



HALIFAX, NS

CEWIL CANADA REGIONAL CONVERSATION

February 20, 2025

Location: MSVU Rosaria Student Centre

Number of participants:

(List in Appendix I)

52

Attendee demographics:

(i.e. % of each group)



Post-secondary: 72%



Students: 4%



Industry: 4%



Government: 10%



Other: 2%



BRIEF OVERVIEW OF THE REGION:

Prominence of WIL in the Region

The Maritime region is made up of Nova Scotia, New Brunswick, and Prince Edward Island. WIL is integral to the educational strategies of these provinces, aiming to bridge the gap between academic learning and practical work experience. This approach not only enhances student employability but also addresses regional workforce needs.

Post-Secondary WIL Landscape

Post-secondary education plays a particularly prominent role in the Maritime provinces compared to other regions of Canada. Several key factors contribute to this prominence:

High Concentration of Institutions

- The Maritimes have a high number of post-secondary institutions relative to their population size. Nova Scotia, for example, has 10 universities despite having just under one million residents—one of the highest university-to-population ratios in North America.

Economic & Cultural Impact

- Post-secondary institutions are major economic drivers, especially in cities like Halifax, Fredericton, and Charlottetown, where universities and colleges are among the largest employers.
- The student population is a significant part of the economy, supporting local businesses, research initiatives, and innovation hubs.

High Out-of-Province & International Student Enrollment

- More students come to study in the Maritimes from outside the region compared to many other parts of Canada.
- In Nova Scotia, over 50% of university students come from outside the province, and a large percentage are international.
- Institutions like Mount Allison, Acadia, and St. Francis Xavier are known for attracting students from across Canada due to their small class sizes and strong reputations.

Strong Focus on Liberal Arts & Small Universities

- Unlike larger provinces like Ontario or British Columbia, where universities often prioritize research and large-scale professional programs, the Maritimes have a strong tradition of liberal arts education.
- Universities such as Mount Allison, St. FX, and Acadia are frequently ranked among the best undergraduate institutions in Canada.

Challenges: Outmigration & Workforce Retention

- A challenge for the region is the outmigration of graduates—many students who study in the Maritimes leave for work in larger provinces, leading to brain drain.
- Governments and institutions have introduced incentives to retain graduates, such as immigration pathways for international students and economic development strategies to increase job opportunities.

Comparison to the Rest of Canada

- Ontario, Quebec, and British Columbia have the largest post-secondary sectors by volume, with research-intensive universities like U of T, McGill, and UBC dominating global rankings.
- The Prairies (Alberta, Saskatchewan, Manitoba) have fewer but larger institutions, often with strong industry ties in fields like agriculture, energy, and engineering.
- The Maritimes stand out for their small, student-focused universities, high university density, and strong historical emphasis on education as a key economic and cultural pillar.

Post-secondary Institutions by Province:

- **New Brunswick:** University of New Brunswick (UNB) – Fredericton & Saint John; St. Thomas University (STU) – Fredericton; Mount Allison University – Sackville; Université de Moncton – Moncton, Shippagan & Edmundston; Crandall University – Moncton; Kingswood University – Sussex; New Brunswick Community College (NBCC) – Multiple campuses; Collège communautaire du Nouveau-Brunswick (CCNB) – Multiple campuses; Maritime College of Forest Technology – Fredericton
- **Nova Scotia:** Dalhousie University – Halifax, Truro, Saint John (NB); Saint Mary's University – Halifax; Mount Saint Vincent University – Halifax; Acadia University – Wolfville; St. Francis Xavier University – Antigonish; Cape Breton University – Sydney; Université Sainte-Anne – Church Point & satellite campuses; Nova Scotia College of Art and Design (NSCAD) University – Halifax; Atlantic School of Theology – Halifax; Nova Scotia Community College (NSCC) – Multiple campuses
- **Prince Edward Island:** University of Prince Edward Island (UPEI) – Charlottetown; Holland College – Multiple campuses; Collège de l'Île – Wellington

Main Industries

The primary industries in these provinces include:

- **Nova Scotia:** Oceans technology, information and communication technology (ICT), and aerospace.
- **New Brunswick:** Forestry, ICT, and manufacturing.
- **Prince Edward Island:** Biosciences, agriculture, and fisheries.

WIL programs are tailored to meet the workforce demands of these key sectors, ensuring students gain relevant experience.

