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**Bridging Program Benchmarks, Recommendations
and Evaluation Framework**

submitted by FuturEd Inc. to

British Columbia Ministry of Community, Aboriginal, and Women's Services

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Setting the Stage

The three-fold purpose of this project has been to generate benchmarks and an evaluation framework for bridging programs for skilled immigrants coming to British Columbia, with a view to recommending appropriate policies and practices for bridging programs in BC.

For purposes of this project, **a bridging program is defined as one that assists skilled immigrants to enter the job market more quickly.** While bridging programs take a variety of forms, they typically include occupation-specific language training and work experience specific to the immigrants trade or profession. Some include skill assessment and foreign credential evaluation components and/or working with the licensing bodies in their field. As well, they may include training in related fields so that immigrants can enter the workforce at a lower level, e.g., registered nurses could work as home care attendants or nurse's aides, or physicians could work as paramedics. Memberships in professional associations such as APEGA (engineers) are usually required. Hypothetically speaking, common elements of bridging programs include, but are not limited to:

- assessment of language levels to determine eligibility
- assessment of credentials to determine eligibility
- practicum placement or work experience
- occupation-specific language training
- orientation to Canadian culture and workplace workshops or training
- mentoring support through practicum
- proof of industry partnership involvement through practicum or advisory committee

Bridging programs typically include two or more services to skilled immigrants, i.e., they are more than simply English in the Workplace, or English for Special Purposes, or Foreign Credential Assessment (please see glossary in Appendix A.)

Bridging programs have been created for **skilled immigrants -- newcomers to Canada who have existing completed university or trades training and experience in their fields and who are currently unemployed or underemployed.** They usually enter Canada based on the points for that specific occupation and have high hopes and expectations for their futures. Their qualifications may have been assessed by credentialing bodies or foreign credential evaluation services. They have probably been to immigrant serving agencies and may have received services such as career assessment and training, general ESL or ESP. They may even enroll in classes at local colleges/universities in a desperate quest for Canadian training. Likewise, they try to gain work experience in related fields because they have been told they cannot work without Canadian experience. Some even work as taxi drivers or janitors because their English is so limited. An underlying premise of bridging programs for skilled immigrants is that the individual will transition to paid employment in the trade or profession for which they have been trained outside of Canada.

A benchmark is a statement of good practice or best practice. This report contains two lists of benchmarks. First, on the premise that benchmarks are the "state of the art" in an endeavor or business, the first set of benchmarks are the common elements in the existing Bridging Programs in Canada. Second, on the premise that changes and improvements are recommended by program planning and evaluation reports and by informed stakeholders, and pockets of innovation represent positive change, the second set of benchmarks comprise a set of criteria to strive for – potential standards of excellence.

Benchmarks for Practices in Existing Programs

This project began with the creation of an inventory of existing Bridging Programs in Canada (please see Appendix B). Please note that the inventory may not be 100% complete because of the challenge of terminology – often “bridging-type” programs as they are defined in British Columbia have various other labels in other provinces. Nonetheless, thirty-two programs were located, largely through Internet research and professional contacts, and in filling out program information, providers were asked to check items that comprised their service and list any other services or items of good practice.

The following benchmarks are the items that these programs have in common; however, it is noteworthy that there is not one item that all 32 programs include. This list indicates the number of programs that include the following items; it would appear that the top 4-6 items are the actual benchmarks for current practice in Bridging Programs.

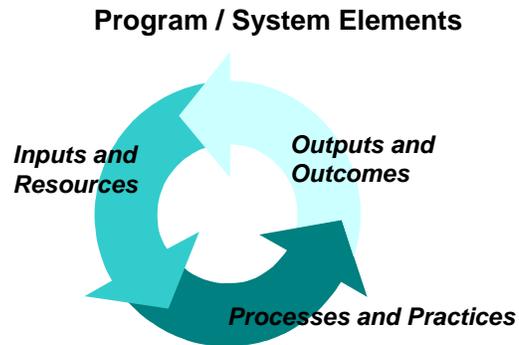
- 27 - introduction to Canadian workplace culture
- 27 - work experience or job shadowing
- 26 - vocation-specific language training
- 22 - technical training or review in field of expertise
- 14 - CLB minimum requirement
- 14 - mentoring component
- 10 - evaluation of foreign credentials
- 6 - CLB minimum requirement and PLA
- 3 - membership or associate membership in professional associations

In addition, one or more of the programs included the following practices or processes:

- Prior Learning Assessment (and Recognition)
- language assessment
- employment readiness , exam preparation
- interviews for supply teacher pool
- simulated clinical placement
- portfolio development, exam preparation
- training for clinical staff
- PLA , career planning and job search, personal portfolio
- database of immigrant teachers in Ontario
- employment counseling
- individual action plans
- challenge trade entrance examinations
- job search skills
- exam and TOEFL/TSE preparation
- review of policies and procedures for regulatory body , evaluation
- exam preparation (RNABC)
- interviews with foreign trained trades people to identify best practices
- distance access to information about licensure in Ontario

This list of items informs the second set of benchmarks – the potentially full and complete set of benchmarks that describe a preferred or ideal Bridging Program. The first set of benchmarks are interesting for comparison between programs, however, they are inadequate for evaluation purposes. Therefore, the second set may be viewed as standards of excellence when taken all together, or as standards for comparison when taken as individual items.

As an organizing principle, a program is **a system of inputs, processes and practices, and outcomes;** **for evaluation purposes, there should be benchmarks for each element of a system.** A benchmark is stated as an item within an element and a measurement of quality or necessity. For example: *Within “inputs,” one item is “finances” and the measurement is “adequate to achieve program goals.”*



The following list is made up of best practices from many Benchmarking Programs, from the wisdom of experienced practitioners, and most importantly, from the experience of skilled immigrants to Canada shared with FuturEd at a special forum (please see Appendix C). Outcomes and outputs are considered first because they are the most important – i.e., they are the intended achievements and impacts – the reason for offering the programs to skilled immigrants – the measure of “success” for all the stakeholders.

Quality Benchmarks for Bridging Programs May 2004

The term “quality” is a synonym for the concept of effectiveness and efficiency from all stakeholder perspectives.

1. Bridging programs that are effective and efficient contribute to or ensure positive outcomes and outputs - impacts and achievements – for all stakeholders involved.

1.1. For individual skilled immigrants to Canada, bridging programs should result in:

1.1.1. Immediate outcomes including any or all of these items as required by the newcomer to Canada in order to form an appropriate attachment to the Canadian workforce.

- An assessment of academic credentials and development of a personal portfolio, to use for employment and/or further education
- Training for language and occupation/trades skills
- Advanced English language skills (minimum Canadian Language Benchmarks level 6) with an emphasis on occupation-related language
- Training in interpersonal, soft skills, presentation skills
- An accurate assessment of the level of skill achieved in trade-specific areas
- Information about Canadian equivalencies, jobs and occupational, licensing and/or certification requirements and workplace culture
- Familiarization with uniquely Canadian techniques/processes and systems used in their trades/professions and updated skills
- Job search skills, career planning assistance and a Canadian work experience, internships, job shadowing, orientation
- Contacts, connections and networks in Canada
- Potentially, Canadian trades or professional certification

1.1.2. Long-term outcomes - reasons for the programs, i.e.:

- Paid employment for skilled immigrants based on acquired skills
- Long-term attachment to the workforce and contribution to the Canadian economy

1.2. For Bridging Program and Service Providers, including educators, these programs should result in:

- 1.2.1. Relevant and useful bridging services for clients
- 1.2.2. Sustainable and ongoing programs, and agency stability
- 1.2.3. Established linkages, long term relationships and trust with employers
- 1.2.4. Recognition by immigrants, employers, regulatory bodies of the value of agency services
- 1.2.5. Recognition of the value of bridging training by regulatory bodies

1.3. For End-users -- occupational regulatory bodies, employers – bridging programs should substantially contribute to:

- 1.3.1. Skills shortages being met
- 1.3.2. Maintenance of professional / occupational standards
- 1.3.3. Access to the skills of foreign trained workers/students
- 1.3.4. Access to support and training
- 1.3.5. Involvement in the process of integration
- 1.3.6. Understanding of the levels of ability of employees who go through a bridging program

2. For these outcomes to be achieved, processes and practices involving clients should include any and all of the following activities as required by skilled immigrants.

