

APPENDICES

Appendix A

Code of Ethics

Canadian Standards and Guidelines for Career Development Practitioners 2004

Editors' note: This Code of Ethics was developed by the *Canadian Standards and Guidelines for Career Development Practitioners* (S&Gs) in 2004.* The Canadian Career Development Foundation has granted CERIC permission to reproduce the *Code of Ethics* in this textbook as an appendix for quick reference. The official and most current version of this “living” document is available from S&Gs' website, <http://career-dev-guidelines.org/career_dev/>. (Publication Information: ATEC (2004). *Canadian Standards and Guidelines for Career Development Practitioners*. Ottawa, ON: Human Resources Development Canada.)

Code of Ethics

Preamble

Career development practitioners are engaged in a wide spectrum of activities in many fields. They work in a wide range of organizational settings and provide a spectrum of services and programs to a diverse population. This Code of Ethics is intended

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as a platform for the Canadian Standards and Guidelines for Career Development Practitioners.

This Code of Ethics is designed to reflect the breadth of the field as a companion to the core competencies that are being developed nationally. Therefore this Code of Ethics is purposely broad and quite general. Further detailed and focused ethical guidelines may be developed for the specialization areas identified. These specialized guidelines will then be considered as an adjunct to this Code of Ethics, not a replacement for this Code. The Code of Ethics does not supersede legislation and regulations that you as a practitioner are required to follow according to the jurisdiction you work in and the services you provide.

The purpose of the Code of Ethics is to provide a practical guide for professional behaviour and practice for those who offer direct service in career development and to inform the public which career development practitioners serve. Ethical principles help career development practitioners to make thoughtful decisions to resolve ethical dilemmas. The Code of Ethics when combined with the Canadian Standards and Guidelines for Career Development will protect the consumer and the public when receiving the services of career development practitioners.

Definitions for the purpose of this Code

Client: means the person(s) or organization to whom the career development practitioner provides services. This may include individuals, groups, classes, organizations, employers and others.

Customer: means the person(s) or organization that is paying for the career development service. A customer may or may not be the client.

Field: refers to practitioners involved in career development services.

1. Ethical Principles for Professional Competency and Conduct

1.a. Knowledge/Skills/Competency

Career development practitioners value high standards of professional competence and ensure they are able to offer high standards of professional knowledge, skills and expertise.

1.b. Self-Improvement

Career development practitioners are committed to the principle of lifelong learning to maintain and improve both their professional growth and the development of the field in areas of knowledge, skills and competence.

1.c. Boundary of Competency

Career development practitioners recognize the boundaries of their competency and only provide services for which they are qualified by training and/or supervised experience. They are knowledgeable of and arrange for appropriate consultations and referrals based on the best interests of their clients.

1.d. Representation of Qualifications

Career development practitioners do not claim nor imply professional qualifications or professional affiliations that may imply inaccurate expertise and/or endorsement. Career development practitioners are responsible for correcting any misrepresentations or misunderstandings about their qualifications.

1.e. Marketing

Career development practitioners maintain high standards of integrity in all forms of advertising, communications, and solicitation and conduct business in a manner that enhances the field.

1.f. Relations with Institutions and Organizations

Career development practitioners assist institutions or organizations to provide the highest calibre of professional service by adhering to this Code of Ethics. Career development practitioners will encourage organizations, institutions, customers and employers to operate in a manner that allows the career development practitioner to provide service in accordance with the Code of Ethics.

1.g. Respect for Persons

Career development practitioners respect and stand up for the individual rights and personal dignity of all clients. Career development practitioners do not condone or engage in sexual harassment. Career development practitioners promote equality of opportunity and provide non-discriminatory service. Clients who fall outside the mandate of an organization should be referred to appropriate services.

1.h. Abide by the Code of Ethics and Provincial and Federal Laws

Career development practitioners abide by all of the by-laws outlined in this Code of Ethics and furthermore comply with all relevant provincial/territorial and federal legislation and regulations.

