15 BNE cohorts delivered in 2025.

Data sources	Dates	Totals and response rates
BNE participant interviews: Interviews were conducted with participants after their engagement with BNE to better understand their experience and what they took away from the session.	Apr. to Sept. 2025	7
BNE alumni survey: Distributed by CCDF facilitators to program graduates from 2023 to 2025. The survey captures outcomes of BNE and engagement with other Centre components.	Aug. to Sept. 2025	21% (158/767)
Participant-generated reflections and artefacts: After completing BNE, several participants voluntarily shared demonstrations of their learning with the research team. These unsolicited submissions included a poem, a video, and written reflections that highlighted key insights and takeaways from the learning experience.	Apr. to Oct. 2025	7
ChatCDP survey: Captured through the Centre during delivery. Data focused on enrolment, participation, and number of users.	Dec. 2024 to Sept. 2025	53 ²⁰
National certification survey: Distributed to individuals who applied for or received national certification and agreed to share their contact information with Blueprint. The survey explored their motivations to engage with and their impressions of the certification.	Sept. 2025	53% (42/76)

4.4. Data limitations

Findings in this report should be interpreted in light of certain limitations:

- **Reliance on self-reported and perceptual data:** This evaluation draws on participants’ and interest holders’ accounts of their experiences, learning, and changes in practice. To address concerns raised by Indigenous communities about extractive and colonial approaches to data collection, we prioritized qualitative, self-reported measures over standardized or objective ones. As a result, this report captures perceived value and self-reported change rather than independently observed changes in

practitioner behaviour, service quality, or client outcomes. Outcome findings should be read as indicative of participant experience.

- **Self-selection, non-response, and small samples:** Participation in surveys and interviews was voluntary, and response rates for several instruments were low (for example, 21% for the BNE alumni survey and 37% for tracked ChatCDP sessions). Figures should be understood as reflecting engaged participants rather than all Centre users or the wider ecosystem.

20 Response rates could not be provided for ChatCDP surveys as attendance was not captured during 2024. In 2025, the response rate was 37% (33/89) for the sessions where data were provided.

- **Inconsistent evaluation tools and methods:**

As the Centre evolved in response to emerging needs and lessons, our evaluation tools adapted to reflect them. Consequently, data collection methods used in earlier reports for BNE and the alumni survey are not directly comparable with those used in this report, limiting sample size and overall comparability. For example, the previous BNE survey was replaced with five Dotmocracy questions, aligning more closely with experiential and community-based learning approaches.

- **Inconsistent longitudinal data collection:**

The data collected year over year differed (e.g., attendance data were not captured for all years of ChatCDP), limiting our ability to identify trends or generalize the level of engagement across all Centre users.

- **Limited demographic data:** To reduce administrative burden and maximize engagement among overtasked, under-resourced CDPs, project leads intentionally streamlined the registration process and collected only limited demographic information (e.g., province and preferred language). The evaluation was unable to assess additional participant characteristics, representation across priority groups, or differences in participant experiences and outcomes across demographic groups.

- **Limited understanding of reach:** We are unable to assess the proportion of the broader ecosystem engaged by the Centre or the extent to which participants are representative of it. This is due to inconsistencies in the collection of participation and demographic data across the program and to the absence of reliable, ecosystem-wide data to quantify the size and composition of the sample.²¹ Participation can be described in absolute terms, but not as a percentage of CDPs operating in the ecosystem as a whole.

- **Limited evidence of the effectiveness of the Resource Library and Events Calendar:**

As funding for the Centre concluded in fall 2025, CCDF focused its 2024-25 resources on activities it perceived as having the greatest potential impact on the ecosystem, such as making foundational training available to under-resourced communities. With fewer resources allocated to the Resource Library and Events Calendar, no new evidence was collected for these components. Findings related to their effectiveness can be found in previous reports.

“This report examines the preliminary outcomes from this period of refinement and the Centre’s overall uptake.”



²¹ CERIC. (2024). *Hidden ecosystem, hidden talent: Mapping Canada’s career development ecosystem*. <https://ceric.ca/publications/hidden-ecosystem-hidden-talent-mapping-canadas-career-development-ecosystem/>

5. Findings

5.1. Uptake and user experience

The Centre engaged over 1,600 CDPs across its various components.

Between January 2023 and May 2025, **1,679** CDPs created an Online Centre account to access the Social Learning Community, Resource Library, and Events Calendar.^{22,23}

CDPs also actively engaged with other components of the Centre, including:

- BNE (**1,183** learner attendances);
- ChatCDP;²⁴ and
- National certification (**1,110** new certifications).

For further details on program component use, see **Appendix A**.

Table 3 | User uptake

Model component	2023	2024	2025	Total
BNE	539 learners	376 learners	268 learners	1,183 learners
ChatCDP	N/A	162 registrants ²⁵	• 187 registrants • 99 attendees	• 349 registrants • 99 attendees
National certification	N/A	Pilot: 20 individuals	• 1,090 certifications conferred • 1,411 applications received (171 new applications and 1,240 legacy applications)	• 1,110 certifications conferred • 1,411 applications received • 1,729 unique profiles created

Source. Administrative data

Based on Google Analytics data for August to November 2025, approximately **4,500** individuals visited the platform during this period. Data from October 2025 suggested that the most frequently

accessed pages during that month were the Competency Framework (90 visits), the National Competency Profile (53 visits), and the homepage (53 visits).

22 After May 2025, accounts were no longer needed to register or access the Resource Library.

23 As noted in section 4.4. Data limitations, it is not possible to determine the Centre's full reach.

24 For both BNE and ChatCDP, some individuals attended the same session more than once. Therefore, these figures reflect attendance instances, rather than unique attendees.

25 For 2024, the Centre tracked only the number of registrants for ChatCDP sessions. In 2025, data on both registrants and attendees were collected.

The Centre reached CDPs from all Canadian provinces and territories.

Every jurisdiction in Canada was represented among those who created an online account and

consented to participate in the research (84%), as shown in **Table 4**. The largest proportions were located in Ontario (26%), British Columbia (15%), and Quebec (9%).

Table 4 | Provincial breakdown of CDPs who created online accounts (N=1,413)

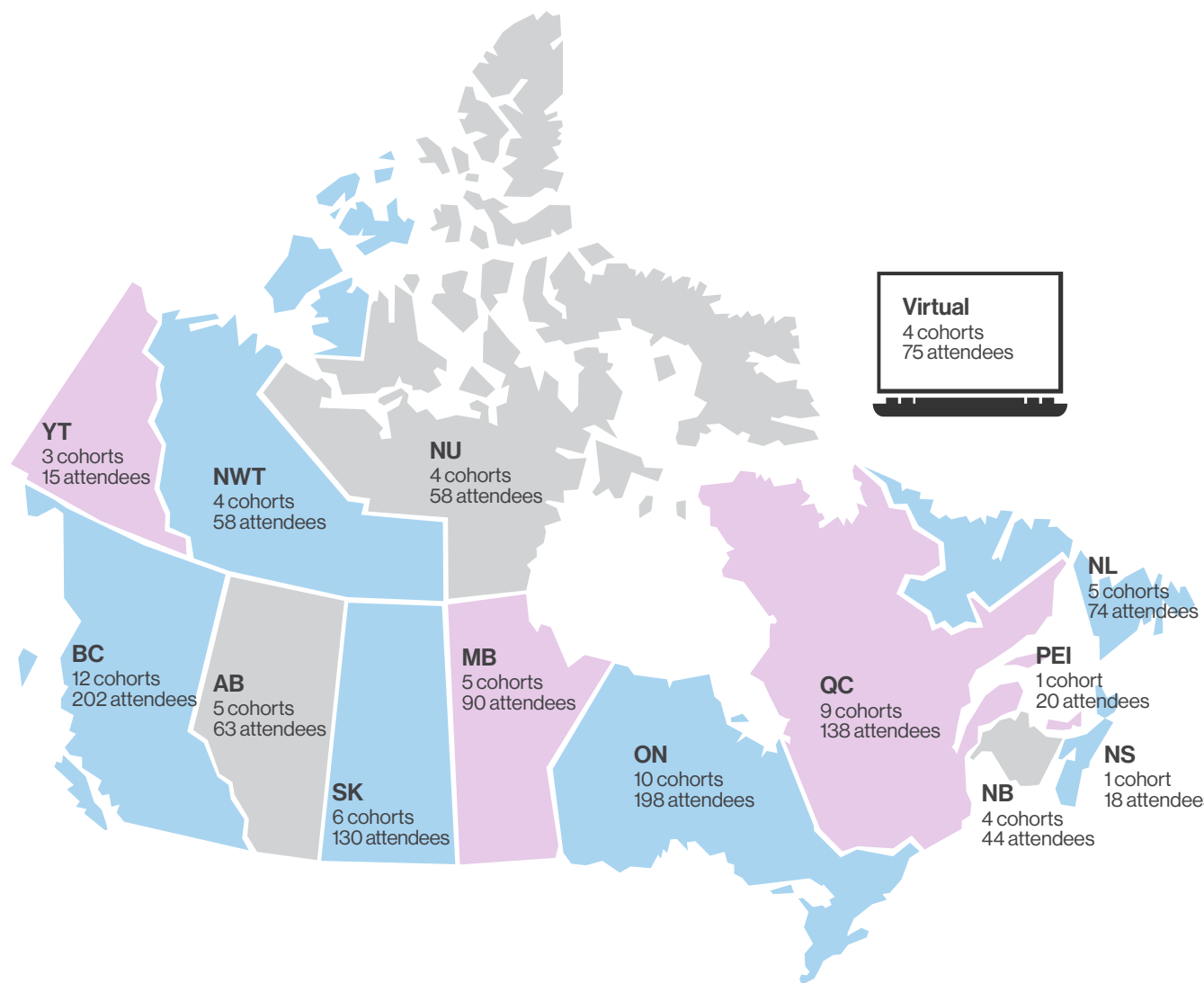
Province/Territory	Total		Preferred Language (N=1,233)		
	N	%	English	French	Either
Ontario	368	26%	353	8	7
British Columbia	213	15%	212	0	1
Quebec	127	9%	22	78	27
Manitoba	119	8%	117	1	1
Newfoundland and Labrador	109	8%	107	0	2
Alberta	76	5%	76	0	0
Saskatchewan	66	5%	64	1	1
New Brunswick	52	4%	45	4	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	<1%	5	0	0
Unreported ²⁶	180	13%	0	0	0
Totals	1,413	100%	1,090 (88%)	95 (8%)	48 (4%)

Source. Administrative data

26 Because some fields were not required upon launch, some early registrants did not provide this information.

Similarly, the NCDC received applications from every province and territory except Yukon, and BNE was delivered across all provinces and territories, as shown in **Figure 3**.