2.1. Pre-program processes and practices should include:

- 2.1.1. Assessment of language and professional/trade skills that is
 - Done in a timely manner
 - Fair and accurate
 - Responsive and understandable for clients and end-users
 - Credible and useful for clients and end-users
 - Affordable to those working in minimum wage “filler” job
- 2.1.2. Information that is easily available pre-landing, user-friendly, accurate, and in a variety of languages.
- 2.1.3. Access processes that are clear and transparent.
- 2.1.4. Timely and useful feedback, with an appeal process, for unsuccessful applicants

2.2. Actual programs should offer:

- 2.2.1. Skill identification (language and trades/professional) that involves and is not limited to:
 - Prior learning assessment of non-formal and informal learning (e.g., work experience and workplace training)
 - Foreign credential assessment
 - Preparation of individualized learning plan
 - Skilled assessors and participation by professional regulatory bodies
- 2.2.2. Training that includes:
 - Individualized learning approaches
 - Modularized instruction
 - A balance of skill development and language training
 - Vocation-specific language training
 - Wide range of services and supports
 - Introduction to Canadian workplace culture
 - Soft skills, interpersonal skills
- 2.2.3. Portfolio learning and development (or ePortfolio – digital learning record) that involves:
 - Reflecting upon past experience.
 - Identifying and documenting knowledge, skills and abilities
 - Assessing knowledge and skill levels against predetermined standards – standards mapping
 - Constructing an effective resume
 - Conducting useful labour market research
 - Developing realistic career goals
 - Producing a professional career portfolio and a career action plan.
- 2.2.4. Work placement and/or experience that is one of the following:
 - Internship / practicum / preceptorship
 - Job shadowing
 - Mentorship
 - Creative co-op work experience

- 2.2.5. Exam preparation for:
 - TOEFL / TSE / TOEIC and IELTS as required by the client
 - Professional / trade certification
- 2.2.6. Support services and/or assistance with, as required:
 - Childcare, transportation, etc.
 - Translation services if required
 - Full access to provider services, e.g., library cards, computers
 - Workplace mentorship
- 2.2.7. Work search and employment counseling (speakers, seminars, workshops, job fairs) including:
 - Employment –seeking strategies
 - Effective organization to assist in placement
 - Preparation of information needed by industry in selecting candidates
- 2.3. Post-program processes and practices include, but are not limited to:
 - Follow-up and progress evaluation
 - Assistance with sources of Labour Market Information
 - Associate or provisional Membership in professional association
 - Connections to regulatory bodies and companies
- 3. **In order for programs to achieve the intended outcomes and provide the required processes and practices, necessary inputs and resources include:**
 - 3.1. Clients with the potential to succeed, i.e., those who have:
 - 3.1.1. English language skills (CLB minimum)
 - 3.1.2. trades or professional skill training
 - 3.1.3. proof of work experience
 - 3.1.4. recent arrival to Canada (2-3 years)
 - 3.2. Program and service providers with:
 - 3.2.1. Financial resources, i.e.,
 - Adequate finances and realistic budgets to complete a whole program session
 - Financial support available to all/some program participants
 - Access to programs usually reserved for EI and/or IA recipients
 - 3.2.2. Plans, policies and planning mechanisms that involve:
 - Accurate, current and objective needs analysis for prospective clients
 - Clearly stated and justifiable objectives
 - Significant planning, working with companies before the academic work begins
 - Identification of local industry needs
 - 3.2.3. An orientation to providing bridging service that
 - Focuses on skill level identification and refreshing of skills
 - Emphasizes culture and the importance of different cultural contexts
 - Provides work placement orientation with a focus on job search
 - Is flexible and adaptable to client needs and responsive to employers
 - Demonstrates a commitment to individualization (one size does not fit all)
 - Emphasizes interpersonal skill/ soft skills training, public speaking and networking in professional context

- 3.2.4. Organizational capabilities such as:
 - An existing inventory of appropriate/relevant training, e.g., ESL
 - Experience working with immigrants, refugees and international students
 - Access to qualified assessors and a working relationship with professional certification bodies
 - Good information / client management systems
- 3.2.5. Time, reflecting
 - enough time for proper implementation (learn from others)
 - deliberate choice of full-time vs. part-time offering over a longer period (latter preferred so that clients can also work)
- 3.2.6. Established partnerships for
 - Strong relationships with employers and other service agencies in the area
 - Continuous contact with industry throughout the program
 - Internal support to provide communications and management
 - Networks and connections to regulatory bodies
- 3.2.7. Recruitment materials and procedures including
 - Recruitment strategies with a clear message, in various languages
 - Systematic use of “word of mouth” promotion
 - Information sessions for clients
- 3.2.8. A Steering committee which
 - Includes employers, professional and trade representatives, immigrant serving agencies, skilled immigrants themselves.
 - Is involved in the workings of the program, with its members acting as speakers and resources to the participants
- 3.2.9. An Implementation team with
 - A variety of essential skills and knowledge, e.g., marketing, curriculum development, evaluation.
 - Clear delineation of duties and responsibilities, with timelines and reporting mechanisms
 - Instructors who have appropriate training and intercultural awareness
 - English language instructors with a background in the trades/professions
 - Placement agencies with extensive contacts and a proven track record
- 3.2.10. Curriculum and materials providing for
 - Blended language and skills development
 - English in the workplace, trade or profession (i.e., trade-specific English)
 - Alternate delivery such as eLearning, mobile learning or workplace
- 3.2.11. Work placements incorporating
 - A systematic process for finding appropriate work placement and supporting employers
 - Evaluation of the work placement activity through interviews with both employers and the new employees
 - Clarification that in a lot of cases the work placement may actually be a job shadowing or simulation to visualize the material taught on a bridging program

- 3.2.12. Ongoing evaluation for the purposes of:
- Assessing the quality of all program elements
 - Celebrating successes and sharing lessons learned and information gained
- 3.2.13. Participant assessment and intake processes incorporating
- Admission criteria that are defined to meet employer needs
 - Transparent and well-documented testing procedures
 - Assessment of trade / professional skills by external assessors
 - Assessment of foreign credentials by a professional agency
 - Skills gap analysis for targeted training
 - Employment readiness analysis
 - Client orientation
 - Feedback and information to unsuccessful applicants

These items, taken together, describe best practice in bridging programs to ensure return on investment in those programs by all stakeholders. **They form the basis for the evaluation framework that follows.**

Evaluation Framework for Bridging Programs

Evaluation Implementation preliminaries and strategies that guide this process and explain the terminology are found in Appendix D.