Career development practitioners inform others (such as colleagues, clients, students, employers, and third party sources) about the Code of Ethics and relevant laws as appropriate and any mechanisms available if violations of the Code of Ethics or laws are perceived to have taken place.

Career development practitioners take appropriate action to try to rectify a situation if ethical, moral or legal violations are perceived to have taken place by a colleague, whether a career development practitioner or not.

1.i. Use of Information and Communication Technology

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Career development practitioners using information and communication technology which involves a client and service provider who are in separate or remote locations, are aware that all aspects of the Code of Ethics apply as in other contexts of service provision.

Career development practitioners provide clients with relevant information about themselves, as is appropriate for the type of relationship and service offered.

2. Ethical Principles for Career Development Practitioner-Client Relationship

2.a. Integrity/Honesty/Objectivity

Career development practitioners promote the welfare of clients by providing accurate, current and relevant information.

Career development practitioners assist clients to realize their potential and respect clients' rights to make their own informed and responsible decisions.

Career development practitioners are aware of their own personal values and issues and avoid bringing and/or imposing these on their clients.

2.b. Confidentiality

Career development practitioners respect the privacy of the individual or third party referral source and maintain confidentiality of information as is appropriate for the type of relationship and service offered.

Career development practitioners will inform clients and customers of the limits of confidentiality.

Career development practitioners offering services in a group, family, class or open setting (such as a Career Resource Centre) take all reasonable measures to respect privacy.

Career development practitioners are cautioned that the issues of confidentiality apply to the use of information and communication technology, e.g., voice mail, faxes, e-mail.

2.c. Releasing Private Information

Career development practitioners release confidential information in the following circumstances:

- with the express permission of the client
- where there is clear evidence of imminent danger to the client*
- where there is clear evidence of imminent danger to others*
- where required by law, such as in reporting suspected child abuse or upon court order

(* When the situation allows, action should be taken following careful deliberation and consultation with the client and other professionals. The client should be encouraged to take personal responsibility as soon as possible.)

Career development practitioners attend to privacy and security in the

maintenance and release of all records, whether records are written, on audiotape, or videotape, computerized or electronically stored.

2.d. Informed Consent

Career development practitioners honour the right of individuals to consent to participate in services offered, dependent upon the rights the individual does have, such as in being legally required to attend school.

Career development practitioners fully inform clients as to the use of any information that is collected during the offering of service. Career development practitioners ensure that information collected will only be used for its intended purpose or obtain the consent of clients for any other use of the information.

Career development practitioners inform clients and customers about the types of service offered and the limitations to service, as much as is reasonably possible given the type of service offered, including information about the limits to confidentiality, legal obligations, and the right to consult with other professionals.

Career development practitioners who work with minors or dependent individuals who are unable to give voluntary, informed consent, take special care to respect the rights of the individual and involve the parents or guardians wherever appropriate.

2.e. Multiple Relations

Career development practitioners are aware of the ethical issues involved in having personal relationships with clients. Career development practitioners avoid having conflicting relationships whenever possible. If such a relationship cannot be avoided the career development practitioner is responsible to monitor the relationship to prevent harm, ensure that judgement is not impaired and avoid exploitation. To this end career development practitioners utilize informed consent, consultation, supervision and full disclosure to all parties involved.

2.f. Conflict of Interest

Career development practitioners avoid and/or disclose any conflicts of interest which might influence their professional decisions or behaviours. Career development practitioners do not exploit any relationship to further their personal, social, professional, political, or financial gains at the expense of their clients, especially if the situation would impair the career development practitioner's objectivity.

Career development practitioners work to resolve any conflicts of interest with all parties involved giving priority to the best interests of the client.

3. Ethical Principles for Professional Relationships

3.a. Consultation

Career development practitioners reserve the right to consult with other professionally competent persons ensuring the confidentiality of the client is protected.