Figure 3 | Geographical distribution of BNE cohorts



Source. Administrative data

The Centre reached practitioners traditionally underserved within the ecosystem.

The Centre made significant efforts to meaningfully engage practitioners from remote and Indigenous communities, particularly with BNE. Of BNE's 73 cohorts, 32 were delivered in close partnership with an Indigenous partner as of October 2025.

Most participants in these sessions identified as Indigenous. These 32 cohorts were delivered in 25 different communities (which we define as training locations only and not the total number of communities reached, as participants may have traveled to attend sessions and may serve multiple communities through their work).

Respondents consistently viewed BNE and ChatCDP as high-quality programming that effectively met their needs.

BNE

BNE continued to receive positive feedback, with **96%** of participants in 2025 reporting that they enjoyed BNE (as shown in **Table 5**), consistent with trends from previous years.²⁷

Table 5 | Did you enjoy BNE? (N=125)

Response	%	Combined responses (%)
A lot	87%	96%
A little	9%	
Not really	3%	4%
Not at all	1%	

Source: BNE post-program feedback

In interviews and learning demonstrations, participants shared that BNE was not simply a training initiative, but an immersive learning experience that blended structured content with reflection, dialogue, and hands-on experimentation. Learners consistently highlighted their appreciation of the participatory and experiential methods (e.g., role-playing and reflective dialogue), which allowed them to learn new ways to facilitate relationality, trust-building, and responsiveness through immersion.

“It was the constant engagement. I can’t really remember it being lots of talking. It was more! It was like, here’s an idea, here’s how to apply it, now let’s do it. When I came back to my role, it made me understand how I can apply this in real life.”

— BNE participant

Others emphasized how rare and refreshing it felt to participate in a learning space rooted in connection and mutual support rather than one-directional instruction.

“I think that my favourite part of the training was how interactive it is. Personally, for someone who’s done college and university, it’s a bit exhausting to just sit and listen to someone talk. Especially since it was four full days of experience. It was nice to actually interact with the rest of the cohort and hear other people’s views rather than just following a book or a textbook.”

— BNE participant

²⁷ In the [2024 Interim Report](#), 89% of participants reported being satisfied with the content of the training, and 88% reported feeling that it was relevant to their work.

Participants often contrasted BNE with other forms of professional development, describing it as uniquely “comfortable,” “welcoming,” and “human.” The relational and experiential focus of the facilitation was viewed as a key factor in making learning accessible and valuable. This was especially true for those new to the field or working in rural and remote contexts, who had not been able to participate in learning opportunities to develop basic human services skills. These individuals often described BNE as “transformational” or “life changing.”

These perspectives were echoed in word clouds generated across six BNE cohorts. When asked “What words describe your experience in Building a New Era (BNE)?”, participants repeatedly used descriptors such as “fun,” “informative,” “engaging,” “interactive,” and “educational.” Word clouds are presented in **Appendix B**.

ChatCDP

One hundred percent of surveyed ChatCDP attendees reported being satisfied with the session they attended, as shown in **Table 6**.

Table 6 | Please rate your overall experience with the ChatCDP session (N=53)

Response	%	Combined responses (%)
Very satisfied	75%	100%
Satisfied	25%	
A little satisfied	0%	0%
Not at all satisfied	0%	

Source. ChatCDP survey

When asked in the survey and follow-up interviews what they appreciated most about ChatCDP, participants described the sessions as accessible, convenient, and engaging. They also valued the opportunity to connect with peers from across Canada and learn from one another’s experiences.

“There’s not that many opportunities in general to connect with other career development professionals ... when you look nationally, it’s even harder to make connections ... so having something that is Canada-wide is very, very challenging.”

— ChatCDP participant

Use of the Centre's other components, such as the Resource Library and Events Calendar, was not assessed during 2025, and materials related to the Centre's advocacy component had not yet been

released. As a result, this evaluation was unable to assess the quality or utility of these components. However, preliminary insights on the quality of these materials can be found in the [2024 Interim Report](#).



“Respondents consistently viewed BNE and ChatCDP as high-quality programming that effectively met their needs.”

5.2. Implementation

5.2.1. Perceived strengths of the Centre's approach

The Centre's early, inclusive engagement was perceived to build trust and support the development of responsive, relevant components.

Interest holders consistently identified a key strength in the Centre's intentional, sustained, and inclusive engagement with a broad range of actors across the career development ecosystem. This engagement extended beyond established CDPs and service providers to include those who may not formally self-identify as CDPs, Indigenous partners, and practitioners working in remote and rural communities.

Several interest holders described this approach as distinctive and, in some cases, novel, in comparison to traditional, top-down, or consultative models. Rather than seeking input after priorities or directions were set, the Centre was seen as engaging partners from the outset, creating a sense of shared ownership and mutual respect. Indigenous interest holders emphasized the value of being meaningfully included early in the process and having Indigenous perspectives and cultural approaches to career development recognized and respected.

"I primarily work within Indigenous employment and training and the Centre gave a sense of inclusion for Indigenous peoples to be part of the conversation in the country, not as, 'this is going on and what do you think about it?' after, which has been the strategy that many federal approaches have taken. But we've been included from the very beginning. I think that's what set this aside differently. That's what I hear from a lot of my colleagues. We feel engaged and that there's a respect as well for the different cultural approaches around career development."

— Interest holder

Interest holders also noted that this depth of engagement served a functional and relational purpose. By investing in ongoing relationships, the Centre built a trusted network of partners who supported uptake of the Centre's work. They enabled CCDF staff to regularly test ideas, gather feedback, and refine offerings and delivery approaches in response to emerging needs across diverse contexts.

BNE's relational, human-centred approach to learning fostered meaningful engagement, skill development, and relevance.



Interest holders identified the Centre's focus on addressing ecosystem gaps as a key strength, particularly in foundational training and advocacy.

In alignment with the *Feasibility Study* findings, interviewed interest holders highlighted the lack of foundational training and support for CDPs in the ecosystem. By developing a learning experience that addressed this foundational gap, the Centre identified and responded directly to a clearly articulated ecosystem need.

Interest holders noted this focus helped generate interest and momentum for the Centre's work. It also signaled that the Centre was designed to complement and strengthen the existing ecosystem rather than duplicate existing training and supports. This, in turn, contributed to growing trust in the Centre's role and value within the field.

"And it just hit me square in the face that most CDPs in this country are in the employment business and have never been trained, or have been trained minimally. I saw it over and over again, like teaching people who didn't know there could be a process for working with clients, didn't know there were different types of questions one could ask, didn't know that you could sequence your questions, you know, like that."

— Interest holder and BNE facilitator

Interest holders identified the Centre's convening power as a key strength, which enabled national dialogue, peer connection, and professional identity-building across a fragmented ecosystem.

Across components—notably, BNE, ChatCDP, and national certification—interest holders emphasized how these initiatives created opportunities for connection and knowledge-sharing within a fragmented ecosystem.

"I think the CDPC provided a place for a national conversation about a wide range of things through the different mechanisms, the conversations around ethics, the ChatCDP sessions, and also the discussion boards where they were used. There was conversation among CDPs from coast to coast to coast."

— Interest holder

BNE facilitators noted that many participants had never accessed formal career development training or PD opportunities and had limited or no professional networks. This learning experience helped them situate their work within a broader professional context, connect with peers in their own communities, and begin to identify as being part of a shared profession rather than working in isolation. Facilitators viewed this convening role as one of BNE's most valuable contributions.

"People who lived in the same community never knew each other or what each other did ... And the joy that [BNE] brought to people was immeasurable. They start to feel connected to a profession that perhaps they had no real connection to. It was a job. And so I think giving that opportunity, through BNE and some of the other things, really built people's desire for becoming part of the profession."

— Interest holder

BNE's relational, human-centred approach to learning fostered meaningful engagement, skill development, and relevance.

Participants greatly appreciated the more human-centred, relational learning experience rather than adhering to rigid content delivery. Interest holders and facilitators noted that the decolonized, relational approach to learning encouraged participants to bring their full selves to the learning space. This was seen to encourage greater participation, increase the Centre's relevance and applicability, and support the development of key skills (e.g., open-ended questioning, probing, active listening, and relationship-building).