Government Involvement/Policy around WIL

Government support is crucial in promoting WIL through policies, funding, and partnerships:

Federal Initiatives:

- CEWIL Canada's iHub, with support from the Government of Canada, has provided funding for over 37,000 WIL experiences since January 2021. Over 6,500 WIL experiences were funded in the Maritime region, with over \$7.5M to support students from post-secondaries in these provinces.
- The Business + Higher Education Roundtable (BHER), with support from the Government of Canada, has launched partnerships to create flexible and accessible WIL opportunities, especially benefiting small and medium-sized enterprises and underrepresented student groups. CEWIL's iHub

Provincial Support:

Each Maritime province has developed unique WIL policies, funding mechanisms, and strategies to strengthen graduate employability and support workforce development.

- **New Brunswick (NB):**
 - **Future NB:** A provincial initiative aimed at increasing experiential learning opportunities, bridging education and industry, and ensuring students develop the skills needed for the evolving workforce.
 - **Future Wabanaki:** A parallel initiative focused on Indigenous-led WIL and career development opportunities for Indigenous students, promoting culturally relevant learning experiences.
 - New Brunswick also offers co-op education tax credits to incentivize employer participation in WIL.

- **Nova Scotia (NS):**
 - **Student Employment Initiative (SEI):** Supports WIL placements by funding student wages in government and non-profit sectors.
 - **Co-op Education Incentive (CEI):** Provides wage subsidies to employers hiring co-op students from Nova Scotia universities and colleges.
 - The province has prioritized graduate retention by linking WIL programs with immigration pathways for international students and offering incentives for employers to retain skilled graduates.

- **Prince Edward Island (PEI):**
 - PEI has focused on connecting post-secondary institutions with industry through experiential learning programs, helping students transition into high-demand fields like biosciences, renewable energy, and agriculture.
 - Provincial funding programs support employers hiring students and recent graduates, particularly in rural and emerging sectors.
 - The Team Student Jobs Initiative and PEI Co-op Program provide financial incentives for businesses offering WIL placements.

By integrating WIL into provincial economic strategies, Maritime governments are strengthening employer partnerships, improving graduate retention, and ensuring students gain the skills needed to succeed in the regional workforce.

iHUB, WIL, or Co-op Data Available

Comprehensive data on WIL participation and outcomes is essential for assessing the effectiveness of these programs:

- **National Data:** A 2020 study by Statistics Canada revealed that approximately 50% of 2015 postsecondary graduates participated in WIL during their studies, highlighting its significance in the Canadian education system.

- **iHUB Data:** 6,517 WIL experiences have been funded in the maritime region since 2021, totalling over \$7.5M in funding. New Brunswick has received over \$5M in funding to date, Nova Scotia just over \$2M, and PEI has received just over \$500,000.

In conclusion, Nova Scotia, New Brunswick, and PEI have embraced WIL as a strategic approach to enrich student learning and meet industry needs. Through collaborative efforts among educational institutions, industry partners, and government bodies, these provinces

continue to strengthen their WIL frameworks, contributing to regional economic development and student success.



TRENDS & CHALLENGES:

Attendees at the Halifax Regional Conversation discussed many of the key challenges facing Work-Integrated Learning (WIL) in the region, highlighting financial barriers, logistical difficulties, supply-demand mismatches, and systemic issues. It emphasizes regional nuances, such as limited government engagement, small business capacity constraints, and rural access challenges. Emerging issues, including AI's impact on WIL and the alignment of labor market needs with academic priorities, are also discussed. Proposed solutions focus on streamlining funding processes, enhancing employer support, and improving transportation and housing access, aiming to create a more accessible and sustainable WIL system.

1. Do the challenges presented in the report reflect the realities in your region?

- Yes, the challenges outlined in the report resonate deeply with the realities faced in our region, particularly when it comes to financial barriers and accessibility. Low wages, high costs of participation (including transportation, housing, and relocation), and unpaid practicums remain significant obstacles for many students engaging in Work-Integrated Learning (WIL) across the region. Additionally, the regional disparity in WIL opportunities is clear, with rural areas lacking the same level of access and support that urban centers have. These challenges, combined with the limited engagement of small businesses in WIL due to resource constraints, accurately reflect the barriers students and employers are facing locally.