3.b. Respect for Other Professionals

Career development practitioners make full use of the resources provided by other professionals to best serve the needs of the client, including professional, technical, or administrative resources. This means understanding and respecting the unique contributions of other related professionals. Career development practitioners seek to avoid duplicating the services of other professionals.

As career development practitioners have a responsibility to clients, they also have a responsibility to fellow service providers.

When a complaint is voiced about other service providers, or inappropriate behaviour is observed, the career development practitioner will follow the appropriate channels to address the concerns.

Ethical Decision-Making Model

This is a model of ethical decision making to complement the Code of Ethics developed for the Canadian Standards and Guidelines for Career Development. This model is offered to assist career development practitioners with a process to follow and with cues, such as emotional reactions, which may assist in making better ethical decisions and resolving ethical dilemmas.

Steps in Ethical Decision Making

1. Recognize that an ethical dilemma exists.

An emotional response by a career development practitioner is often a cue to the need to make an ethical decision, such as feeling uneasy about a situation, questioning one's self or the actions of a client, or feeling blocked or uncomfortable in a situation with a client or colleague.

2. Identify the relevant ethical issues, all of the parties involved, and the corresponding pertinent ethical principles from the Code of Ethics.

The career development practitioner can check his/her feelings of discomfort and what these may tell about the situation. The feelings of the client or a third party involved in the dilemma could also be explored.

In some situations following one of the Codes of Ethics will offer enough guidance to resolve the situation. In situations where more than one Code is relevant or there is more than one course of action, the career development practitioner will need to proceed further with this model. Examine the risks and benefits of each alternative action.

The examination should include short-term, ongoing and long-term consequences for each person involved, including the Practitioner, when more than one Code of Ethics is relevant or alternative courses of action seem to be suggested by the Code of Ethics. In such situations gathering additional information and consulting with a trusted colleague is highly recommended.

The career development practitioner can check his/her own emotional

reactions to each solution and those of others involved in the decision. The career development practitioner also needs to determine if he/she has allowed enough time for contemplation of the situation. Projecting the various solutions into the future and envisioning the possible scenarios as each decision is enacted can be helpful.

4. Choose a solution, take action and evaluate the results.

The career development practitioner needs to act with commitment to one of the solutions, checking that the solution continues to feel the best that can be done in the situation, for all involved. The practitioner will need to assume responsibility for the consequences of the decision and be willing to correct for any negative consequences that might occur as a result of the action taken. This means determining that the outcome feels right and re-engaging in the decision-making process if the ethical dilemma remains unresolved.

5. Learn from the situation.

The career development practitioner will examine each ethical situation to consider the factors that were involved in the development of the dilemma and to see if any future preventative measures could be taken. Examining what he/she has learned from the situation and how the experience might affect future practice are also important activities for the career development practitioner.

Ethical Decision-Making Models Consulted

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Acknowledgements for Code of Ethics

The Canadian Standards and Guidelines for Career Development Ethics Subcommittee would like to acknowledge the following resources that were consulted in preparing the Code of Ethics.

Code of Ethics for:

Canada

Alberta Teachers Association – Teacher’s Code of Professional Conduct
Canadian Association of Career Educators and Employers

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Canadian Association of Pre-Retirement Planners
Canadian Association of Rehabilitation Professionals
Canadian Association of Social Workers
Canadian Counselling Association
Canadian Psychology Association
Career Development Association of Alberta
International Association of Career Management Professionals
Ontario Alliance of Career Development Practitioners Ethical Standards (DRAFT)
Ontario Society of Psychotherapists
Personnel Association of Ontario
The Educational Association of Networking, Education and Training for Workers in
Employment, Rehabilitation and Career Counselling (British Columbia)
The Professional Corporation of Guidance Counsellors of Québec

United States

American Counseling Association
Career Development Facilitator
National Association of Colleges and Employers
National Career Development Association
National Board for Certified Counselors, Inc. — Standards for the Ethical Practice of
Web Counseling

International

Institute of Careers Guidance (Britain)

Papers and Documents

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- Stewart, J. (1999). Ethical issues in career counselling. *Guidance and Counselling*, 14(2), 18–21.