"Most training is steeped in a colonial, institutionalized approach to learning. And I think what we've been able to really strip away is any preconceptions about what learning looks like. So we've created a room. The second they come in, they're super welcomed into the room. But what I think is different about this learning is we're actually learning alongside the people that we've been in community with. When we strip away the colonial approach, the institutionalized, the academic approach to learning, we actually create exponentially more learning."

— BNE facilitator

5.2.2. Delivery challenges and opportunities for improvement

Interest holders and staff noted that the time-limited, project-based funding constrained the Centre's ability to support long-term ecosystem change.

According to CDPC staff, a central challenge affecting the Centre's delivery was the time-limited, project-based nature of its funding. This shaped the scope of activities and the extent to which longer-term ecosystem outcomes could be pursued. Interest holders and staff consistently described the Centre's mandate—supporting professionalization of the field, fostering shared standards, and creating accessible, high-quality training and connection-building opportunities—as inherently long-term and systemic in nature. While project-based funding enabled innovation, experimentation, and early

implementation, achieving sustained ecosystem transformation (for new, evidence-based approaches to take root and mature over time) was widely viewed as requiring stable, multi-year investment.

Existing funding mechanisms were not aligned with system-level, cross-ecosystem initiatives.

CCDF explored opportunities to secure additional, sustained funding to support desired ecosystem-level change. However, they noted that existing funding streams from government funders are typically structured to support short-term, project-based solutions rather than the systemic, cross-ecosystem initiative represented by the Centre. They also described a broader context of fiscal restraint and competing funding priorities within governments, limiting the availability of core operational funding.

In addition, CCDF noted that some government and ecosystem partners did not consistently share the same understanding of the systemic challenges facing the career development sector, or the value of investing in ecosystem-wide infrastructure. They emphasized that demonstrating the impact of systems-level changes requires long-term evidence, which can be difficult to generate within typical funding timelines.

Because funding was time-limited and ecosystem needs were acute, CCDF staff continually balanced the Centre's ambitions against available resources. As described in **section 3.5**, Implementation, CCDF made a strategic decision to reduce investment in the Online Centre to direct greater resources toward BNE. CCDF prioritized the most urgent needs and underserved communities, investing in intentional, relational BNE cohorts and those in rural, remote, and Indigenous communities rather than rapidly scaling BNE across Canada. While participants reported meaningful benefits from this approach, the emphasis on intensive, relational cohorts meant fewer practitioners were trained.

CCDF staff also faced an increasing need to equip practitioners with the tools to support clients facing complex barriers and increasing demand for culturally relevant and community-led approaches. Staff pointed to varied provincial needs and priorities, including differing emphasis on training CDPs. Staying responsive to these pressures required continuous adjustment and stretched capacity. Despite progress made through BNE, ChatCDP, and certification, staff felt that strengthening a cohesive professional identity across a dispersed, diverse field remains a long-term endeavour not achievable within the confines of a time-limited project.

Existing funding mechanisms were not aligned with system-level, cross-ecosystem initiatives.



5.3. Preliminary outcomes

5.3.1. CDP outcomes

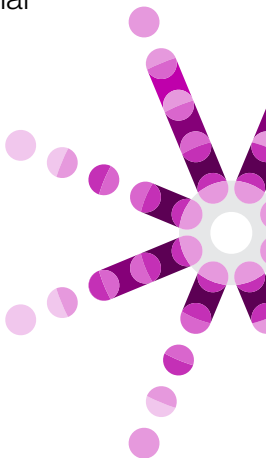
As shown in **Table 7**, the Centre identified four interrelated components of professionalization for the ecosystem's CDPs. Together, these components support the goal of professionalizing the ecosystem and equipping it to better meet the needs of Canadians.

Table 7 | Components of professionalization

 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 and territorial associations.	CDPs take responsibility for engaging with the ecosystem (for example, by becoming certified or intending to, or by actively seeking information about the ecosystem).	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.

The following sections examine how the Centre's key components—BNE, ChatCDP, and national certification—contributed to user outcomes during its final year of delivery.

Across Centre components, CDPs described feeling a greater sense of professional identity and belonging.





5.3.1.1. Have CDPs expanded their scope of practice?

CDPs reported that participation in the Centre’s components, especially BNE and ChatCDP, expanded their scope of practice by introducing new concepts, tools, and relational approaches they could apply in their day-to-day work.

As shown in **Table 8**, post-program survey data suggest that **98%** of practitioners felt BNE was effective in expanding their repertoire of strategies to connect and support clients.

Table 8 | Did you learn new ways of connecting with and supporting the people you serve through BNE? (N=127)

Response	%	Combined responses (%)
No	2%	2%
A couple of new ideas	34%	98%
A few new ideas	6%	
A lot of new ideas	58%	

Source. BNE post-program feedback

Interviewed participants (N=7) commonly noted a shift from transactional approaches to relational, client-centred practice. They shared being more aware of their communication patterns and using open-ended questions and strengths-based, holistic approaches. These methods recognize the clients as whole persons and are part of a skillset that many realized they already had but did not consistently apply.

“You need to understand yourself in your full scope of your work as a human so that you are allowed to see your clients as full humans and what they are capable of. So I found that’s something I’ve kept in mind for any interaction that I have moving forward.”

— BNE participant

Facilitators echoed this sentiment, noting that BNE not only changed how participants worked with clients, but also how facilitators thought about connection and communication.

“We need people in these positions to learn how to build relationships in the way that BNE teaches us. That training transformed how I interact with everyone in my life.”

— BNE facilitator

As shown in **Table 9**, alumni survey data suggest that these shifts translated into changes in practice. Most BNE alumni reported applying the skills they learned more frequently (**88%**), building relationships with clients more often (**74%**), and changing how they communicate with the people they serve (**66%**).

Table 9 | “Since participating in BNE, how often do you...?” (N=156)

	Not at all	Less often than before	The same	A little more often	A lot more often	Unsure
Build relationships with the people you serve	0%	0%	26%	31%	43%	0%
				Combined responses: 74%		
Apply the skills you learned (e.g., asking open-ended questions, sharing observations, engaging in exploratory conversations)	0%	0%	12%	40%	48%	0%
				Combined responses: 88%		
Since completing BNE, which of the following have you done (select all that apply)?			%			
Changed how you communicate with the people you serve			66%			

Source. Alumni survey

As shown in **Table 10**, when asked, an average of **97%** of all respondents attributed these changes ('somewhat' or 'a lot') to BNE.

Table 10 | “How much do you think BNE influenced these actions?”

	Not at all	A little	Somewhat	A lot	Unsure
Build relationships with the people you serve (N=112)	0%	4%	25%	71%	0%
			Combined responses: 96%		
Apply the skills you learned (e.g., asking open-ended questions, sharing observations, engaging in exploratory conversations) (N=134)	0%	2%	31%	67%	0%
			Combined responses: 98%		
Changed how you communicate with the people you serve (N=102)	0%	2%	25%	71%	2%
			Combined responses: 96%		

Source. Alumni survey

According to facilitator observations, BNE also impacted the quality of service BNE participants provided to clients. These facilitators observed changes in BNE participants and believed they could begin to break the “revolving door” phenomenon—where clients cycle through service without achieving meaningful support or retaining employment—as they were better equipped to understand client needs and provide concrete, practical recommendations (see the BNE case studies in **section 5.3.2.** on p. 50 for further detail).

In the exit survey, **98%** of respondents (52/53) reported gaining new information about the ecosystem, and **55%** (29) indicated that they learned about relevant tools, resources, and initiatives from attending ChatCDP. When asked to elaborate, participants described learning new strategies to support clients with job searching, using AI tools, developing a clearer understanding of formal assessments, and being introduced to tools commonly used by peers in other contexts.²⁸

28 Respondents selected three options on average (N=178).



5.3.1.2. Have CDPs improved their connection to professional communities?

Across components, users reported that the Centre played an important role in strengthening CDPs’ connection to professional communities. Facilitators, interest holders, and CCDF staff described peer connections as one of the most meaningful outcomes.

“The problem with our industry is that it is funded, and the funding creates segmentation. The only thing you can do to solve the problem is to bring people together, let them figure out how to navigate the system. The more we can get people in similar communities together solving problems, the more we can start to influence the issues that are happening in the system.”

— BNE facilitator

As shown in **Table 11**, **98%** of respondents reported that BNE helped them become more connected to colleagues.

Table 11 |
Did BNE help you become more connected to your colleagues in the room? (N=125)

Response	%	Combined responses (%)
A lot	85%	98%
A little	13%	
Not really	2%	2%
Not at all	0%	

Following participation, **56%** of alumni reported making new professional or community connections, as shown in **Table 12**. Beyond these immediate outcomes, some participants took

additional steps to deepen their professional networks. These included joining communities of practice (**17%**) and professional associations (**11%**) and participating in ChatCDP (**8%**).

Table 12 | Since completing BNE, which of the following have you done? Select all that apply. (N=156)

Response	%
Made new connections with other professionals/ community members	56%
Joined a community of practice	17%
Joined a professional association/group	11%
Attended ChatCDP	8%
Gained a mentor	8%

Source. BNE alumni survey

As shown in **Table 13**, alumni also described feeling more connected to the resources and people that support their work (**76%**) and increased connection with other organizations and community members (**74%**) than they did before participating in BNE.