System elements with evaluation criteria	Quality Criteria	Data Types and Sources	Data Gathering Tools	Evaluation Timing and Process
<p>Long-term Outcomes for Clients and all stakeholders (adequacy and satisfaction after three program years)</p>	<ul style="list-style-type: none"> • Paid employment for skilled immigrants based on acquired skills • Long-term attachment, by skilled immigrants, to the workforce and contribution to the Canadian economy 	<ul style="list-style-type: none"> • immigrant employment statistics – Industry Canada and/or Stats Canada • employment types - local and federal HRDC • informed opinion of employers and clients • measurement of tangible costs and returns from the perspective of employers, clients and the taxpayer 	<ul style="list-style-type: none"> • program reports from service providers for completion statistics • impact analysis surveys and/or focus groups for all stakeholders • satisfaction surveys for stakeholders 	<ul style="list-style-type: none"> • establish levels at initiation of program to serve as benchmarks • measure / determine after three years against benchmarks
<p>Long-term Outcomes for End-Users (adequacy and satisfaction after three program years)</p>	<ul style="list-style-type: none"> • Skills shortages being met • Maintenance of professional / occupational standards • Access to the skills of foreign trained workers/students • Access to support and training • Involvement in the process of integration • Understanding of the levels of ability of employees who go through a bridging program 	<ul style="list-style-type: none"> • Changed statistics vis-à-vis identified skill shortages – Stats Can, HRSD • Satisfaction – employer surveys • Satisfaction – professional association surveys 	<ul style="list-style-type: none"> • satisfaction surveys (print, interviews and/or focus groups) • project reporting forms for annual tabulations • formative evaluation of practices and inputs 	<ul style="list-style-type: none"> • create and distribute surveys to programs at outset • collect and tabulate as required • formative evaluation (judgement of adequacy, effectiveness and efficiency) at the end of years one and two

System elements with evaluation criteria	Quality Criteria	Data Types and Sources	Data Gathering Tools	Evaluation Timing and Process
<p>Medium-term Provider Outcomes (effectiveness and efficiency after each program, annually over two years)</p>	<ul style="list-style-type: none"> • Relevant and useful bridging services for clients • Sustainable and ongoing programs, and agency stability • Established linkages, long term relationships and trust with employers • Recognition by immigrants, employers, regulatory bodies of the value of agency services • Recognition of the value of bridging training by regulatory bodies 	<ul style="list-style-type: none"> • Number of clients attracted, served, completing from program reports • number of clients in immediate and long-term employment, from annual statistics/reports • satisfaction of clients with training and employment from annual surveys • satisfaction of employers from employer surveys 	<p>satisfaction surveys (print, interviews and/or focus groups)</p> <p>project reporting forms for annual tabulations</p> <ul style="list-style-type: none"> • Application form • Applicant interview form • Client classroom feedback form • Work placement form • Employer/ workplace form 	<ul style="list-style-type: none"> • create and distribute surveys to programs at outset • collect and tabulate as required

System elements with evaluation criteria	Quality Criteria	Data Types and Sources	Data Gathering Tools	Evaluation Timing and Process
<p>Short-term Immediate Outputs for Clients (adequacy and satisfaction after each program)</p>	<ul style="list-style-type: none"> • An assessment of academic credentials and development of a personal portfolio, to use for employment and/or further education • Training for language and occupation/trades skills • Advanced English language skills (minimum Canadian Language Benchmarks level 7/8) with an emphasis on occupation-related language • Training in interpersonal, soft skills, presentation skills • An accurate assessment of the level of skill achieved in trade-specific areas • Information about Canadian equivalencies, jobs and occupational, licensing and/or certification requirements and workplace culture • Familiarization with uniquely Canadian techniques/processes and systems used in their trades/professions and updated skills • Job search skills, career planning assistance and a Canadian work experience, internships, job shadowing, orientation • Contacts, connections and networks in Canada • Potentially, Canadian trades or professional certification 	<ul style="list-style-type: none"> • client satisfaction 	<ul style="list-style-type: none"> • opinion surveys (separate and/or imbedded in other surveys) • quality monitoring • measurement of tangible and intangible returns • impact analysis 	<ul style="list-style-type: none"> • describe and judge during formative evaluation • may be selective rather than inclusive

System elements with evaluation criteria	Quality Criteria	Data Types and Sources	Data Gathering Tools	Evaluation Timing and Process
<p>Processes and Practices (effectiveness, efficiency of activities)</p>	<p>Pre-program processes and practices :</p> <ul style="list-style-type: none"> • Assessment of language and professional/trade skills that • Information • Access processes • Feedback, with an appeal process <p>Actual program services:</p> <ul style="list-style-type: none"> • Skill identification (language and trades/professional) • Training • Portfolio learning and development • Work placement • Exam preparation • Support services as required • Work search and employment counseling <p>Post-program processes:</p> <ul style="list-style-type: none"> • Follow-up and progress evaluation • Assistance with LMI • Membership in professional association • Connections to regulatory bodies 	<p>Plans and processes for:</p> <ul style="list-style-type: none"> • Marketing • Employer eligibility screening • Client intake, screening, eligibility and assessment <p>Quality of service provider plans and processes for</p> <ul style="list-style-type: none"> • client eligibility assessment and intake • skills and needs determination • job-client matching • participant monitoring • employer services <p>Numbers and characteristics of</p> <ul style="list-style-type: none"> • jobs and employers • partnerships • community resources • employers recruited • pre-employment supports and information • clients placed <p>Tangible and intangible costs and returns</p>	<ul style="list-style-type: none"> • Plans and written polices • Established processes and documents e.g., contracts, marketing strategies • Onsite monitoring of employers and jobs • Training quality assessment • Lessons learned <ul style="list-style-type: none"> • Application form • Applicant interview form • Trainee classroom feedback form • Trainer classroom feedback form • Workplace training form • Employer/ workplace form 	<p>This is the major focus of the formative evaluation</p>

System elements with evaluation criteria	Quality Criteria	Data Types and Sources	Data Gathering Tools	Evaluation Timing and Process
<p>Inputs (adequacy)</p>	<p>Clients with the potential to succeed</p> <p>Program and service providers with</p> <ul style="list-style-type: none"> • Financial resources • Plans, policies and planning mechanisms • An orientation to providing bridging service that • Organizational capabilities • Time • Established partnerships • Recruitment materials and procedures • A Steering committee • An Implementation team • Curriculum and materials • Work placements • Ongoing evaluation • Participant assessment and intake processes 	<ul style="list-style-type: none"> • Program plans, funds and budget • Assigned resources • Available resources 	<ul style="list-style-type: none"> • Targets and amounts 	<ul style="list-style-type: none"> • Describe at initiation of program • Note changes and issues at formative evaluation • Judge for adequacy and recommended changes

1. Context For FuturEd Observations And Recommendations

Using the project definition of Bridging Programs as those with three or more components, the following eight programs have been identified in BC.

1. Nurses - English for Special Purposes (Kwantlen College)
2. Graduate Nurse Refresher Program (Kwantlen College)
3. Internationally Trained Engineers Pilot (Association of Professional Engineers and Geoscientists of BC and partners)
4. Transition into Nursing Series Pilot (Registered Nurses Association of BC and partners)
5. Foreign Trained Nurses Cultural Orientation Pilot (UBC and partners)
6. Career Axis (Immigrant Services Society)
7. various programs (Canadian Business English Institute)
8. Home Support English for Special Purposes (Douglas College)

Most have been pilots and, as such, have been evaluated for immediate outcomes – five evaluation reports have been acquired. In addition, there are a number of tools under development, e.g., a web portal, PLA tools for specific professions, a business planning tool. In this context, FuturEd makes the following observations and recommendations, based on informed opinion of service providers and skilled immigrants, formal evaluation reports and other literature in the field.

2. Benchmarks For and Evaluation Of Bridging Programs

In order to implement the quality benchmarks and the evaluation framework in this report, FuturEd recommends that MCAWS should do the following.