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Ward, V. (1998). Training career development facilitators in ethical decision-making. In M. Van Norman (Ed.). *Natcon Papers 1998*. Toronto, ON: University of Toronto Guidance Centre

Appendix B

Professional Resources for Career Practitioners

Canadian National Associations and Foundations

- Canadian Association of Career Educators and Employers (CACEE) <<http://www.cacee.com/>>. The Canadian Association of Career Educators and Employers (CACEE) is a national non-profit partnership of employer recruiters and career services professionals. Our mission is to provide authoritative information, advice, professional development opportunities and other services to employers, career services professionals, and students.
- Canadian Career Development Foundation (CCDF) <<http://ccdf.ca/>>. CCDF is a recognized leader both nationally and internationally in the field of career development. Established in 1979, as a non-profit charitable foundation, CCDF works on projects that advance career development and the capacity of the profession to respond with compassion and skill to all clients and stakeholders in an ever-changing work environment.
- Canadian Career Information Association (CCIA) <<http://www.ccia-acadop.ca/>>. The Canadian Career Information Association / L'Association canadienne de documentation professionnelle was formed in 1975. It brings together individuals who share a common interest in the development, distribution and use of career resources.
- Canadian Coalition of Community-Based Employability Training (CCCBET) <<http://www.cocde-cccbet.com/>>. Members of CCCBET, a national, non-profit

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organization, are from provincial and national non-profit employment and training associations and organizations. CCCBET's vision statement is, "That Canada's employment and training sector offers recognized, professional services and that all people have access to community-based services that support their pursuit of meaningful employment and social inclusion."

Canadian Council for Career Development (CCCD) <<http://cccda.org/cccda>>. An umbrella group for career development groups and their partners to promote collaboration. For a list of members, see the Directory of Members at CCCD <<http://cccda.org/cccda/index.php/members/directory-of-members>>.

Canadian Education and Research Institute for Counselling (CERIC) <<http://www.ceric.ca>>. CERIC is a charitable organization dedicated to promoting career counselling-related research and professional development opportunities across Canada. It is directed by a volunteer board of directors reflecting a broad sectoral representation in the field of career counselling. CERIC funds both research as well as learning and professional development in Canada. Several programs support and benefit career professionals including: ContactPoint/OrientAction online communities, Cannexus National Career Development Conference, *The Canadian Journal of Career Development* (CJCD), and a Graduate Student Engagement Program.

Canadian University and College Counselling Association (CUCCA) <http://www.cacuss.ca/divisions_communities_CUCCA.htm>. The Canadian University and College Counselling Association is a national group of counsellors and counselling psychologists in postsecondary institutions, counselling educators and graduate students in counselling-related programs.

Career Development Chapter, Canadian Counselling and Psychotherapy Association (CCPA) <<http://www.ccpa-accp.ca/en/chapters/details/?ID=9>>. The mission of the CCPA Career Development Chapter is to support career practitioners in the field, to provide materials for quality service for consumers, and to create and recognize new initiatives in the field.

Career Professionals of Canada <<http://www.careerprocanada.ca/>>. Members represent all sectors and regions across Canada and include employment consultants, career coaches, résumé writers, interview coaches, outplacement consultants, recruiters, and a wide variety of other career professionals.

The College Sector Committee for Adult Upgrading <<http://www.collegeupgradingon.ca>>. The College Sector Committee for Adult Upgrading is committed to providing leadership in promoting the continuous improvement of the delivery of academic upgrading programs to meet the needs of adult learners in the Ontario Community College system. The CSC Coordinates communications, conducts

research, provides practitioner training, and develops learning materials intended to promote excellence at all colleges. The CSC is also responsible for the development and distance delivery of the Academic and Career Entrance (ACE) program.