Table 13 | Since participating in BNE, how much/often do you ... (N=156)

	Not at all	Less than before	The same	A little more	A lot more	Unsure
Feel connected to resources and people that support your work in career development	0%	1%	22%	44%	32%	0%
				Combined responses: 76%		
Connect with other organizations and community members that also support the people you serve	1%	1%	24%	36%	38%	0%
				Combined responses: 74%		

Source. BNE alumni survey

As shown in **Table 14**, across measures, alumni respondents consistently attributed these changes at least in part to their participation in BNE.

Table 14 | How much do you think BNE influenced these actions?

	Not at all	A little	Somewhat	A lot	Unsure
Made new connections with other professionals/community members (N=86)	1%	7%	34%	53%	5%
			Combined responses: 87%		
Joined a community of practice (N=24)	0%	25%	33%	42%	0%
			Combined responses: 75%		
Joined a professional association/group (N=17)	12%	35%	24%	24%	6%
			Combined responses: 48%		
Gained a mentor (N=13)	0%	15%	8%	77%	0%
			Combined responses: 85%		
Attended ChatCDP (N=12)	8%	17%	42%	25%	8%
			Combined responses: 67%		
Feel connected to resources and people that support your work in career development (N=115)	1%	3%	37%	59%	1%
			Combined responses: 96%		
Connect with other organizations and community members that also support the people you serve (N=113)	1%	4%	44%	50%	0%
			Combined responses: 94%		

Source: BNE alumni survey

In interviews (N=7), participants consistently described BNE as a creative space for meaningful connection, both within local organizations and across provinces.

"It was really cool to connect with other people in the profession from across the country ... especially as you know, I'm solo ... it really means even more to me to be able to be sharing ideas with people and hearing from them."

— BNE participant

Facilitators described witnessing these relationships form in real time. BNE routinely brought together CDPs who had never met, despite working in the same community. In some cases, facilitators observed that BNE had facilitated deeper organizational collaboration.

"We worked with two organizations who knew each other and have a decent relationship. Now they are absolutely collaborating with each other, not only at the leadership level, but at the individual level because we have leaders and practitioners in the room."

— BNE facilitator

ChatCDP offered another avenue for practitioners to connect and learn from one another. Practitioners reported that this increased their sense of connection to their professional community. Monthly sessions were designed to create a supportive, dialogue-driven space: **77%** of ChatCDP survey respondents reported leaving the session feeling more connected to other CDPs, and **72%** felt they had an opportunity to share their own knowledge and experiences with others.²⁹

In open-ended survey responses, participants described ChatCDP as a rare forum for uniting around shared experiences across regions and practice contexts. This sense of commonality helped reduce professional isolation and fostered a stronger sense of collective purpose.

"I feel like CDPs from coast to coast to coast all experience the same concerns and issues, and this made me feel connected more, and empowered by it."

— ChatCDP survey response

Interviewees (N=7) emphasized how few opportunities there are to connect with colleagues outside their immediate setting, and how valuable it was to engage with CDPs nationally and across contexts. This allowed them to learn from each other's approaches and recognize that their challenges are common.

29 53 respondents selected, on average, three options when responding to the question (N=178).

“There’s not that many opportunities in general to connect with other career development professionals. When you look nationally, it’s even harder to make connections, so having something that is Canada-wide is very, very challenging.”

— ChatCDP participant

Interviewees noted that these impacts extended beyond the sessions. For example, one CDP connected with another practitioner on LinkedIn to continue building their relationship.



5.3.1.3. Have CDPs improved their sense of professional identity?

Across Centre components, CDPs described feeling a greater sense of professional identity and belonging. These results were driven by BNE’s framing of career development as a profession, ChatCDP’s ongoing opportunity to connect with peers, and the pathway provided by national certification to formalize and validate professional expertise.

As shown in **Table 15**, **92%** of the BNE participants who completed a Dotmocracy reported feeling more connected to career development as a profession.

Table 15 | After BNE, I feel more connected to career development as a profession (N=117)

Response	%	Combined responses (%)
A lot	68%	92%
A little	24%	
Not really	7%	9%
Not at all	2%	

Source. BNE post-program feedback
Note. Percentages do not sum to 100% due to rounding to the nearest whole percent.

Facilitators (N=3) and participants (N=7) interviewed provided further insights. Participants shared that they entered the training without a strong sense of belonging to a professional community. Facilitators noted that BNE explicitly names and defines the profession, with many experiencing this for the first time.

“We have a slide that shows many different job titles that fit under the umbrella of CDP and have some facilitated conversation on that. Do you see yourself up there? Oftentimes I think that’s a real eye opener for people because it’s not really an ecosystem that people even often know exists.”

— BNE facilitator

Interest holders (n=7) and facilitators (n=3) viewed this activity, along with learning about existing tools, practices, and theories such as the Career Development Process, as helping practitioners develop a common language to engage with others

in their field and a clearer understanding of their role and place in the ecosystem.

“[BNE] gave everybody some common terminology so if they wanted to have a follow-up conversation, they could say, ‘I’m struggling with this part of the process, can we talk about that?’”

— Interest holder

As shown in **Tables 16** and **17** (on the next page), this increased clarity and confidence in professional identity also appeared to motivate further engagement, and was often attributed to participation in BNE:

- **31%** attended career development conferences or events (with **62%** attributing this to BNE);
- **13%** applied for national certification (with **80%** attributing this to BNE); and
- **11%** earned their national certification (with **70%** attributing this to BNE).

Table 16 | Since completing BNE, which of the following have you done? Select all that apply. (N=156)

Response	%
Attended career development events/conferences (e.g., Cannexus)	31%
Applied for national certification	13%
Received national certification	11%

Source. BNE alumni survey

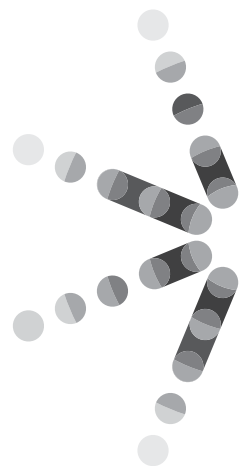
Table 17 | How much do you think BNE influenced these actions?

	Not at all	A little	Somewhat	A lot	Unsure
Attended career development events/ conferences (e.g., Cannexus) (N=49)	20%	16%	35%	27%	2%
			Combined responses: 62%		
Applied for national certification (N=20)	10%	10%	20%	60%	0%
			Combined responses: 80%		
Received national certification (N=17)	12%	12%	29%	41%	6%
			Combined responses: 70%		

Source: BNE alumni survey

In January 2024, a ChatCDP session focused on national certification, and sessions made further references to certification in August 2024 and June 2025. According to participants, these sessions provided information, encouragement,

and accountability. Some described ChatCDP as a meaningful catalyst for discussion about national certification, with one noting that the “accountability piece” it offered contributed to their decision to pursue certification.



“Across components, users reported that the Centre played an important role in strengthening CDPs’ connection to professional communities.”

Survey findings suggest that a desire for a stronger professional identity motivated applications for certification. As shown in **Table 18**, **62%** of national certification survey respondents indicated they applied to build their personal reputation and credibility and 55% applied to feel more connected to the ecosystem.

Table 18 | What motivated you to apply for national certification? Select all that apply (N=42)³⁰

Response	%
To qualify your expertise	81%
To build your personal reputation/credibility	62%
Personal goal/aspiration	57%
To feel more connected with the career development ecosystem	55%
To identify areas for future growth	45%
To increase self-confidence in role	40%
To get better employment opportunities	31%
Directed by employer	10%
Other: Please specify	26%

As shown in **Table 19**, those who became certified (37/42 national certification survey respondents) reported strong impacts on their professional identity: **86%** indicated that certification helped them establish a professional identity and **84%** reported a stronger sense of connection to the career development profession.

Table 19 | Please indicate how much you agree or disagree with the following statements (N=37)

	Strongly disagree	Disagree	Agree	Strongly Agree	Unsure
Getting certified helped me establish a professional identity.	3%	3%	24%	62%	8%
			Combined responses: 86%		
Getting certified made me feel more connected to the career development profession.	3%	5%	38%	46%	8%
			Combined responses: 84%		

Source: National certification survey

30 Individuals selected, on average, four reasons that motivated them to apply for national certification.



5.3.1.4. Are CDPs more aware of evidence-based practices and committed to continued learning?

CDPs reported increased awareness of evidence-based practices and a sustained commitment to ongoing learning. BNE served as an entry point, introducing participants to ecosystem frameworks and tools. Certification deepened established practitioners’ understanding of standards and motivated continued professional development.

In interviews, facilitators shared that they intentionally exposed BNE participants to existing frameworks, tools, and a research base to underpin career development practice and ensure all had a common, consistent foundation. For many participants, this was the first time they were introduced to these concepts. Facilitators believed that this introduction inspired them to participate in greater learning (as they received follow-up requests from participants seeking additional readings and resources).

As shown in **Table 20**, **94%** of BNE post-program feedback respondents said they were ‘kind of’ or ‘very excited’ to learn about additional ways to support the people they serve.

Table 20 | After BNE, are you excited to learn about other ways to support the people you serve? (N=125)

Response	%	Combined responses (%)
Very excited	81%	94%
Kind of excited	13%	
Not really excited	4%	6%
Not excited	2%	

Source. BNE post-program feedback

“CDPs reported increased awareness of evidence-based practices and a sustained commitment to ongoing learning.”



Alumni reported that this interest in learning carried forward after the program. As shown in **Table 21**, 80% indicated they were using evidence-informed tools and approaches more often since BNE.