2. What are the specific regional nuances to these challenges that need to be considered?

There are several regional nuances that need to be considered in addressing these challenges:

- **Rural Access & Transportation:** The geographical spread of the region creates a unique set of challenges. Limited public transit options and the high cost of travel make it especially difficult for students in rural areas to access WIL opportunities, leading to a cycle of inequality. This is exacerbated by the cost of housing when students are required to relocate for their practicum placements, further adding to the financial burden.
- **International Student Exclusion:** In Nova Scotia, international students are often excluded from funding opportunities, which is a pressing concern given the growing number of international learners in the region. This exclusion creates an additional barrier, limiting access to WIL experiences and funding for these students, which is not as pronounced in other provinces like New Brunswick.
- **Small Business Engagement:** Small and medium-sized enterprises (SMEs) make up a large portion of the business landscape in this region, but these businesses often lack the human resources and capacity to support WIL students. This requires tailored

solutions to help SMEs overcome barriers such as limited HR staff, lack of infrastructure for training, and financial constraints.

3. What are other regional challenges that aren't captured, but you feel are important to highlight?

- **Indigenous Inclusion:** Although the report mentions Indigenous inclusion, there is still a significant gap in Indigenous-led WIL initiatives in our region. There's a need for more collaboration with Indigenous communities to create culturally relevant WIL experiences that align with Indigenous knowledge and practices.
- **Caregiver Responsibilities:** In rural areas, students who are also caregivers—whether for children or elderly relatives—face additional challenges. This often leads to difficulties in balancing WIL requirements with caregiving duties, particularly for students who live in communities far from their placement opportunities. This dynamic is underexplored in the report and warrants further attention, as it's a widespread challenge for many students in the region.

4. What trends exist in your region that may not have been captured in the report?

- **Employer Readiness and Digital Skills Gap:** While the report mentions employer engagement, it doesn't fully capture the region's increasing demand for digital and tech-related skills. As the digital economy expands, employers, especially SMEs, need more support in becoming digitally ready to engage students in WIL placements that align with the evolving job market. There's also a mismatch between the types of skills employers want and the training that academic institutions provide, particularly in the tech and digital sectors.
- **Growing Demand for Hybrid Models:** There is an increasing interest in hybrid models of WIL, particularly in the wake of the pandemic, where both students and employers are seeking more flexible arrangements. These hybrid models allow students to gain practical experience while still attending to other responsibilities, such as caregiving or part-time work. This trend may not have been adequately reflected in the report and warrants consideration in future discussions on WIL.

These regional considerations highlight the unique challenges that need to be addressed to ensure more equitable and accessible WIL opportunities in our region.

SOLUTIONS & ACTIONS TOWARDS THE CALLS TO ACTION:

Call to Action #1: Sustainable, Predictable, Inclusive WIL Funding

There is a clearly identified need for equitable, accessible, and sustainable funding models for WIL, while addressing the unique needs of diverse stakeholders, from students to employers and government.

Ensure Sustainable & Equitable Funding

- Advocate for stable, long-term funding for not-for-profits and PSIs, reducing reliance on short-term grants.
- Push for more equitable distribution of NS CEI funds, ensuring SMEs receive support alongside large public-sector organizations.
- Expand funding options for non-co-op WIL, ensuring broader access to experiential learning opportunities.

Reduce Administrative Burden & Improve Access

- Standardize reporting and administrative requirements across funding programs to reduce strain.
- Increase resources dedicated to funding administration to help organizations manage compliance.
- Simplify application processes and improve awareness of programs like Graduate to Opportunity and CEI, especially for SMEs and students.

Enhance Accessibility & Inclusion in WIL

- Secure dedicated funding for students with disabilities through targeted student employment initiatives.
- Ensure that employers do not exploit funding for free labor, particularly in equity-focused programs, to create safe and meaningful work environments.
- Advocate for federal funding for international student WIL to address existing gaps.

Improve Funding Timelines & Predictability

- Address delayed funding confirmations, which disrupt student job searches and strain mandatory WIL programs.
- Provide early and clear funding commitments to avoid last-minute disruptions.

Support Sustainable WIL Models

- Encourage institutional commitment to sustain successful WIL programs beyond initial grant funding.
- Explore alternative funding models, such as employer contributions or hybrid funding, to reduce reliance on government sources.
- Establish funding for vehicles and infrastructure that support cross-sector collaboration and WIL opportunities.

Increase Employer Awareness & Engagement

- Improve outreach to SMEs about existing funding opportunities and relocation incentives.
- Educate employers on the value of WIL beyond free labor, fostering long-term participation without financial dependence.