Provincial Organizations

Alliance of Manitoba Sector Councils <<http://www.amsc.mb.ca/>>. The Alliance of Manitoba Sector Councils (AMSC) is a formal group of 18 sector councils with common goals:

1. Promote productivity, competitiveness, and community economic development through innovative and leading-edge collaborative projects.
2. Encourage entrepreneurship and small and medium business start-up programs creating future opportunities for growth and development.
3. Strengthen the skills of our Manitoba workforce and economy to allow an increase in production and competitiveness locally, nationally, and internationally.
4. Respond to the labour market changes through strategic initiatives related to Human Resources and Training to retain and recruit workers to Manitoba.
5. Strengthen the skills of our current and future sector leaders in the area of human resources and training.
6. Encourage joint and co-operative projects between sectors, with education, with industry and with government.

Association des conseillers d'orientation du collégial (ACOC) <<http://www.acoc.info/Accueil/affichage.asp?B=342>>. ACOC, an association of counsellors in Québec, meets the needs of its members by providing college-related professional development activities, supporting the growth and development the expertise of college counsellors, and disseminating career resources.

Association of Service Providers for Employability and Career Training (ASPECT) <<http://www.aspect.bc.ca/>>. ASPECT is an organization for British Columbia's community-based trainers. It provides leadership, education, advocacy, and public awareness in support of its members who provide community-based workforce development services.

Career Development Association of Prince Edward Island (CDAPEI) <<http://cdapei.wordpress.com/>>. CDAPEI promotes networking of professionals, community partners, and individuals seeking to strengthen career development initiatives on PEI.

First Work <<http://www.firstwork.org/>>. First Work aims to help young people find and maintain meaningful employment that will help improve the quality of

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their lives by supporting the network of local youth employment centres across Ontario. Association members receive help with knowledge transfer, public policy, professional development, and strategic communications.:

Ontario Alliance of Career Development Practitioners <<http://www.oacdp.on.ca/>>. The Ontario Alliance of Career Development Practitioners is an inclusive organization that provides strategic leadership to the Ontario partners in career development. It promotes best practices through the communication of information and the adoption of common standards and guidelines to enhance client-centred service delivery.

Ontario Network of Training Skills Project (ONESTEP) <<http://www.onestep.ca/>>. ONESTEP is a province-wide non-profit umbrella organization for the community-based training and employment (CBET) sector. More than 450 programs are provided by their member agencies, with over 250,000 clients served each year. Services include but are not limited to: career and personal counselling; literacy, ESL and numeracy programs; job-finding clubs; computer courses; sector-specific training (finances, tourism, health care); and job placement.

Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE) <<http://www.savie.qc.ca/rquode2/>>. The Québec Coalition of Development of Employability (RQuODE) is a non-profit organization formed in 1987. The RQuODE is composed of 61 members, located in 12 of the 17 regions of Québec. Its objectives are to:

- Improve methods of intervention that contribute to successful organizations;
- Increase the efficiency of working with disadvantaged clients in terms of employment;
- Promote a forum of expertise in integration to work;
- Facilitate communication between agencies;
- Represent all members to governmental, social, economic, and community.

Réseau des services spécialisés de main d'oeuvre (RSSMO) <<http://rssmo.qc.ca/>>. The RSSMO is the Québec association of non-profit organizations that provide employability services to help people with special difficulties.

International Organizations (Sample)

International

Association of Career Professionals International (ACPI) <<http://www.acpinternational.org/>>. The Association of Career Professionals International is a “global organization dedicated to advancing public awareness of the career

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management profession, as well as in promoting the international profile and credibility of its varied membership.”

Career Industry Council of Australia (CICA) <<http://www.cica.org.au/>>. CICA is a collaboration of non-profit career practitioner associations in Australia, providing a voice for the career industry. It facilitates liaisons and promotes awareness.