Table 21 | Since participating in BNE, how often do you ... (N=156)

	Not at all	Less often than before	The same	A little more often	A lot more often	Unsure
Use tools/approaches in your work that are backed by research (e.g., the career development process, career development dimensions, dependable strengths)	0%	1%	19%	40%	40%	0%
				Combined responses: 80%		

Source. BNE alumni survey

Many participants noted they had taken further actions to deepen their engagement with evidence-informed practice, such as by attending additional trainings or workshops (**51%**), reading resources on the CDP Centre website (**44%**), and reading the Competency Framework and the Code of Ethics (**26%**), as shown in **Table 22**.

Table 22 | Since completing BNE, which of the following have you done? Select all that apply. (N=156)

Response	%
Attended further trainings/workshops related to your work	51%
Read resources on the CDP Centre website	44%
Accessed other work-related resources/opportunities	32%
Read/referenced the Competency Framework	26%
Read/referenced the Code of Ethics	24%

Source. BNE alumni survey

Notably, the majority of respondents attributed these actions at least in part to their participation in BNE, as shown in **Table 23**.

Table 23 | How much do you think BNE influenced these actions?

	Not at all	A little	Somewhat	A lot	Unsure
Use tools/approaches in your work that are backed by research (e.g., the career development process, career development dimensions, dependable strengths) (N=122)	0%	3%	38%	59%	0%
			Combined responses: 97%		
Attended further trainings/workshops related to your work (N=77)	10%	17%	30%	40%	3%
			Combined responses: 70%		
Read resources on the CDP Centre website (N=65)	3%	2%	32%	62%	0%
			Combined responses: 94%		
Accessed other work-related resources/opportunities (N=49)	6%	8%	20%	63%	2%
			Combined responses: 83%		
Read/referenced the Competency Framework (N=39)	0%	5%	26%	69%	0%
			Combined responses: 95%		
Read/referenced the Code of Ethics (N=36)	0%	11%	28%	61%	0%
			Combined responses: 89%		

Source: BNE alumni survey

Survey findings indicate that CDPs felt that national certification strengthened their understanding of professional standards and encouraged ongoing learning. As shown in **Table 24**, **93%** agreed that certification clarified the standards guiding their

practice, making evidence-informed practice more visible and concrete. This clearer understanding was paired with increased motivation to continue learning: **85%** reported that certification encouraged ongoing professional development.

Table 24 | Please indicate how much you agree or disagree with the following statement (N=42)

	Strongly disagree	Disagree	Agree	Strongly agree	Unsure
National certification helps clarify the professional standards I should aim to follow as a CDP.	0%	0%	31%	62%	7%
			Combined responses: 93%		
The national certification has motivated me to keep learning and improving.	2%	5%	45%	40%	7%
			Combined responses: 85%		

Source. National certification survey

Open-ended responses echoed this connection, noting that maintaining certification promotes continued training and increased awareness of new learning opportunities.

5.3.2. Outcomes for service delivery organizations

According to three case studies, sustained participation in BNE led to changes to organizational practices, collaboration, and approaches to service delivery.

The case studies beginning on the next page examine how organizations that partnered with the Centre described changes to their practices, culture,

and service delivery following participation in BNE. These organizations were selected for interviews because each partnered closely with the Centre over extended periods (between 2023 and 2025) to deliver multiple BNE cohorts. Doing so helped concentrate participation among practitioners within the same organization, or, in some cases, across multiple organizations serving the same communities.

This level of engagement creates an opportunity for organizational change to emerge and be observed. These case studies provide illustrative examples of the ways the Centre may have influenced organizational capacity, collaboration, and approaches to service delivery.

Polly Bobiwash

First Nations Labour Market Development, Ontario

Polly Bobiwash, the Director of Labour Market Development for a large group of First Nations in Ontario, oversees employment services and programming within an Indigenous Skills and Employment Training (ISET) holder. She is part of a group of ISET holders that collectively provides employment services across a large number of Indigenous communities in Ontario.

The communities Polly serves face complex and persistent barriers, rooted in the legacy of colonialism. Intergenerational trauma, limited access to employment and wealth, and high poverty rates shape daily life. The opioid crisis has worsened these issues, as many clients struggle with addiction alongside other pressures. Funding adds another layer of insecurity. Although recent transitions from five- to 10-year agreements have improved stability, careful management is still needed to ensure program continuity and effective planning.

Recruitment and retention remain significant challenges, especially in smaller and remote communities where staff often manage multiple roles and heavy administrative workloads. Polly noted that recent settlements have made “the vulnerable more vulnerable,” intensifying labour shortages even amidst “good-paying jobs.” She highlighted the importance of shifting career development practices away from checklist-driven approaches toward more relational, holistic models. A focus on eligibility screens and prerequisites misses critical determinants of success: home life, overcrowding, addictions, child welfare involvement, and food insecurity. Effective career development interventions require trust, relationship-building, and coordinated supports to address these core issues before education or employment plans are set.

In 2023, Polly and Annika (a BNE facilitator and CDPC team member) collaborated to organize a BNE cohort that filled all 25 seats with a waitlist. This was evidence of a “thirst” for helping skills that extend beyond checklists and toward relational methods and front-end decision support. The hybrid model (two days online and two in person) proved

“I think it also allows them to really look at some of those key issues of trauma and how it’s impacting our communities. I think helping communication skills help others open up and help build that trust.”

— Polly Bobiwash

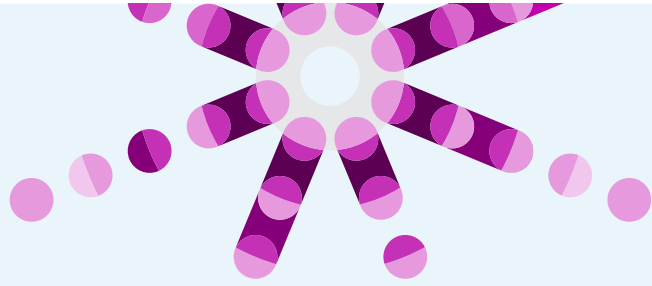
particularly beneficial, as “it was incredibly valuable to all be in the same room. CDPs are able to appreciate the depth of career development and how it can help people.” Building on this success, Polly and Annika delivered another cohort in 2025, incorporating opening prayers, ceremony, and Elder involvement, all of which were made possible thanks to the collaboration between the CDPC and Polly, who shared what is appropriate for her community’s needs and context.

Polly noted that BNE stood out from other learning experiences because of its in-person, heart-centred, and trauma-informed approach. Unlike traditional online or compliance-focused options, BNE provided practical, foundational learning that was relevant to First Nations contexts and met ISET reporting requirements. Polly shared that practitioners improved key communication skills, such as clarification, paraphrasing, and reflecting feelings and content, which helped build trust and strengthen client relationships.

The 2023 cohort also built an Ontario-wide frontline network that continues to share best practices and offer peer support. In Polly’s words, “when they go back to their offices, they can call each other for support and for information.”

Before BNE, many Nations worked in isolation; the program created space to connect practitioners across communities, respect local differences, and explore how larger Nations can support smaller ones.





David Hansen K5T, Northern BC

K5T is a holistic, community-driven model for career development and empowerment founded in the hub town of Terrace, BC, by and for Indigenous people. David Hansen, Executive Director of K5T, shares that Indigenous communities in and around Terrace have long faced the intergenerational impacts of colonial policies, residential and day schools, and restrictive governance under the *Indian Act*—the legacies of which have resulted in high unemployment, poverty, housing instability, addiction, and limited access to services. Many of the individuals K5T supports are multi-barriered, requiring intensive and ongoing support to be able to secure employment.

To help address this need, K5T collaborated with community to develop a community-designed, community-led career development service model that meets individuals “where they’re at.” This model is innovative and better reflects the needs of community, but CDPs continue to face challenges. The complex needs of community members cause practitioners at K5T to manage cases that require services beyond traditional employment services, without adequate preparation and training. Hansen notes that while Canada invests heavily in career development, there is little accessible, foundational, and free training available, which can lead to practitioners in his organization—especially those with their own trauma—to experience burnout.

“People have had a lot more confidence and efficacy in the way that they sit down with people and look at how they can be supportive. So they’re more cognizant about not being prescriptive. They’re being more attentive in that they’re giving people their undivided attention. People are showing more confidence and efficacy and homing in on the areas that our demographic needs specifically.”

— David Hansen

Wanting to learn tools to support staff at K5T, Hansen and several team members enrolled in BNE in 2023

“A lot of the pressure for the deliverable rests on these frontline workers that are really often under-resourced to save the day. So people come in to get a job, but you end up being their everything person.”

— David Hansen

when it was hosted in a nearby location in Northern BC. The experience offered more than technical skill-building: it created a reflective space for practitioners to connect with one another and share their experiences. Hansen described the sense of being seen—of having space to acknowledge the emotional and relational intensity of their work—as one of the most powerful aspects of the experience.

The session also helped to break down silos between organizations that, despite working in the same region, had long been working in isolation. New relationships were built, allowing organizations to come “together in the room and share each other’s experiences

and figure out how we can support each other and work together” as well as “[foster] that ability to see the value in each other and what each other’s doing.”

With these newfound organizational relationships, David partnered with the Centre to bring BNE back to Terrace in 2025. The Centre worked closely with Hansen to co-create a cohort that reflected local realities, based around an understanding of the barriers their clients face and the need to build strong relationships to help support them, rather than just learning more technical skills around referral processes and databases. Across both cohorts, Hansen has noted clear growth in K5T staff, especially relational skills and confidence.

He also noted that the experience inspired a team member to take on a community leader role, with the individual presenting with CCDF and independently at Cannexus to share learnings about delivering career development training to Indigenous audiences.