- 2.1. Convene a group of informed stakeholders to affirm, improve and complete the quality benchmarks through a consensus process to create “standards” of good practice.
- 2.2. Distribute the standards with an expectation they be used for:
 - planning and program/service development, and
 - evaluation and accountability.
- 2.3. Generate 3-year planning and evaluation framework to allow for formative and summative evaluation, ROI and impact analysis, i.e.,
 - establish current service levels and 3 year targets,
 - distribute benchmarks for planning,
 - create formative and summative evaluation tools, and
 - evaluate existing programs against the benchmarks.
- 2.4. Provide leadership and coordination for “one-stop shopping” service to skilled immigrants, specifically to ensure that **all** the services set out in the quality benchmarks are available to skilled immigrants through a network of service providers. Service providers need to rationalize their services and coordinate with other providers, recognizing that not all programs can or should offer all services.
- 2.5. Promote examples of good practice and successful models to all stakeholder groups.

3. Improving Policies for Skilled Immigrants

In order to systematize programs and services to skilled immigrants coming to Canada, and in order to provide programs and services that are effective and efficient, a number of policy imperatives are recommended by FuturEd to governments at all levels.

- 3.1. Efforts should be made to coordinate immigration policies with workforce and employment policies to remove the barriers to participation, by skilled immigrants, in their trades or professions and the Canadian economy. Efforts must be made to reduce the obvious dissonance between the “skills shortages” rhetoric and the large numbers of despairing skilled immigrants not allowed to practice their trades or professions.
- 3.2. Government must ease the bridging process by providing easier access to programs usually only available for EI or IA recipients, e.g.,
 - wage subsidy
 - SEED training (self employment)
 - job search programs
 - co-op programs
- 3.3. Governments and program funders should provide ongoing funding for successful bridging programs, not just pilots. These types of programs cannot be self-funded because the skilled immigrants are unlikely to be able to afford fees.
- 3.4. Awareness of the issues must be raised at several levels among:
 - employers about the value and cost saving of hiring skilled immigrants plus cross-cultural awareness seminars
 - the public
 - credentialing bodies about the value of bridging programs
 - skilled immigrants to take a less passive role in their integration process
 - educators about the value of strategic partnerships for best results
 - embassies and immigration consultants about the urgent need for current pre-landing information
- 3.5. Through professional associations and licensing bodies, governments should explore the Australian experience of Competence Based Assessment reform – a process intended to simplify administrative procedures, improve flexibility between occupations, treat all workers fairly through the development of national skill based standards that do not discriminate between those gained overseas and at host country, establish a fair and open system with clear assessment and appeal procedures and develop a program which builds on unused and unrecognized skills by providing personal support services such as better access to education and training for remedial and bridging courses.
- 3.6. Governments must provide funds adequate to the task of supporting skilled immigrants and building partnerships with employers. View this as an investment rather than an expenditure.

4. Improving Bridging Programs and Services

It is clear that MCAWS is serious about addressing the needs of skilled immigrants with a number of pilots and tools under development. Having been contracted to provide recommendations for improvement, FuturEd recommends the following improvements to programs and services

- 4.1. Service providers should set out their appropriate roles and responsibilities and work with other service providers to ensure that all the services in the quality benchmarks are available to skilled immigrants before and during their first 2-3 years in Canada.
- 4.2. Program providers should promote the use of profession-specific language assessments (e.g., CELBAN).
- 4.3. Information and skills assessment should be available to immigrants pre-migration.
- 4.4. Rather than a reliance on credential assessment, competency based assessment should be encouraged and systematically developed in the context of, e.g., an ePortfolio.
- 4.5. Services to and programs for skilled immigrants should be individualized to build on existing strengths, target and fill skills gaps, and reduce time out of the workforce.
- 4.6. ePortfolio tools and services should be provided for skilled immigrants to create ePortfolios that reflect formal, non-formal and informal learning while referencing formal credentials and work experience.

5. Improving Partnerships and Engaging Employers

A pivotal component of bridging programs is the relationship with partner agencies and employers; and it appears that there is a need to enhance this component where possible. FuturEd recommends the following to Bridging Program providers.

- 5.1. Plan to involve at least four of the following either as actively contributing partners and/or in-kind or funding partners, and ensure that roles are clear for each partner.
 - Employers and/or unions and/or employer associations
 - Licensing bodies
 - Education/training institution for ESL
 - Education/training institution for technical training/upgrading
 - Community or other assessment agency for recruitment and assessment and job development/outplacement
 - Professional association
 - Association of foreign trained professionals
 - Overseas partners to ensure pre-landing information freely available
 - Qualified, certified immigration consultants
- 5.2. Recruit and train mentors from the following sources:
 - Successfully integrated skilled immigrants
 - Recently retired professionals
 - Participating employers

- 5.3. Consider non-traditional delivery of training and mentorships:
 - Initial face-to-face meetings with online contact afterwards
 - Monthly occupation-specific group meetings or breakfast meetings for social contact
 - Presentations and seminars held at BCITP or agencies
 - Structured networking opportunities
 - Structured volunteering opportunities
 - Mobile training in smaller communities
 - Simulations

- 5.4. Use a variety of locations for the entire project or parts of the project:
 - On the job training
 - Union shop training
 - College partners (ESL and technical)
 - Community agencies for recruitment and assessment
 - Online components (especially mentorships)

- 5.5. Create a portal for matching skilled immigrants with employers:
 - Resumes posted online
 - Job postings online
 - Current labour market information (ensure use of portal overseas)
 - Initial interviews through neutral agency (e.g., immigrant serving agencies) to weed out unqualified applicants
 - Work with embassies to disseminate portal information more freely overseas

- 5.6. Use the ePortfolio as a management / communication tool for recruitment and skills gap analysis by employers.

- 5.7. Promote and facilitate multi-stakeholder gatherings to foster non-formal and informal learning for all participants.

6. Evaluation Recommendations

In order to systematically evaluate the bridging programs, FuturEd makes the following recommendations for implementation of the evaluation framework.

- 6.1. Plan for both formative evaluation (after years one and two) and summative evaluation after three years.

- 6.2. Use a combination of types for both formative and summative purposes – i.e., impact analysis (what has changed?), ROI calculation (costs and returns?), quality assessment (effectiveness, efficiency and adequacy?).

- 6.3. For practical purposes, standards-based evaluation against the internal standards is adequate for Bridging programs. It can be blended with the impact analysis as set out above. – i.e., the program objectives are the planned impacts.

- 6.4. For internal purposes, plan for and undertake ROI analysis in the knowledge that it may turn out to be “negative.”

- 6.5. Establish an evaluation budget at the outset.

6.6. To gather useful data in the easiest way:

- Build the evaluation criteria into the contractor requirements.
- Make data gathering clear and doable, etc., provide the forms at the start.
- Acknowledge the cost in terms of time required to contractors

6.7 Specific targets may / should be established for the number of:

- Skilled immigrants served (% of targeted audience)
- Skilled immigrants who finish (% of those who enroll)
- Skilled immigrants who find work (% of those who complete)
- Skilled immigrants who are developing a career (% in long-term employment)
- Employers served (% who agree to participate)
- Employers who directly benefit (% who are satisfied)
- Numbers and regions to be served
- Intended returns (tangible and intangible)
- Regions and sectors served
- Partnerships created
- Events (marketing, training, etc)
- Programs offered

6.8 Formative evaluation, then, at the end of years one and two seeks to know if the targets are being met and if immediate outcomes are being achieved, and if not, why not (adequacy of activities and inputs). Summative evaluation seeks only to know if the program has been a success compared to standards – internal, comparative and/or excellence.

FuturEd respectfully submits all these recommendations and is prepared to assist with future developments.

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<http://www.adelaide.edu.au/graduatecentre/resed/ibp.html#eval>.