Call to Action #2: Improved Data Collection and Reporting

There is strong demand for a CEWIL info session on data collection to address inconsistencies in data definitions and usage. 14 post-secondary attendees identified that this was important to them.

Develop a Centralized, Government-Driven Data Strategy

- Advocate for a provincial mandate to create a streamlined data collection and reporting system (government-driven but collaborative).
- Establish a working group of stakeholders to develop a standardized approach for data collection, ensuring consistency across institutions.

Improve Data Collection & Analysis Tools

- Expand Orbis and Simplicity system support, including a Maritime Community of Practice for better collaboration.
- Request a CEWIL-led info session on data collection and shared definitions to enhance consistency.
- Increase investment in APIs and analytics tools (Orbis API, Power BI, COGNOS, Excel) to improve data extraction and reporting capabilities.

Enhance Institutional Data Use & Reporting

- Identify and share best practices from PSIs using data to inform decisions (case studies, examples).
- Address institutional gaps by supporting PSI analytics teams in mining and interpreting their own data.
- Improve data contextualization, incorporating factors like cluster hiring, cultural applications, gender, and socioeconomic/regional impacts.

Expand Data Scope & Improve Accessibility

- Develop longitudinal tracking to measure WIL's impact over 5–10 years on career paths.
- Integrate pre- and post-secondary data (e.g., high school co-ops, experiential learning) for a more complete education-to-employment picture.
- Ensure qualitative data is valued alongside quantitative metrics.

Address Privacy & Equity Considerations

- Improve EDI data access while maintaining student privacy and informed consent.
- Work with the Ministry of Labour, Skills, and Immigration (LSI) to create a centralized, ethical approach to data collection and sharing.

Call to Action #3: Greater Collaboration and Coordination

To strengthen work-integrated learning (WIL) opportunities and employer partnerships across the region, attendees discussed the need to take a coordinated approach that enhances collaboration between post-secondary institutions (PSIs), streamlines administrative processes, and improves support for both students and employers. The following recommendations focus on key areas for improvement, including employer coordination, institutional collaboration, administrative efficiency, and student skill recognition

Improve Employer Coordination & Relationship Management

- Differentiate employer engagement roles: Separate teams for new employer recruitment vs. relationship management to improve long-term partnerships.
- Centralize employer interactions: Create a shared employer database or customer service system to prevent multiple PSIs from competing for the same employer partnerships.
- Develop a centralized employer navigation tool: Help employers easily identify the right institutional contact for their needs.

Enhance Collaboration Between Post-Secondary Institutions (PSIs)

- Create shared employer repositories: Maintain a regional list of reliable employers who align with quality WIL standards.
- Standardize policies & practices for EDIA in WIL: Develop a regional framework to ensure equitable opportunities and inclusive workplaces.
- Collaborate on regional/provincial WIL data collection: Reduce fragmented data by aligning reporting standards across institutions and government.
- Expand collaborative projects between PSIs and employers, especially in high-demand fields.

Streamline Administration & Communication

- Reduce administrative burden on institutions: Work with community organizations to outsource tasks like SWPP administration and employer support.
- Develop a shared WIL communications hub: A CEWIL Atlantic newsletter or centralized job posting site to improve employer outreach and opportunities for students.
- Establish a WIL collaboration lead: Identify a dedicated entity to drive cross-institutional collaboration and employer engagement.

Strengthen Student Support & Skills Recognition

- Develop a 'Skills Transcript': Help students track and showcase transferable and durable skills beyond their degree.
- Improve student self-advocacy: Offer training on articulating skills and matching them to career paths.
- Help employers recognize non-degree competencies: Shift focus from credentials to demonstrated skills for hiring.

Call to Action #4: Support SME Participation

Supporting small and medium-sized enterprises (SMEs) in work-integrated learning (WIL) is essential for expanding opportunities, promoting equity, and ensuring sustainable employer engagement. The following recommendations focus on strengthening employer support, addressing SME-specific challenges, securing stable funding, and fostering meaningful collaboration between SMEs and post-secondary institutions (PSIs).

Employer Support & Growth in EDIA

- Establish a Regional Centre of Excellence focused on SME and WIL to centralize support.
- Develop a dedicated SME support hub to assist with job postings, funding applications, and onboarding.

Tailored Support for SMEs

- Conduct a needs analysis to identify SME-specific challenges and support mechanisms.

- Offer customized onboarding and mentorship resources for SMEs to effectively integrate students.
- Use industry-focused language rather than academic jargon to improve engagement.