In his closing reflections, Hansen emphasizes that the flexible and relational approach of BNE, compared to traditional formal programming, is what makes it so effective. The program’s emphasis on human connection distinguishes it from formal training models and creates the conditions for genuine professional and community growth, essential to ensuring Canada’s significant investments in career development truly achieve their potential. He notes: “I haven’t seen any comparable programs that I would advocate for yet.”

Donna Desmet

NIEFS, BC

The North Island Employment Foundations Society (NIEFS) is the primary employment agency in the Vancouver Island North region. It serves a large geographic area that includes many remote and rural regions, with Campbell River as the largest centre. Its CDPs serve a wide range of clients, including Indigenous peoples experiencing the ongoing effects of trauma, people with experience of intergenerational poverty, and newcomers who are underrepresented in the labour market. Donna Desmet, regional manager of client services, notes that many of these clients face overlapping barriers, including mistrust of government institutions, and therefore require a highly sensitive and relational approach to become comfortable accessing services.

Meanwhile, recruitment, retention, and training pose ongoing challenges. Trained staff are difficult to find and keep, as “many potential employees are looking to move to communities where there’s more amenities for themselves and their families.” As a result, NIEFS often hires individuals rooted in local communities who bring valuable traditional knowledge and commitment to place, but who typically lack specialized formal training and may have found themselves in the career development field without a strong sense of what it entails.

Moreover, available training opportunities are offered far from North Island and are largely inaccessible to working professionals. They are too expensive or require full-time study. While NIEFS provides significant onboarding, internal training, shadowing, coaching, and supplementary PD for staff and core courses in ethics and theories, this learning takes a significant amount of staff time to complete given competing demands.

Desmet noted a significant gap in flexible, formal course offerings focused on foundational, interpersonal, and relational skill development for working CDPs supporting complex cases with little prior knowledge of the sector. Without this core relational training, the effects can be serious for both clients and practitioners. Desmet warns:

“It could be extremely detrimental ... Someone comes in the door and what they’re getting is very transactional, or maybe the person is coming in and is dealing with some trauma, and instead of having a safe space to be able to sit and to engage, it could be that they’re not heard at all, and instead of feeling welcomed, feel alienated and never come back.”

— Donna Desmet

She adds that inadequate preparation can lead to burnout among staff.

In 2023, Desmet participated in a hybrid BNE cohort following an open call for applications. The learning experience included two in-person days in Nanaimo, which she points out was significantly closer to her community than any prior training opportunity she had encountered. She immediately appreciated the value of deepening key relational skills and hoped to bring BNE to more NIEFS staff. In 2025, NIEFS partnered with CDPC to deliver two BNE cohorts locally, with NIEFS hosting. By offering these two cohorts locally, NIEFS was able to include almost all of its staff across locations. Desmet notes that this was a first; typically, only one or two staff members can be sent to any given in-person training.

According to Desmet, BNE models the very relational and reflective practices it seeks to teach. Participants not only learn theoretical frameworks, but also experience them through role-play, discussion, and reflective practice. Staff have since integrated these skills into their daily work, by engaging more relationally, prioritizing connection during first appointments, and identifying where clients are in their journey rather than jumping to referrals. These shifts have resulted in deeper, more meaningful client engagement. She notes, “I just saw so many deeper conversations that happened as a result. It was amazing to see how it positively impacted our whole team.”

As a result, she observed increased positive feedback from clients and staff. NIEFS noted strong monthly client satisfaction and engagement scores, above regional averages.

Desmet notes that BNE’s accessibility was critical: it was the first time since 2012 that an organization-wide learning opportunity had been available locally and free of charge. Moreover, thanks to the relationship built between NIEFS and CDPC, the learning was contextually relevant. Facilitators understood the realities of Northern BC communities and created space for participants’ specific needs—something Desmet says is missing from college-based programs. She believes that the need for BNE is only growing, especially as WorkBC transitions to new models that emphasize outreach and employability.

5.3.3. Career development ecosystem outcomes

To assess the Centre’s contribution to advancing the ecosystem, CCDF staff and interest holders reflected on its influence across four foundational “benchmarks” in the [Career Development Maturity Matrix](#): quality, capacity, cohesion, and access.

Developed by CCDF and the [Challenge Factory](#), the Matrix is a benchmarking tool designed to “spark conversations about the foundational elements the career development ecosystem needs for structural integrity and future advancement.”³¹

31 Challenge Factory. (n.d.). *Career development maturity matrix*. <https://challengefactory.ca/areas-of-expertise/career-development/career-development-maturity-matrix/>

Table 25 | Career Development Maturity Matrix

Benchmark 1:
Quality

- **Service system standards:** Services are delivered in accordance with clearly articulated standards that reflect rigour and accountability, respect for and responsiveness to the client, and a deep commitment to equity and inclusion.
- **Client-centred services:** Services and referrals are tailored to clients' initial and evolving needs, as assessed using rigorous employability assessment tools and methods for clients.
- **Demand-responsive services:** Services and referrals reflect the current and evolving needs of employers and industry ecosystems.
- **Accountability and continuous improvement:** Meaningful indicators of client change are used to assess the impact of services. Results are shared publicly and used to inform evolving policy and practice.

Benchmark 2:
Capacity

- **Professional standards:** CDPs are certified based on clearly articulated competency standards for effective and ethical practice.
- **Training and PD:** CDPs complete robust training and professional development aligned with professional standards at entry, professional, and leadership levels.
- **Talent pipeline:** The career development profession has a strong pipeline of new entrants, professionals, and leaders who reflect the diversity of clients served.
- **Research and innovation:** The career development ecosystem is informed by rigorous research and innovative theories, tools, and approaches.

Benchmark 3:
Cohesion

- **Professional identity:** CDPs see themselves as part of a strong, unified, and vibrant profession.
- **Awareness:** The public understands and sees the value of career development.
- **Influence:** The career development ecosystem informs public opinion, the media, and government policy and programming in diverse areas, including employment and labour market issues, education, health, and socio-economic well-being.

Benchmark 4:
Access

- **Citizen rights:** Entitlement to quality career services across the lifespan for all Canadians is protected in legislation.
- **Targeted services:** Underrepresented and marginalized groups have access to tailored and enhanced services.
- **Visibility:** The public knows where and how to access quality career services locally.
- **Technology:** Access to quality service is enhanced by technology-enabled delivery.
- **DEI:** The career development ecosystem and its services operate based on comprehensive and current DEI policy and practices.

To assess the Centre's contributions along these benchmarks, we rely on reflections from CCDF staff and from interest holders. We also supplement these perspectives with findings from participant surveys and interviews.

While the overall degree of contribution cannot be fully determined—there are limited data on the number of CDPs and service delivery organizations operating across Canada and the extent to which they were reached by Centre activities—findings suggest the Centre made contributions across several benchmarks.

Benchmark 1: Quality

Users and interest holders noted that the Centre strengthened service quality by embedding professional standards into career development and supporting more client-centred approaches.

Interest holders felt that the Centre played a role in **strengthening service delivery standards** by providing a central “home” for the national standards and competency framework. By doing so, the Centre increased its visibility and practical uptake. As noted above, **93%** of certification-earner survey respondents felt that earning certification strengthened their understanding of professional standards, suggesting the Centre helped translate abstract standards into applied professional practice.

BNE was also widely viewed by CCDF staff and facilitators as foundational **to improving client-centred services**. Its emphasis on relationship-building, reflective practice, and core career development principles was seen as a necessary counterbalance to system pressures that prioritize rapid job placement over quality of job fit. Interest holders noted that, prior to BNE, many practitioners lacked the skills and confidence needed to build trust with clients—a prerequisite for understanding evolving client needs and delivering tailored services. In this way, respondents indicated the Centre strengthened the underlying practice conditions required for sustained service quality, even within constrained funding environments.

“I think that in terms of quality, what we're putting in place are the foundational underpinnings that hold an ecosystem together and can improve it over time.”

— CCDF staff member

Benchmark 2: Capacity

Users shared that the Centre strengthened ecosystem capacity by establishing shared professional standards, expanding access to foundational training, and increasing access to research and leadership development resources.

Establishing the National Career Development Certification (NCDC) advanced overall ecosystem capacity. Staff and interest holders noted that, for the first time, CDPs across Canada can be certified against clearly articulated, nationally consistent **professional standards** for effective and ethical practice. National certification survey respondents noted that this brought greater structure and coherence to the process of demonstrating and recognizing professional competencies, helping to formalize expectations within the field. This also resulted in training providers increasingly aligning their offerings to the competency framework, strengthening coherence across education, training, and practice.

BNE further contributed to capacity by establishing a shared foundation of training and PD for CDPs. Interest holders emphasized that BNE's value lies not in replacing advanced learning, but in creating a common baseline of knowledge, language, and practice across a diverse workforce. Offering BNE free of charge was seen as particularly impactful, as it removed financial barriers in an ecosystem marked by chronic underinvestment in PD. While participants and facilitators consistently highlighted the need for more accessible (and free) advanced and specialized training, BNE was widely viewed as a necessary precursor for deeper learning to take hold.

"Foundational learning is the precursor for any other learning to really take hold."

— BNE facilitator

Interviewed staff and interest holders also viewed the Library as an important contribution to the sector's capacity, as it improved access to **research and innovation**. Through the development of 58 research summaries, the Centre reduced barriers related to cost, time, and accessibility, enabling CDPs to engage with evidence-based practice more readily. In addition, the Centre conducted foundational research on managers and leaders in the ecosystem, identifying key skill gaps in human resources management, performance management, conflict resolution, and grant writing. These findings directly informed the development of the Manager and Leader Competency Framework, which interest holders felt further strengthened leadership capacity across the ecosystem.