Appendix A

Glossary of Terms

English for Specific Purposes - ESP

Definition taken from website: English for Special/Specific Purposes - Teaching learners who need to use a specific vocabulary in their work (aircrew, engineers, electronic engineers, software developers) but will not need to use English otherwise. This term is also applied to business English learning and academic English learning (EAP). Many such programs exist in Canada. They rarely include a work experience component. They may include some observation, field trips or site visits to related workplaces.

English in the Workplace

This training takes place in the workplace – usually as a partnership between the employer and the union. The employer usually donates one hour of the training time, and the employee, the second hour. This training takes place in the workplace – usually as a partnership between the employer and the union. The employer usually donates one hour of the training time, and the employee, the second hour. The training includes specific career vocabulary, plus knowledge about the workplace, machinery/equipment, labour laws, safety, management practices, etc. Training is usually preceded by a needs assessment to help tailor the content, and ends with a graduation ceremony.

Credential Evaluation Services

These services exist to compare foreign credentials to Canadian credentials for the purpose of determining equivalencies. Only a few provinces have developed these services. Quebec was first by a margin of 10 years – then followed Alberta, BC, Manitoba and Ontario. Sample services include:

- OLA/ICES: Using well-established evaluation methodologies, ICES evaluates the credentials of people who have studied in other provinces or countries and determines comparable levels in British Columbia and Canadian terms. The results of an ICES assessment are provided in *evaluation reports that are objective, consistent, and reliable*.
- IQAS (Alberta) *Basic assessment*: All assessments are made using original documents. Assessments are based on a standard methodology which includes an examination of documents for authenticity, recognition of educational institutions, country educational profiles, and individual educational standing. Representatives from post-secondary institutions, professional associations, employer groups and government are involved in setting the standards used on this document.

A credential assessment **does not** guarantee that one will be issued a license to practice by a regulatory body or that one's foreign credentials will be accepted by an employer. A credential assessment is intended to help skilled immigrants understand the Canadian educational system and assist with job search. An employer may require that immigrants prove their credentials are equivalent to Canadian standards. Often there is a fee charged.

Appendix B

Program and Service Inventories

INVENTORY OF CANADIAN BRIDGING PROGRAMS

ONTARIO

1. Bridges to Employment (Precision Machining & Tooling)
http://www.equalopportunity.on.ca/eng_g/apt/bridge_to_emp.html
2. Career Bridge http://www.equalopportunity.on.ca/eng_g/apt/careerbridge.html
3. OPTIONS: Choosing the Optimal Route to Success
http://www.equalopportunity.on.ca/eng_g/apt/options_fact.html
4. Bridging Program to Prepare Internationally Trained Teachers for Employment in Ontario's Publicly Funded School System http://www.equalopportunity.on.ca/eng_g/apt/teacherbridge_fact.html
5. Creating Access To Regulated Employment (Care) For Nurses Project
http://www.equalopportunity.on.ca/eng_g/apt/care.html
6. Access and Options for Foreign-Trained Health Care Professionals (Medical Radiation & Medical Laboratory Science Technologies, Respiratory Therapy) http://www.equalopportunity.on.ca/eng_g/apt/bridge_fact.html
7. Health Informatics & Financial Services Bridging Project: George Brown Computer Programmer Diploma
http://www.equalopportunity.on.ca/eng_g/apt/informatics_fact.html
8. International Midwives Pre-Registration Program (Access to Midwifery Pre-Registration Program)
http://www.equalopportunity.on.ca/eng_g/apt/midwifery_fact.html
9. Preparation for Registration for Foreign-Trained Medical Laboratory Technologists
http://www.equalopportunity.on.ca/eng_g/apt/MLT_fact.html
10. Preparation for Apprenticeship, Trades & Technology (PATT) (Construction and Manufacturing Trades)
http://www.equalopportunity.on.ca/eng_g/apt/PATT_fact.html
11. Alternative Teacher Accreditation Program for Teachers with International Experience
http://www.equalopportunity.on.ca/eng_g/apt/teacher_fact.html
12. Three Choices: New Options for Foreign-Trained Nurses Seeking Employment in Ontario
http://www.equalopportunity.on.ca/eng_g/apt/threechoices_fact.html
13. Vitesse Biotechnology Bridging Program for Foreign-Trained Professionals
http://www.equalopportunity.on.ca/eng_g/apt/vitesse_fact.html
14. Pathways - Employment Experience Program for Internationally Trained Engineers
http://www.equalopportunity.on.ca/eng_g/apt/pathways_fact.html

ALBERTA

15. Career Options for New Canadians
<http://www.norquest.ab.ca/programs/employmentpreparation/careeroptions.htm>
16. Transitions to Technical and Trades Career (ESL Trades)
<http://www.norquest.ab.ca/programs/employmentpreparation/esltradescontent.htm>
17. Bridge to Business Careers

18. Practical Nurse Re-Entry Program
19. Skills Training Program http://www.ccis-calgary.ab.ca/engineering_program.html
20. Electrician upgrading & Certification Program for Foreign-trained Electricians <http://www.ccis-calgary.ab.ca>
21. Millwright Pre-Employment <http://www.ccis-calgary.ab.ca>
22. English for Computer Professionals www.sait.ca
23. Accounting Assistant – ESL, Bow Valley College www.bowvalleycollege.ca
24. Work Experience for Immigrants Program www.bowvalleycollege.ca
25. MCC Employment Development - Trades Training for Immigrants and Aboriginals www.mcca-ed.org

BRITISH COLUMBIA

26. Kwantlen Nurses ESP - http://www.kwantlen.bc.ca/health/GNEAL/GNEAL_Main_Page.htm
27. Graduate Nurse Refresher Program - Kwantlen College
28. [Internationally Trained Engineers Pilot](http://www.mcaaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#international)
http://www.mcaaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#international
29. [Transition into Nursing Series Pilot](http://www.mcaaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#transition%20nursing)
http://www.mcaaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#transition%20nursing
30. [Foreign Trained Nurses Cultural Orientation Pilot](http://www.mcaaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#Foreign%20Trained%20Nurses%20Cultural%20Orientation%20Pilot)
http://www.mcaaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#Foreign%20Trained%20Nurses%20Cultural%20Orientation%20Pilot
31. Career Axis - Immigrant Services Society
32. Canadian Business English Institute www.cbei.com
33. Douglas College Home Support ESP <http://www.douglas.bc.ca/calhtml/programs/esl>

NATIONAL

34. International Pharmacy Graduate (IPG) Program
http://www.equalopportunity.on.ca/eng_g/apt/pharmacy_fact.html
35. Eurocentres Canada (ESP), Eurocentres Vancouver, Eurocentres Toronto
<http://www.languagecanada.com/english/pinfoa/top>

INVENTORY OF CANADIAN FOREIGN CREDENTIAL EVALUATION SERVICES

1. Academic Credential Assessment Service (ACAS)
<http://www.gov.mb.ca/labour/immigrate/newcomerservices/7a.html>
2. International Credential Evaluation Service <http://www.ola.bc.ca/ices/>
3. International Qualifications Assessment Service (IQAS) <http://www.learning.gov.ab.ca/iqas/iqas.asp>
4. SEC – Service des Évaluations comparatives <http://www.immigration-quebec.gouv.qc.ca/anglais/education/educational-report.html>
5. World Education Services Canada <http://www.wes.org/ca/>

INVENTORY OF CANADIAN BRIDGING PROGRAMS

The following information is that which has been provided to FuturEd by service providers in their own words.