International Association for Educational and Vocational Guidance (IAEVG) <<http://www.iaevg.org/IAEVG/>>. IAEVG advocates that all citizens who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional; recommends the basic nature and quality of service that should typify the service provided to students and adults; and recommends the essential training and other qualifications that all counsellors in educational and vocational guidance should have.

United States

National Association of Colleges and Employers (NACE)<<http://www.naceweb.org/>>. “The National Association of Colleges and Employers connects campus recruiting and career services professionals, and provides best practices, trends, research, professional development, and conferences.”

National Career Development Association (NCDA) <http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page>. The National Career Development Association provides professional development, resources, standards, scientific research, and advocacy. NCDA is a founding division of the American Counseling Association (ACA).

Appendix C

Primer on Aboriginal Peoples and Canadian Law

In order to better understand career development from an Aboriginal perspective, it helps to appreciate the consequences of Canadian legislation and government policies on Aboriginal peoples (**First Nations**, **Métis**, and **Inuit**). Career practitioners should have a sense of what Aboriginal peoples have experienced over time so that they can better empathize with their clients' situation and understand the social and economic barriers they continue to face. Without such awareness, practitioners may end up offering ineffective or inappropriate services to their Aboriginal clientele.

The history provided below highlights some of the more significant political and legislative events in the history of Aboriginal peoples in Canada. We hope that through this review, career professionals will have a greater understanding of the Aboriginal struggle for recognition of their rights.

Acts, Accords, and Policies

Royal Proclamation of 1763

As settlers moved in to occupy British North America, the British government proclaimed that the interests of Aboriginal peoples and their lands must be protected under the Crown. Specifically, the Royal Proclamation of 1763 states that only the Crown may buy land from the First Nations people. To date, this proclamation

has and continues to be significant in terms of recognizing Aboriginal title and rights (First Nations Studies Program, 2013a).

Constitution Act, 1867 — Section 91(24)

This section of the Constitution Act (originally known as the British North America Act) describes how the Government of Canada has exclusive legislative authority for Indians and lands reserved for Indians (i.e., reserves; Government of Canada, 2013a).

Constitution Act, 1982 — Section 35

In the amendment to the Constitution Act in 1982, Section 35 provides constitutional protection to the rights of Aboriginal people in Canada. Examples of Aboriginal rights that Section 35 has been found to protect are fishing, logging, hunting, Aboriginal title (i.e., the right to land) and the right to enforce treaties (Government of Canada, 2013b).

Indian Act

This statute was first passed in 1876. It gave the Government of Canada exclusive authority over Indian people living on reserves. The Act defines who are Indians and their associated rights. The Act previously denied First Nations people the right to vote unless they gave up their Indian status and associated rights. In 1960, First Nations people received the right to vote in federal elections without giving up their Indian status. At present, the Indian Act remains in effect. Though amendments were made to the statute from approximately 1881 to 2000, the Act remains fundamentally unchanged since 1876. The most recent amendment in 2000 allows First Nations band members living off reserve to vote in band elections and referendums. The Indian Act is administered by the Minister Responsible for Aboriginal Affairs and Northern Development Canada (Government of Canada, 2013c).

The White Paper 1969

Former Minister of Indian Affairs, Jean Chretien, prepared a policy document (The White Paper 1969) that proposed the elimination of the Indian Act and Aboriginal land claims. In addition, the White Paper supported the assimilation of First Nations people into the Canadian population as “other visible minorities” rather than being recognized as a distinct racial group (Government of Canada, 1969). In response to the 1969 White Paper on Indian Policy, Harold Cardinal and the Indian Chiefs of Alberta countered by preparing the “Citizens Plus” policy document (the Red Paper). The Red Paper and the *Calder v. British Columbia* (Supreme Court of Canada, 1973) decision were contributing factors for the Liberal Party of Canada (the governing party of Canada at the time) to step away from the policy recommendations described in the 1969 White Paper.