Benchmark 3: Cohesion

Users and interest holders felt the Centre contributed to greater cohesion by strengthening professional identity and promoting more relational, human-centred approaches to service delivery.

Engagement with Centre initiatives helped develop **stronger professional identity** among CDPs. As described above, many participants reported that they increasingly saw themselves as part of a broader, cohesive profession rather than as isolated practitioners working within fragmented

systems. This sense of collective identity extends to community organizations pooling resources to jointly support training and professional development for their staff.

Staff noted that the Centre also helped translate traditional “government” language related to career development service models (e.g., intake, assessment, goal setting, and action planning) into language rooted in the relationship-building principles shared during BNE sessions. One government representative noted they formally replaced their province-wide service delivery model with the more human-centred BNE approach, and

other provincial government representatives are supporting its integration in other CDP training.

Benchmark 4: Access

The Centre has not yet led to increased access to services.

While staff felt that the Centre may contribute to more accessible and inclusive services over time, the Centre has not yet had the time to increase the visibility or adoption of targeted services for underrepresented groups.

5.4. Sustainability

The Centre’s long-term sustainability and ability to demonstrate long-term impact were constrained by short-term funding systems not designed to support ecosystem-building initiatives.

As outlined in **section 5.2. Implementation**, the Centre was designed as a system-building initiative to professionalize the field, establish shared standards, and create accessible, high-quality skills development and connection-building opportunities across the country. However, staff noted that most provincial and federal funding mechanisms are designed to support short-term, program-specific interventions rather than cross-ecosystem infrastructure or ecosystem-building efforts. This misalignment made it difficult for CCDF to identify funding streams capable of supporting the Centre’s continued operation. While individual components (e.g., BNE and ChatCDP) could be framed as discrete initiatives and may have succeeded in securing targeted funding, the Centre’s intended

value lay in how all elements worked together to strengthen the field, making it challenging to fit within existing funding categories.

Staff reported investing significant effort in mapping the funding landscape, engaging federal and provincial interest holders, and articulating the Centre’s contribution to ecosystem-wide outcomes. Despite these efforts, they encountered persistent challenges. Funders often prioritized immediate, measurable outcomes, whereas the Centre’s objectives, such as professional identity formation, normalization of standards, and community cohesion, are inherently long-term. In addition, evidence of systemic or structural change was difficult to demonstrate within the lifespan of a single grant, even though early indicators, including increased certification uptake, peer connection, and shared professional language, were emerging. Responsibility for the ecosystem is also distributed across multiple jurisdictions and policy domains, further complicating discussions of ownership, accountability, and sustained investment.

CCDF identified pathways to sustain select Centre components, though at a reduced scale and without the broader ecosystem-building functions envisioned in the original model.

In response to these constraints, CCDF reported it will rely on its own resources to continue delivering selected components of the Centre. **The Resource Library and Events Calendar will be hosted on the CCDF website, monthly ChatCDP sessions will continue, and BNE will continue to be offered to organizations on a cost-recovery basis. An advisory body composed of ecosystem interest holders and volunteers will also continue to support the ongoing administration of the NCDC.**

While this approach enables some elements of the Centre to continue, CCDF staff and interest holders emphasized that it represents a significant departure from the original vision. BNE will no longer be offered at no cost. Without dedicated funding, CCDF will lack the capacity to sustain the same level of convening, advocacy, and research that characterized the Centre's initial design.



“Across Centre components, CDPs described feeling a greater sense of professional identity and belonging.”



6. Discussion and conclusions

The Centre was established to address a critical gap in Canada's career development ecosystem: the lack of a central, coordinated infrastructure for practitioner PD and ecosystem cohesion. Over its funding period, the Centre demonstrated clear practitioner interest in, and appreciation for, accessible, high-quality learning and networking resources.

Meaningful engagement was observed across components: 1,679 online accounts created; Building a New Era (BNE) recorded 1,183 learner attendances; approximately 100 attended ChatCDP sessions; and 1,110 practitioners earned National Career Development Certification (NCDC). The Centre also achieved pan-Canadian reach and delivered 32 BNE cohorts with Indigenous partners across 25 training locations.

Among those who engaged with the Centre, satisfaction levels were consistently high. Specific components, such as BNE and ChatCDP, were noted as particularly valuable. Findings not only highlighted a need for PD infrastructure, but also suggested a strong desire for human-centred approaches to learning and CDP practice. Opportunities for connection, dialogue, and shared experience were central to the perceived value of the Centre's offerings.

At the same time, overall awareness and participation among the broader career development workforce remained limited, especially with respect to the online components. Given the estimated range of 16,000–60,000 CDPs in Canada, engagement data suggest only a fraction of the national practitioner population interacted with the Centre's offerings. This reflected CCDF's strategic decision to allocate available funding and

staff capacity to BNE and ChatCDP delivery and expansion (identified as being higher priorities), which reduced the Centre's ability to promote and drive engagement with its other resources. As such, while the Centre has demonstrated proof of concept and perceived value among users, there is insufficient evidence at this stage to understand its longer-term influence on practitioner competencies, organizational capacity, or client outcomes.

The available evidence also provides limited insight into how participation in Centre activities influenced professional practice or client outcomes. In order to address concerns raised by Indigenous communities regarding colonial approaches to data collection and analysis, most data collected were self-reported and qualitative. Moreover, these data focused primarily on user experience and perceived relevance. Objective measures of change in practice, performance, or outcomes were not gathered. This limitation partly reflects the early stage of the initiative and the inherent challenge of attributing system-level impacts, such as improved service quality, to PD infrastructure within a short funding cycle.

Nonetheless, the findings point to several important contributions. First, the Centre had begun to fill a structural void in the career development ecosystem by offering a centralized hub for practitioner learning, networking, and knowledge mobilization. In doing so, it not only supported skill development, but also fostered meaningful professional connections and contributed to early signals of greater professional cohesion and shared identity among its users. Second, the initiative produced practical resources and tested delivery models that can inform future PD

efforts in the ecosystem. These outputs represent valuable foundational assets that can support future professionalization and service quality improvements.

The evaluation also underscores the ongoing need for coordination and investment in professional learning across the fragmented landscape of employment and career services. The Centre's experience illustrates both the potential and the limitations of a time-limited, innovation-funded model. Sustained improvements in workforce quality are unlikely to emerge from short-term projects alone; they require consistent access to PD opportunities, alignment with shared competency frameworks, and integration within provincial and organizational systems.

Looking ahead, the extent to which the insights, tools, and learning generated through the Centre can be leveraged will depend on whether they are intentionally embedded within durable structures in Canada's career development ecosystem.

Sustaining and building on the Centre's work may require stronger evidence demonstrating its impact at the practitioner, organizational, and client levels.

It may also require longer-term investment and stronger partnerships with provincial and territorial governments. Strengthening the evidence base demonstrating the Centre's contributions may be important for informing decisions related to sustained funding, governance, and broader ecosystem adoption.

In summary, the Centre demonstrated practitioner demand for a pan-Canadian hub to support professional learning and capacity building in the career development field. Findings highlight the value practitioners placed on opportunities for connection, peer learning, and relational approaches to PD. The evaluation found evidence of high participant satisfaction, engagement, and early changes in knowledge, confidence, and practice. However, the scope and timeframe of the pilot did not permit assessment of longer-term organizational or system-level outcomes. As such, the initiative should be viewed as a promising foundation: a credible starting point for building the professional infrastructure required to enhance the quality and effectiveness of employment and career services across Canada.

Appendix A:

Supplementary tables

Table A1 | Member organizations in the career development ecosystem

Member organization type	Description
Career and employment service providers	Public, non-profit, and for-profit organizations (specializing in providing career, employment, and/or job-related supports)
Education and training institutions	• Elementary and secondary schools • Post-secondary schools • Provincial and territorial apprenticeship and certification authorities
Community, social support, and Indigenous service providers	• Public, non-profit, and for-profit organizations • Indigenous Nations and governments (to provide career, employment, or job-related supports as part of a broader range of services)
Employers	Public, non-profit, and for-profit organizations (with day-to-day responsibility and opportunity to discuss career development and education options with staff)
Recruitment and outplacement service providers	Public, non-profit, and for-profit organizations (specializing in providing recruitment and/or outplacement supports)
Career development associations	• Member-benefit professional associations • Designation-granting associations • Certifying bodies • Professional regulatory bodies
Industry associations	• Professional organizations, professional associations, or professional bodies • Certifying bodies (existing to advance a particular profession, support the interests of people working in that profession, and serve the public good)

Member organization type	Description
Conveners	Public, non-profit, and for-profit organizations (specializing in bringing together interest holders (i.e., people, groups, and organizations) for facilitating and advancing discussions, collaborations, or events about career development; acting as a catalyst, connector, and organizer, often to promote dialogue, information sharing, cooperation, and problem solving; and acting as neutral or impartial parties that work to create a conducive environment for productive interactions among participants)
Researchers and policy influencers	• Public, non-profit, and for-profit organizations • Applied research organizations that advance career-related intellectual property and career practices across Canada • Economic development organizations, such as boards of trade and chambers of commerce
Funders and policymakers	• Government agencies • Government departmental programs • Independent agencies • Public and private foundations