1. Name of Program or Service and URL	1. Bridges to Employment (Precision Machining & Tooling) http://www.equalopportunity.on.ca/eng_g/apt/bridge_to_emp.html
2. Sector/occupation	Skilled Trades: Precision Machining and Tooling (general machinist, tool & die maker)
3. Synopsis	<p>Following project completion: creation of a comprehensive process and sustainable program that will provide internationally trained precision machining and tooling workers with the skills, knowledge and Canadian work experience necessary to reach certification standards in Ontario or, alternatively, to qualify for exemption from the first or second levels of apprenticeship</p> <ul style="list-style-type: none"> • new and adapted modular curriculum • prior learning assessment tools/processes leading to course exemptions or advanced standing • completion of the program by a minimum of 20 tradespersons annually to help address critical provincial skills needs • contribution to the field of best practice approaches through dissemination of program and approach to other stakeholders • development of a how-to process guide - a tested model and materials that are sufficiently flexible for adaptation by other organizations and occupations • increased interest among employers in training apprentices in the workplace
4. Program objectives	<p>To develop and pilot over a three-year period, a self-sustaining bridge training program for internationally trained Precision Machining and Tooling (PMT) tradespersons, to address critical shortages in the automotive parts manufacturing industry and the metal cutting industry in general. The modular program will provide internationally trained workers with opportunities to prepare for certification and to gain the competencies necessary for finding an apprenticeship or work in these trades. The project includes:</p> <ul style="list-style-type: none"> • a prior learning assessment • an individualized learning plan: cultural/workplace training; language training (if required); academic review and upgrade; trade theory; trade skill practice • an eight-week work placement
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p><input type="checkbox"/> CLB minimum requirement</p> <p><input type="checkbox"/> evaluation of foreign credentials</p> <p><input checked="" type="checkbox"/> vocation-specific language training</p> <p><input checked="" type="checkbox"/> technical training or review in field of expertise</p> <p><input checked="" type="checkbox"/> introduction to Canadian workplace culture</p> <p><input checked="" type="checkbox"/> work experience or job shadowing</p> <p><input type="checkbox"/> mentoring component</p> <p><input type="checkbox"/> membership or associate membership in professional associations</p> <p><input checked="" type="checkbox"/> (other) PLA</p>
6. Geographic area served	Barrie, Simcoe County, Ontario
7. Entrance criteria	International credentials in (one or more of) machining trades, mechanical technology, or mechanical engineering

8. Partners/program deliverers and their responsibilities	<p>Georgian College (lead)</p> <ul style="list-style-type: none"> • liaise with Ministry of Training, Colleges and Universities • develop prior learning assessment process • conduct skills gap analyses leading to development and implementation of individualized training plans • provide existing curriculum and learning materials for precision machining and tooling trades • use existing systems to help locate employment opportunities <p>Simcoe County Training Board</p> <ul style="list-style-type: none"> • liaise with other training boards • provide labour market information to program • promote the program <p>Automotive Parts Manufacturers' Association</p> <ul style="list-style-type: none"> • promote the program • liaise with employers <p>Global Placement Services</p> <ul style="list-style-type: none"> • recruit candidates and conduct initial assessment • provide ESL training as required • provide training in job search techniques • place participants in mentoring programs and employment opportunities
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Charles Craig, Ed.D. Apprenticeship Programs Georgian College of Applied Arts and Technology One Georgian Drive Barrie, Ontario, L4M 3X9 Tel; 705-728-1968, extension 1221 Fax: 705-722-5158 e-mail: ccraig@georgianc.on.ca Web site: http://www.georgianc.on.ca/technology/bridges/</p>
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Success was based on one, or more, of:</p> <ul style="list-style-type: none"> • Employment at entry level or beyond in one of the machining trades • Entry to an apprenticeship in one of the machining trades • Successful passing of the Certificate of Qualification challenge test for one of the machining trades • Confidence and knowledge improved to the point where the client was able to obtain the professional qualification (engineer or engineering technologist) that he or she was previously unable to acquire <p>When the initial funding was exhausted, we attempted to market the program on a 'fee for service' basis but were unable to do so: the program is currently not operating.</p>

1. Name of Program or Service and URL	2. Career Bridge http://www.equalopportunity.on.ca/eng_g/apt/careerbridge.html
2. Sector/occupation	Technology/IT operations, engineering and manufacturing management, sales, marketing and strategic sourcing, accounting and finance, general business administration

3. Synopsis	<p>Career Bridge is a new program of Career Edge, a Toronto-based youth internship program. Building on the successful Career Edge model, Career Bridge will offer paid internships to recent immigrants to Ontario who bring high levels of education and work experience from overseas. In its first year of operation, the Career Bridge program is being piloted with 50 interns. By year three, up to 250 internships will be offered.</p> <p>Career Bridge will work with employers to provide to provide paid internships to new Canadians who qualify for mid- and senior-level positions. Career Bridge interns will be qualified to work in Canada and will be pre-screened for workplace English language skills. Career Bridge internships will be of special interest to employers who seek immediate and low risk ways to recruit experienced internationally trained managers and executives. The project includes:</p> <ul style="list-style-type: none"> • Assessment of language proficiency • Assessment of international academic credentials • Workplace communications training <p>An email resource to provide support to interns during their placement</p>
4. Program objectives	<p>Following program completion:</p> <ul style="list-style-type: none"> • contribute to the field of best practice approaches through dissemination of the program and approach to other stakeholders • develop and implement a new internship program (Career Bridge) for adult internationally trained individuals aged 18 and over that can be replicated throughout the province • help employers recognize the value that internationally trained individuals bring to the labour market and their organizations • establish a low risk and successful model for engaging employers in the integration of internationally trained individuals into their workforces and the Ontario economy • offer the program to approximately 250 interns annually
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p>✓ CLB minimum requirement</p> <p>✓ evaluation of foreign credentials</p> <p>___ vocation-specific language training</p> <p>___ technical training or review in field of expertise</p> <p>✓ introduction to Canadian workplace culture</p> <p>___ work experience or job shadowing</p> <p>✓ mentoring component</p> <p>___ membership or associate membership in professional associations</p> <p>✓ (other) language assessment</p>
6. Geographic area served	<p>Career Bridge will begin as a pilot program in the Greater Toronto Area – fall 2003. Following the pilot, internships will be offered in other communities in Ontario.</p>
7. Entrance criteria	<p>Men and women with a minimum of 3 years international work experience who are ready and qualified to apply their skills to the Canadian workplace.</p> <p>The pilot program will link Toronto-area employers with immigrants with international business experience and verified education credentials. Their expertise and skills include technology, engineering, finance and accounting, manufacturing management, international marketing and human resources. Career Bridge interns will be qualified to work in Canada and will be pre-screened for workplace language skills (English and/or French, as required by employers), education, and international work experience.</p>
8. Partners/program deliverers and their responsibilities	<p>Career Edge</p> <ul style="list-style-type: none"> • Lead <p>Employers</p> <ul style="list-style-type: none"> • leadership role on the Advisory Group designing the program, and primary funders via a stipend for interns and an administrative fee paid to Career
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>

10. Contact Information	<p>Pinoo Bindhani Manager, Career Bridge Internships for Internationally Qualified Professionals Career Edge 416-977-EDGE X 254 416-977-4090 http://www.careerbridge.ca</p>
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Pilot Participant feedback is available on the URL http://www.careerbridge.ca/testimonials.asp</p>