Funding & Stability

- Advocate for stable and accessible funding to support SME hiring, especially for unpaid college-level placements.
- Simplify funding application processes and create easily navigable funding directories for SMEs.
- Address funding disparities, particularly for historically Black NS students who lack dedicated WIL funding.

Engagement & Collaboration Strategies

- Shift focus from placements to collaborative projects, making it easier for SMEs to participate.
- Create direct employer connections rather than relying solely on online job postings.
- Build awareness among SMEs about hiring students with transferrable skills, not just specific degrees.

Addressing SME Capacity Constraints

- Develop simplified training resources to help SMEs utilize available supports.
- Provide targeted assistance for small SMEs (<10 employees) struggling with hiring and training.
- Explore cluster hiring models to alleviate resource constraints.

Equity & Inclusion in WIL

- Recognize and address barriers faced by non-traditional students in SME environments.
- Provide SMEs with guidance on supporting students with executive function challenges and other needs.
- Advocate for fair funding and wages, particularly in female-dominated, unpaid fields (nursing, teaching, ECE).

Post-Secondary Institution (PSI) Challenges

- Address PSI resource shortages to improve WIL organization and support.
- Bridge the gap between PSIs and SMEs by improving communication and expectations around student preparedness.

Call to Action #5: Deeper Approaches to Decolonization and EDIA

To create a more inclusive and equitable work-integrated learning (WIL) ecosystem, it is essential to strengthen student support, enhance employer accountability, and address systemic barriers to participation. The following recommendations focus on empowering students through self-advocacy, expanding mentorship and flexibility, equipping employers with the tools to foster inclusive workplaces, and securing stable funding for marginalized learners.

Strengthen Student Support & Advocacy

- Educate students on self-advocacy: Provide training on navigating workplace barriers, requesting accommodations, and addressing discrimination.
- Promote a strengths-based perspective: Encourage students to highlight their unique skills and experiences, shifting away from a deficit mindset.
- Expand mentorship opportunities: Establish mentorship programs that connect diverse learners with employers and professionals from underrepresented communities.
- Support students with caregiving responsibilities: Create flexible WIL structures to accommodate non-traditional students.

Improve Employer Engagement & Accountability

- Provide resources to employers: Develop guides, training, and toolkits on inclusive hiring, culturally responsive practices, and workplace accommodations.
- Hold employers accountable: Require commitments to EDIA best practices for participation in WIL programs.
- Educate employers on accommodations: Address misconceptions about costs and feasibility while improving lead-time for accommodations.
- Encourage flexible application & interview processes: Promote alternative interview methods and accessible recruitment practices.

Address Systemic Barriers to Inclusion

- Secure stable funding for marginalized students: Advocate for long-term financial support for African Nova Scotian students, students with disabilities, and first-generation learners.
- Improve accessibility in workplaces: Work with employers to address physical and systemic barriers, advocating for provincial accessibility legislation.
- Bridge the gap between WIL & EDIA teams: Enhance collaboration between post-secondary WIL and EDIA staff to improve student experiences.
- Create culturally responsive scheduling: Ensure flexibility in WIL placements to support diverse learners' needs.

Disruptor table:

Participants were given the option to join a conversation on calls to action that were not identified in the report. The group that gathered to discuss calls that were not identified as disruptors because they challenged the status quo of EDIA (Equity, Diversity, Inclusion, and Accessibility) in work-integrated learning (WIL). Rather than accepting surface-level commitments or slow-moving progress, they pushed for bold, enforceable standards that hold employers accountable. They recognized that without real consequences, EDIA efforts risk becoming performative rather than transformative. Their recommendations focus on setting clear employer requirements, moving beyond checkbox compliance, and ensuring that all stakeholders—especially those resistant to change—are actively engaged in creating truly inclusive WIL experiences.

Establish Enforceable EDIA Standards for Employers

- Require EDIA policies for employer participation: Make employer eligibility conditional on having formal EDIA, anti-harassment, and sexual violence policies in place.
- Develop a universal EDIA policy for Atlantic institutions: Align all post-secondary institutions on a shared EDIA framework to ensure consistency in WIL programs.

- Implement a "No EDIA, No Placement" rule: Employers without EDIA policies or demonstrated commitment to inclusion should not be eligible for student placements or funding.