Table A2 | BNE delivery locations, dates, attendance, and completions

Location	Dates	Attendance	Completions (demonstration of learning)
2023			
Rankin Inlet, NU	April	10	Not tracked in 2023
Corner Brook, NL	April	8	
St. John's, NL	April	16	
Halifax, NS	April	18	
Prince George, BC	April	11	
Vancouver, BC	April	16	
Winnipeg, MB	April	20	
Winnipeg, MB	June	20	
Brandon, MB	May	16	
Edmonton, AB	May	8	
Chatham, ON	April	14	
Yellowknife, NWT (2 cohorts)	May	33	
Montreal, QC (Eng)	May	8	
Durham, ON	May	20	
North Bay, ON	May	21	
Sudbury, ON	May	14	
Nanaimo, BC	May	11	
Terrace, BC	May	19	
Edmonton, AB	May	20	
Regina, SK	May	8	
Saskatoon, SK	May	21	
Kelowna, BC	June	20	

Location	Dates	Attendance	Completions (demonstration of learning)
Calgary, AB	June	13	Not tracked in 2023
Thunder Bay, ON	June	22	
Fredericton, NB	June	10	
Moncton, NB	June	9	
Summerside, PEI	June	20	
Montreal, QC	June	16	
Toronto, ON	Fall	20	
Yukon (2 cohorts)	Fall	6	
Montreal, QC (2 cohorts)	Fall	41	
Labrador (Goose Bay)	Fall	16	
Winnipeg, MB	Fall	14	
2024			
Saskatoon, SK	June	26	24
Iqaluit, NU	September	16	13
St. John's, NL	October	20	14
Fraser Valley, BC (hybrid)	October	24	24
Slave Lake, AB	October	15	15
Saskatoon, SK	October	22	19
Online delivery (public service staff)	October	19	15
Fraser Valley, BC	October	23	15
Campbell River, BC	October	15	14
Kelowna, BC	October	11	11
Campbell River, BC	November	14	14
Saskatchewan	November	21	21
Ottawa, ON	November	25	25

Location	Dates	Attendance	Completions (demonstration of learning)
Yellowknife, NWT	November	9	8
Online delivery (public service staff)	November	19	15
Winnipeg, MB	November	20	16
Fredericton, NB	November	13	12
High Level, AB	November	7	6
Montreal, QC	November	13	9
Montreal, QC	December	19	18
Quebec	December	16	13
Whitehorse, YK	December	9	7
2025			
Iqaluit, NU	February	19	19
Ontario and East Coast (virtual)	May	20	17
Yellowknife, NWT (ISET)	May	16	13
Terrace, BC	May	28	18
Saskatoon, SK	June	32	27
Hamilton, ON	June	28	16
Montreal, QC	June	21	18
Drummondville, QC	June	4	4
New Brunswick	August	12	12
Labrador, NL	September	14	13
North Bay, ON	October	17	17
NVIATS, BC	October	10	10
Fort Frances, ON	October	17	17
Rankin Inlet, NU	October	13	12
Virtual	October	17	16

Table A3 | ChatCDP delivery dates, topics, registrations, and attendance

Date	Topic	Registration	Attendance
2024			
January 11, 2024	National Certification and the Impact of AI on the Field	23	Not tracked in 2024
February 7, 2024	Cannexus24 Conversations	Not captured	
February 26, 2024	Drop-in session (no designated topic)	15	
March 26, 2024	Drop-in session (no designated topic)	7	
April 22, 2024	Drop-in session (no designated topic)	7	
May 9, 2024	Mapping Engagement Challenges in the Career Development Sector: Cultivating Collective Insight and Individual Action	9	
June 6, 2024	Drop-in session (no designated topic)	5	
July 18, 2024	Drop-in session (no designated topic)	18	
August 22, 2024	Drop-in session (no designated topic)	22	
September 19, 2024	Identifying Mental Health Outcomes in Career Development Practice	25	
October 17, 2024	Ethics in Career Development: Shaping Our Daily Work	15	
November 21, 2024	Drop-in session (no designated topic)	Not captured	
December 19, 2024	Reflect, Recognize, Revitalize: Reflective Practice for CDPs	16	
2025			
January 16, 2025	When Global CDP Creativity & Might Come Together: #SoMuchMoreThanTalkingAboutJobs	17	12
February 27, 2025	Conference Conversation: Cannexus25	22	14
March 20, 2025	Identifying Mental Health Outcomes in Career Development Practice	28	18
April 17, 2025	Drop-in session (no designated topic)	14	10
May 15, 2025	From Stuck to Strong: The Power of In Motion & Momentum+	22	13

Date	Topic	Registration	Attendance
June 19, 2025	Exploring National Certification	30	13
July 17, 2025	Drop-in session (no designated topic)	13	2
September 18, 2025	When I Was a Client: Your Story Before Becoming a CDP	20	9
October 15, 2025	Drop-in session (no designated topic)	21	8
November 28, 2025	From Stories to Stats: Showing the True Impact of Career Development	Delivered after data collection closed	

Table A4 | Resource Library summaries

Article title	Date published
2024	
Two Approaches to Job Crafting: Impact on Motivation, Health and Performance	November 2024
When is a Career Decision Really a Career Decision?	October 2024
How Negotiating Affects Job Offers	October 2024
Performance Anxiety at Work	October 2024
Helping People Get Work and Earn More: Evidence for What Works	September 2024
Youth Motivation for Career Guidance Activities	September 2024
Going Back to Work After Breast Cancer	August 2024
Breaking Down Stereotypes About Poverty	August 2024
To Choose or Not to Choose Vocational Training	July 2024
Access to Services for Rural Youth	July 2024
Skills Acquired Through Criminal Activities	June 2024
Digital Shifts and Access to Services: A Matter of Social Justice	May 2024
Working Later in Life? A Question of Balance	May 2024
The Impact of Digital Technology on Music Careers	May 2024
Identity Crisis for Guidance Counsellors in Quebec	March 2024
Sexually Abused Men's Relation to Work	February 2024

Article title	Date published
A Key to Successful Career Transition	January 2024
Reasonable Accommodation and Mental Health Concerns	January 2024
Labour Market Participation of Experienced People	January 2024
Evaluation of Skills Assessment and Development Process	January 2024
2023	
Career Choice Anxiety in Teenagers	December 2023
Youths' Relationship with Professional Life in Quebec	December 2023
Students Living with Disabilities: Accommodation and Support	December 2023
Challenges in Supporting Employment for Refugees	November 2023
Early Mentoring in Post-Sec by Females for Females: Make an Impact Later	November 2023
Discrimination in Social Services and Counselling	November 2023
Why Children Follow in Their Parents' Occupational Footsteps	November 2023
Combating Anxiety about Career Choices	November 2023
Autonomous and Assisted Use of LMI	October 2023
The Impact of Career Counselling on Mental Health	October 2023
Indigenous Career-Related Progress in Canada: A Partial Look at Employment-Related Gaps Between Indigenous and Non-Indigenous Women	October 2023
Indigenous Career-Related Progress in Canada: A Partial Look at Types of Work	October 2023
Indigenous Career-Related Progress in Canada: A Partial Look at Education	September 2023
Educational Success for Indigenous Women	September 2023
Indigenous Career-Related Progress in Canada: A Partial Look at Income	September 2023
Indigenous Career-Related Progress in Canada: A Partial Look at Employment	September 2023
Evolution of Pay Equity in Canada	September 2023
People Released from Prison Benefit from Employment Services, Maybe?	September 2023
Women's Literacy and Professional Integration	September 2023
Career Course Improves Student Self-Efficacy	August 2023

Article title	Date published
Virtual Psychology Is as Effective as Face-to-Face Psychotherapy	August 2023
Integrating International Students in a Minority Setting	August 2023
How CDPs Enhance the Capabilities of Indigenous Women	August 2023
How Do People Approach Unlikely Opportunities?	August 2023
The Pre-Pandemic Use of ICT in Guidance Counselling in Quebec	July 2023
Improving Employees' Children's Wellbeing	July 2023
Feeling Stuck at Work, Particularly When Doing the Wrong Work, Affects Mental Health	June 2023
The Influence of Organizational Culture on Burnout	June 2023
Help Students/Clients Find What They Want by Looking Elsewhere	June 2023
Job Search Help for Immigrant Women	June 2023
Helping and Hindering Indigenous Young Adults' Decision-making	June 2023
Family Career Genogram Intervention for Post-secondary Students with Undeclared Majors	May 2023
Career Counselling for Work, Family, and Other Life Roles	May 2023
<i>Défis quotidiens en matière de conciliation travail-famille</i>	May 2023
Familial Influences for International Students	May 2023
Goals, Plans, Implementation Intentions, and Worker Well-being	April 2023
What Do We Know About Work Passion?	April 2023
Vocational Indecision and Burnout in Students	April 2023

Appendix B: Word clouds

Hamilton:

What words describe your experience in Building a New Era?



New Brunswick:

What words would you use to describe your experience in Building a New Era?



Terrace:

What words would you use to describe your experience in Building a New Era?



Virtual:

What words would you use to describe your experience in Building a New Era?



Yellowknife:

What words would you use to describe your experience in this training?



Figure B1 | BNE post-program feedback: Frequency of words in word clouds describing participants’ experience of BNE

Words	Frequency Across Word Clouds
Fun	6/6
Informative	5/6
Engaging	4/6
Interactive	4/6
Collaborative/Collaboration	3/6
Connection/Connecting	3/6
Educational	3/6
Growth	3/6
Inspiring/Inspirational	3/6
Reflective	3/6
Supportive	3/6



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