1. Name of Program or Service and URL	3. OPTIONS: Choosing the Optimal Route to Success http://www.equalopportunity.on.ca/eng_g/apt/options_fact.html
2. Sector/occupation	Engineering/Applied Science Technologies
3. Synopsis	<p>This project was developed in partnership with the Centre for Language Training and Assessment (CLTA) and the Ontario Association of Certified Engineering Technicians and Technologists (OACETT). Candidates will be provided with the language and employment readiness skills, contacts, and networking opportunities that they require to become independent job seekers. The sector-specific language, certifying exam and employment preparation tools will be a permanent resource for future program use.</p> <p>The Options project will consist of three streams, the one followed to be determined by an initial needs assessment:</p> <ol style="list-style-type: none"> 1. Certification Stream <ul style="list-style-type: none"> • assess qualifications and experience and provide referral to appropriate academic qualification courses and OACETT exam preparation 2. Language and Communication Stream <ul style="list-style-type: none"> • provide appropriate candidates with occupation-specific language and terminology training 3. Employment Readiness Stream <p>focus on preparation for sector-specific employment, to include workshops, employment consultation services, employer interviews, and mentoring opportunities through OACETT chapter meetings and tours</p>
4. Program objectives	<ul style="list-style-type: none"> • develop a prototype model consisting of an integrated language, education and skills assessment, referral, training and employment search system that builds on and enhances the existing certification process for internationally educated engineering technicians and technologists. • increase awareness among employers of the benefits of this enhanced certification system, and enlist employer support for providing placements, orientation, mentoring or internship opportunities for participants in this program. • pilot the delivery of the new system, including all assessments, courses, and preparatory workshops, mentoring and networking components. • pilot the delivery of the enhanced certification process to approximately 180 participants who will access all or some of the components.
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p><input type="checkbox"/> CLB minimum requirement</p> <p><input checked="" type="checkbox"/> evaluation of foreign credentials</p> <p><input checked="" type="checkbox"/> vocation-specific language training</p> <p><input type="checkbox"/> technical training or review in field of expertise</p> <p><input type="checkbox"/> introduction to Canadian workplace culture</p> <p><input checked="" type="checkbox"/> work experience or job shadowing</p> <p><input checked="" type="checkbox"/> mentoring component</p> <p><input type="checkbox"/> membership or associate membership in professional associations</p> <p><input checked="" type="checkbox"/> (other) employment readiness , exam prep</p>
6. Geographic area served	Greater Toronto and Golden Horseshoe Areas
7. Entrance criteria	

8. Partners/program deliverers and their responsibilities	<p>Centre for Language Training and Assessment (CLTA)</p> <ul style="list-style-type: none"> • project lead with responsibility for overall project funds and liaison with the Ministry • undertake the language assessment • client recruitment • adapt and deliver language and communications training • adapt and deliver employment preparation courses <p>Ontario Association of Certified Engineering Technicians and Technologists (OACETT).</p> <ul style="list-style-type: none"> • manage academic and professional assessment for clients • provide internet information about employment opportunities • develop and implement outreach strategy to employers • develop a professional mentoring approach using the Chapters structure • deliver technical report preparation training courses • provide certification
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Tony DaSilva, Director Centre for Language Training and Assessment Tel: 905-949-0049 x 2226 E-mail: tdasilva@clta.on.ca</p>
11. Success indicators:	
<ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	

1. Name of Program or Service and URL	<p>4. Bridging Program to Prepare Internationally Trained Teachers for Employment in Ontario's Publicly Funded School System http://www.equalopportunity.on.ca/eng_g/apt/teacherbridge_fact.html</p>
2. Sector/occupation	<p>Education</p>
3. Synopsis	<p>Over an eighteen-month period, the project will design, develop and pilot a comprehensive, multi-component program to facilitate and expedite the entry of internationally trained teachers into Ontario's publicly funded schools. The project will assist participants to better understand and access support services that will help them find employment commensurate with their skills and training, either as classroom teachers or in alternative occupations within the education sector. Building on learnings from an earlier teacher's bridging project (Alternative Teacher Accreditation Program For Teachers With International Experience Project), the new project will address key areas where barriers or gaps in services have been identified, and will target subjects/areas of high demand. The project will include:</p> <ul style="list-style-type: none"> • establishment of consultation centres, with the capacity to provide support in English and French for approximately 2,000 internationally trained teachers in the GTA and 200 in Ottawa during the pilot • access to a newly developed Sector-specific Terminology, Information and Counselling (STIC) program for teachers for 230 participants (160 in the GTA, 70 in Ottawa), initial target group to include applicants seeking certification in high-demand subjects/areas • expedited assistance to approximately 300 applicants to obtain documentation required for evaluation process • interviews for supply teaching pool • opportunities to participate in one-week classroom visits to observe classroom practices and school operations • opportunities to interview for supply teaching pools within partner boards

4. Program objectives	<p>Following project completion:</p> <ul style="list-style-type: none"> • a sustainable program that provides internationally trained teachers with support and information to find appropriate employment in the public school system • new and enhanced print and web-based information resources in both English and French, for internationally trained teachers and immigration officers abroad and for groups in Ontario who advise immigrants • established consultation and facilitation centres in Toronto and Ottawa with trained staff to provide services in English and French • curriculum and resource materials: language assessment instrument based on the Canadian Language Benchmarks; occupation-specific language course; exam preparation course for Ontario Teachers' Qualifying Test (OTQT) • how-to process guide – a tested model and materials that are sufficiently flexible for adaptation by other organizations and occupations
5. Program component checklist:	<p>Checked (√) if yes.</p> <ul style="list-style-type: none"> √ CLB minimum requirement √ evaluation of foreign credentials √ vocation-specific language training ___ technical training or review in field of expertise ___ introduction to Canadian workplace culture √ work experience or job shadowing (one week observation) ___ mentoring component ___ membership or associate membership in professional associations √ Other – interviews for supply teacher pool
6. Geographic area served	Ottawa and the Greater Toronto Area
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	<p>Ontario College of Teachers (regulator – lead)</p> <ul style="list-style-type: none"> • development of enhanced web site • training and support for consultation centre staff • host a consultation centre in Toronto <p>Ontario Teachers Federation</p> <ul style="list-style-type: none"> • resource for development of information and workplace orientation materials • provision of networking opportunities <p>Skills for Change</p> <ul style="list-style-type: none"> • host primary consultation centre in Toronto • lead partner for development and delivery of STIC training for teachers and occupation-specific language training <p>LASI (Local Agencies Serving Immigrants) World Skills</p> <ul style="list-style-type: none"> • host Ottawa consultation centre • delivery of STIC training and occupation-specific language training
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Lynda Palazzi, Co-ordinator, Membership Services Ontario College of Teachers Tel: (416) 961-8800, ext. 301 info@oct.ca E-mail: lpalazzi@oct.ca</p>
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Our bridging project has not yet started so we are unable to give any information yet about assessment and evaluation - April 2004</p>