Move Beyond Surface-Level EDIA Screening

- Shift from checkbox compliance to meaningful accountability: Ensure institutions don't just ask if employers have policies but evaluate their actual practices.
- Support employers in meeting EDIA standards: Provide resources and coaching for employers who need help developing inclusive policies.
- Create a phased approach: Consider a probationary model where employers must demonstrate progress toward EDIA compliance within a set timeframe.

Broaden EDIA Conversations & Involvement

- Encourage wider participation in EDIA efforts: Ensure that everyone, including those who are hesitant, feel empowered to contribute to EDIA discussions and actions.
- Make EDIA policies applicable to WIL: Expand existing institutional EDIA policies to specifically include employer expectations and student protections in WIL programs.

Summary of Top Solutions Proposed:

Sustainable & Equitable Funding

- Advocate for stable, long-term funding for WIL programs, reducing reliance on short-term grants.
- Expand funding to support non-co-op WIL and ensure international students have access to employment funding.
- Address funding disparities for historically marginalized students (e.g., African Nova Scotian learners).

Standardized Data Collection & Reporting

- Develop a government-driven, centralized WIL data strategy to ensure consistency across institutions.
- Improve data analytics tools (Orbis API, Power BI, COGNOS) for better reporting and decision-making.
- Integrate longitudinal tracking to assess WIL impact on student career outcomes.

Employer Engagement & Coordination

- Differentiate employer engagement roles: separate teams for recruitment vs. long-term relationship management.
- Establish a shared employer database and navigation tool to improve access and reduce redundancy.
- Shift employer perceptions of WIL from free labor to long-term workforce development.

Streamlined Administration & Communication

- Reduce administrative burden by standardizing reporting requirements across funding programs.
- Establish a shared WIL communications hub for employer engagement and student opportunities.
- Improve funding timelines and predictability to prevent last-minute disruptions in WIL programs.

Strengthening EDIA in WIL

- Require employers to have EDIA, anti-harassment, and accessibility policies to qualify for student placements and funding.
- Implement a “No EDIA, No Placement” rule across institutions to enforce accountability.
- Support culturally responsive scheduling, flexible application processes, and employer education on accommodations.

Student Support & Skills Recognition

- Develop a ‘Skills Transcript’ to help students track and articulate transferable skills.
- Expand mentorship opportunities for diverse learners, connecting them with underrepresented professionals.
- Support students with caregiving responsibilities by ensuring flexible WIL structures.

Tailored Support for SMEs

- Establish a Regional Centre of Excellence for SME-WIL support to centralize resources.
- Simplify funding applications and create an SME-specific onboarding and mentorship hub.
- Address SME capacity constraints through cluster hiring and training resources.

Strengthening Post-Secondary Collaboration

- Create a regional repository of quality employers who meet EDIA and WIL standards.
- Align EDIA policies across institutions to ensure consistency in employer expectations.
- Collaborate on provincial data collection efforts to improve transparency and reporting.



CONCLUSION:

In conclusion, the challenges and proposed solutions discussed at the Halifax Regional Conversation offer a comprehensive roadmap to enhancing Work-Integrated Learning (WIL) opportunities in the region. Addressing key issues such as financial barriers, accessibility, supply-demand mismatches, and systemic inequalities is essential for creating a more inclusive and sustainable WIL ecosystem. The solutions proposed—ranging from streamlined funding processes and improved employer support to enhanced government engagement and data standardization—provide actionable steps that can help mitigate existing barriers. By implementing these solutions, stakeholders can foster a more equitable, accessible, and effective WIL system that supports both students and employers, ultimately contributing to a stronger and more resilient regional workforce.

Appendix 1

Halifax Regional Conversation Organizations & Institutions Attendance List

- Acadia University
 - Bureau de l'apprentissage expérientiel (BAE) Université de Moncton
 - CEWIL Canada
 - Dalhousie University
 - Dalhousie University, Management Career Services
 - Dalhousie University, Work-Integrated Learning & Co-operative Education (WIL Co-op)
 - Department of Labour, Skills and Immigration
 - EfficiencyOne
 - Impact Organizations of Nova Scotia (IONS)
 - Information and Communications Technology Council (ICTC)
 - Junior Achievement of Nova Scotia
 - Mount Allison University
 - Mount Saint Vincent University
 - Nova Scotia Community College
 - Nova Scotia Department of Labour, Skills and Immigration
 - NSCAD University
 - Province of Nova Scotia
 - Saint Mary's University
 - Skills Canada - Nova Scotia
 - University of Calgary
 - University of King's College
 - University of New Brunswick
 - Wavemakers
-