Calder versus British Columbia (1973)

The *Calder v. British Columbia* decision by the Supreme Court of Canada concerning Aboriginal title to lands in British Columbia was the first time that Canadian law acknowledged that Aboriginal land title existed prior to European contact or colonization (Supreme Court of Canada, 1973). Subsequent legal decisions such as *Delgamuukw*, *Nisga'a*, *Gitksan*, *Wet'suwet'in*, *Haida*, *Taku River Tlingit*, *Musqueam*, *Heiltsuk*, *Sto:lo*, and *Tsilhqot'in Nation* are making significant contributions in the protection and advancement of Aboriginal title and rights — affirming that First Nations people exist and they have laws and governments.

Bill C-31: Act to Amend the Indian Act

This is the 1985 pre-legislation name of the Act to Amend the Indian Act. This legislation removed discriminatory clauses against women and restored status and membership rights. Aboriginal people who have been reinstated as status Indians under this Act are often referred to as “Bill C-31 Indians” (First Nations Studies Program, 2013b).

Powley Case

On September 19, 2003, the Supreme Court of Canada acknowledged the existence of Métis as a distinct Aboriginal people in Canada with existing rights that are protected by section 35 of the Constitution Act, 1982 (Métis National Council, 2013).

Kelowna Accord

Under the leadership of former Prime Minister Paul Martin, Aboriginal leaders, various provincial and territorial governments, and the federal government gathered on November 24–25, 2005 at the “First Ministers and National Aboriginal Leaders Strengthening Relationships and Closing the Gap” meeting in Kelowna, British Columbia. At this meeting, the First Ministers (the Prime Minister and Provincial/Territorial Premiers) and National Aboriginal leaders made a commitment to work together and strengthen their relationships across jurisdictional boundaries (Aboriginal, provincial, territorial and federal levels of government). This dialogue session resulted in the development of a 10-year agreement entitled “The Kelowna Accord” — a working paper that addressed closing the socioeconomic gap between Aboriginal people and other Canadians. Major themes of the Kelowna Accord included economic development, education, and health. These were reflective of issues that cut across all Aboriginal populations. The Accord presented tailored recommendations for First Nations, Métis and Inuit people. (Kelowna Accord, 2005). The plan included \$5 billion over five years to improve the lives of all Aboriginal people (CBC, 2006). In 2006, the new federal government of Prime Minister Stephen Harper decided not to follow through on the agreement.

First Nations-Federal Crown Political Accord on the Recognition and Implementation of the First Nations Governments

Signed in May 2005, this national agreement between First Nations and the Government of Canada focused on the reconciliation, collaborative review, and development of policies relating to First Nations' rights and self-government (Assembly of First Nations, 2005).

Statement of Apology to former students of Indian Residential Schools

On June 11, 2008, Prime Minister Stephen Harper officially apologized on behalf of the Government of Canada for the harm inflicted by the Indian Residential School System. In operation for over a century (from the 1840s into the 1990s), the Indian Residential School System took over 150,000 Aboriginal children from their families and communities and placed them in non-Aboriginal operated residential schools across Canada. The intention was to isolate Aboriginal children by separating them from their languages, families, communities, and cultures — and thereby assimilating them into mainstream Canadian culture. In addition to the negative effects of assimilation, there were allegations of abuse (psychological, physical, and sexual), overcrowding, lack of medical care, and poor sanitation that many Aboriginal children were exposed to during their attendance at residential schools (Aboriginal Affairs and Northern Development Canada, 2008). The Statement of Apology, 2008, was to begin a process of reconciliation between Aboriginal people (particularly, former residential school survivors) and the Government of Canada, and ensure that government systems and processes like the residential schools are never repeated.

United Nations Declaration on the Rights of Indigenous People

This UN declaration covers a wide range of human rights and fundamental freedoms related to Indigenous peoples, including the right to preserve and develop their cultural characteristics and distinct identities as well as ownership and use of traditional lands and natural resources. The declaration also covers rights related to religion, language, education, and the rights to participate in the political, economic, and social life of the society in which Indigenous peoples live. On November 12, 2010, the Government of Canada officially endorsed this declaration (United Nations Declaration of the Rights of Indigenous Peoples, 2007).

Bill C-3 Gender Equity in Indian Registration Act

On December 15, 2010, Bill C-3: Gender Equity in Indian Registration Act received Royal Assent and came into effect on January 31, 2011. This Act ensures that eligible grandchildren of women who lost status as a result of marrying non-Indian men are entitled to registration (Indian status) (Gender Equity in Indian Registration, 2010). Because of this legislation, approximately 45,000 persons will become newly entitled to registration.

Bill C-45 and the Idle No More Movement

The Government of Canada introduced Bill C-45 on October 18, 2012, entitled, A Second Act to Implement Certain Provisions of the Budget Tabled in Parliament on March 29, 2012, and Other Measures. Bill C-45 was an omnibus budget bill that changed legislation contained in over 60 acts or regulations (Government of Canada, 2013d). As it pertains to Aboriginal issues and rights, changes to legislation that included the Indian Act, Navigation Protection Act (former Navigable Waters Protection Act) and Environmental Assessment Act served as a catalyst for the Idle No More Movement in the fall of 2012 (Rabson, 2013).

The Idle No More Movement saw Aboriginal people at the grassroots level from across Canada gather in solidarity through rallies and social media (on Twitter at #IdleNoMore) raising awareness about Aboriginal issues in response to Bill C-45. Organizers and supporters of The Idle No More Movement saw Bill C-45 as an erosion of treaty and Aboriginal rights, and a lack of consultation with Aboriginal people on changes to federal legislation. On December 10, 2012, a National Day of Solidarity and Resurgence was held. Despite the actions of the Idle No More Movement, Bill C-45 was passed and received Royal Assent on December 14, 2012. Bill C-45 is now referred to as Jobs and Growth Act, 2012 (Government of Canada, 2013d).

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Glossary

First Nations is the term used today instead of Indian. Status Indians are registered under the Indian Act, and Non-Status are not. Many communities also use the term “First Nation” in the name of their community.

Inuit are Indigenous peoples who reside in the Arctic regions of Canada, Denmark, Russia, and the United States.

Métis are Aboriginal people who can trace their parentage to First Nations and European descent. Métis means a person who self-identifies as Métis, is of historic Métis Nation Ancestry, is distinct from other Aboriginal peoples, and is accepted by the Métis Nation.

Note: Aboriginal Affairs and Northern Development Canada provides an extended list of terminology for Aboriginal peoples at <<http://www.aadnc-aandc.gc.ca/eng/1100100014642/1100100014643>>.

Knowledge Champions

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BC Career Development Association is a non-profit professional association of career development practitioners. BCCDA offers training and practitioner resources and hosts the annual Career Development Conference. BCCDA administers the CCDP designation — Certified Career Development Practitioner. Be part of a vibrant community of practice — visit BCCDA at <http://www.bccda.org>.

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CERIC — the Canadian Education and Research Institute for Counselling — is a charitable organization that advances education and research in career counselling and career development. We support the creation of career counselling–related research and professional development for a cross-sectoral community through funding project partnerships and our strategic programs. These programs are Cannexus, ContactPoint/OrientAction, and *The Canadian Journal of Career Development*. <<http://www.ceric.ca>>

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The CES Career Education Society is a non-profit organization in British Columbia of people in education, business, industry, labour, government, and private organizations who work together to champion career and learning management as an essential life skill, with special emphasis on career education initiatives that benefit the province's youth. <<http://ces.bc.ca/>>

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