1. Name of Program or Service and URL	5. Creating Access To Regulated Employment (Care) For Nurses Project http://www.equalopportunity.on.ca/eng_g/apt/care.html
2. Sector/occupation	Health Care – Nursing
3. Synopsis	<p>The CARE for Nurses project addresses skills shortages in a critical health care area by increasing access for internationally trained nurses to their profession in Ontario. A strong partnership has developed across the employer, community-based and education sectors in developing and delivering a bridging program that includes new curriculum and workplace experience opportunities. The program, which also had support from the regulatory body, assists participants who are eligible to write the registration exam reach Ontario registration standards and achieve success in the exam. The Ministry extended funding for 2003-2004 to enable additional nurses to get licensed and to allow completion of a prior learning assessment and recognition (PLAR) process in preparation for the 2005 baccalaureate requirement for all candidates for registration. The project includes:</p> <ul style="list-style-type: none"> • candidate screening and language assessment • competency/skills assessment • process for recognition of prior knowledge and experiences • Academic gap filling to bridge to BSCN • exam preparation and support • work placements
4. Program objectives	<p>Following program completion:</p> <ul style="list-style-type: none"> • approximately 400 participants will have gone through the project. • provision of a sustainable program to approximately 200 participants annually • creation of prior learning assessment tools/processes leading to course exemptions or advanced standing • new and adapted curriculum options to address gaps in skills and education • new and adapted processes, and curriculum and tools to address the 2005 baccalaureate requirement for nurses and ensure program remains relevant • how-to process guide – a tested educational model and materials that are sufficiently flexible to be adapted to other health care professions • contribution to the field of best practice approaches through dissemination of program and approach to other stakeholders • contribution to the reduction in health human resource shortages, thus enhancing access to and quality of patient care in Ontario
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p><input checked="" type="checkbox"/> CLB minimum requirement</p> <p><input type="checkbox"/> evaluation of foreign credentials</p> <p><input checked="" type="checkbox"/> vocation-specific language training</p> <p><input checked="" type="checkbox"/> technical training or review in field of expertise</p> <p><input checked="" type="checkbox"/> introduction to Canadian workplace culture</p> <p><input checked="" type="checkbox"/> work experience or job shadowing</p> <p><input checked="" type="checkbox"/> mentoring component</p> <p><input type="checkbox"/> membership or associate membership in professional associations</p>
6. Geographic area served	Toronto
7. Entrance criteria	<ul style="list-style-type: none"> • An internationally educated nurse • An Ontario permanent resident (Canadian citizen, Landed Immigrant, Convention Refugee) • Eligible to write the Canadian licensing exam for nurses (according to the CNO) • At an intermediate level of English proficiency

8. Partners/program deliverers and their responsibilities	<p>WoodGreen Community Centre, Kababayan Community Centre, Yee Hong Centre for Geriatric Care, St. Michael's Hospital</p> <ul style="list-style-type: none"> • consortium partners • advisory <p>Centennial College, George Brown College, Ryerson University</p> <ul style="list-style-type: none"> • curriculum development and delivery • develop prior learning assessment and recognition process to address 2005 baccalaureate requirement (Ryerson) <p>St Michael's Hospital, Sick Children's Hospital, Sunnybrook & Women's College Health Sciences, Diversicare, YeeHong Centre for Geriatric Care, Mt. Sinai Hospital</p> <ul style="list-style-type: none"> • provide temporary work placements to give exposure to the practice and culture of nursing in Ontario <p>College of Nurses of Ontario</p> <ul style="list-style-type: none"> • initial candidate screening • advisory
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Dawn Sheppard, Project Manager Tel: (416) 406-6166, ext. 24 E-mail: dsheppard@care4nurses.org Web site: http://www.care4nurses.org/</p>
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Evaluation report completed and available Spring 2001 – present (funding secured until June 2005)</p>

1. Name of Program or Service and URL	<p>6. Access and Options for Foreign-Trained Health Care Professionals (Medical Radiation & Medical Laboratory Science Technologies, Respiratory Therapy) http://www.equalopportunity.on.ca/eng_g/apt/bridge_fact.html</p>
2. Sector/occupation	<p>Health Care – Medical Radiation Technologies (Radiological Technology, Magnetic Resonance Imaging), Medical Laboratory Science Technologies (Medical Laboratory Technology, Diagnostic Cytology), and Respiratory Therapy</p>
3. Synopsis	<p>A strong partnership of educators, trainers and professional bodies will offer a customized, modular program consisting of educational options and Canadian workplace experience that provides a structured pathway to employment and licensing/certification in a number of critical health care professions. The project will include distance education and e-learning support to ensure access throughout Ontario. A simulated clinical component for medical laboratory technology was created during the pilot in response to difficulty obtaining clinical placements. The Michener Institute worked closely with the regulator, so that time spent in the simulated environment is accepted as part of the required clinical hours. The Ministry is flowing additional funds to this project for development of a part-time version of this component, allowing more participants to take part. The project will include:</p> <ul style="list-style-type: none"> • assessment for entry into the program • mentorship • language support • non-technical course options • occupation-specific didactic and practical courses • clinical placements

4. Program objectives	<p>Following program completion:</p> <ul style="list-style-type: none"> • contribution to the field of best practice approaches through dissemination of program and approach to other stakeholders • new and adapted curricula in language, workplace practices and occupation-specific courses, including a distance education module • how-to process guide – tested educational model and materials that are sufficiently flexible to be adapted to other health care professions • contribution to reduction in health human resource shortages, thus enhancing access to and quality of patient care in Ontario • provision of the program to approximately 100 participants annually
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p>✓ CLB minimum requirement</p> <p>___ evaluation of foreign credentials</p> <p>✓ vocation-specific language training (by distance education)</p> <p>___ technical training or review in field of expertise</p> <p>✓ introduction to Canadian workplace culture</p> <p>✓ work experience or job shadowing</p> <p>✓ mentoring component</p> <p>___ membership or associate membership in professional associations</p> <p>✓ (other) simulated clinical placement</p>
6. Geographic area served	Toronto and e-learning throughout Ontario
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	<p>Michener Institute for Applied Health Sciences (Lead)</p> <ul style="list-style-type: none"> • responsibility for overall project, funds, and liaison with the Ministry • interdisciplinary courses related to provision of health care in Ontario <p>George Brown College</p> <ul style="list-style-type: none"> • TOEFL preparation, ESL courses/seminars - Applied Medical Terminology, Patient Care and Professional Practice, Cross Cultural Communications <p>Skills for Change</p> <ul style="list-style-type: none"> • provide sector-specific orientation and support <p>Professional Associations and Regulatory Bodies:</p> <ul style="list-style-type: none"> • College of Medical Laboratory Technologists of Ontario • College of Medical Radiation Technologists of Ontario • College of Respiratory Therapists of Ontario - all advisory, assessment of applicants • Canadian Society for Medical Laboratory Science • Canadian Association of Medical Radiation Technologists • Canadian Society of Respiratory Therapists - all advisory <p>Affiliated Clinical Partners</p> <ul style="list-style-type: none"> • Clinical placements and training <p>GED Achievement</p> <ul style="list-style-type: none"> • design and field-test, deliver and evaluate, a TSE Preparation program • investigate feasibility of a distance education module
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Cecil Canteenwalla, Project Manager Tel: (416) 596-3154 E-mail: ccanteenwalla@michener.ca Web site: http://www.michener.ca/access/</p>
11. Success indicators:	
<ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	

1. Name of Program or Service and URL	7. Health Informatics & Financial Services Bridging Project: George Brown Computer Programmer Diploma http://www.equalopportunity.on.ca/eng_g/apt/informatics_fact.html
2. Sector/occupation	Information Technology – computer programming
3. Synopsis	To meet the challenges of the knowledge economy, over a three-year period the project is developing and piloting a 12-month program leading to a Computer Programmer Diploma, with a specialization in Health Informatics and Financial Services. The project will provide an alternate career path for engineers, technologists, technicians, and other internationally trained professionals. The program will include: <ul style="list-style-type: none"> • counselling about educational options • assessment of skills and language proficiency to exempt candidates from unnecessary retraining • educational components to provide the technical skills and workplace knowledge and experience necessary to be successful in the Canadian workplace, including sector-specific language and communications support
4. Program objectives	Following project completion: <ul style="list-style-type: none"> • a comprehensive process and sustainable program that will provide approximately 70 foreign-trained professionals annually with the skills, knowledge and Canadian work experience necessary to access an emerging skill sector in Ontario • a tested model for adaptation by other organizations and occupations • prior learning assessment and recognition tools and processes that build on participants' skills and knowledge • language testing instruments • new or adapted curriculum modules: technical skills, sector-specific language supports, Canadian workplace practice • testing and evaluation of new vocabulary and pronunciation computer software (Ellis Academic Suite and NetSupport School) • web-based supports: central web sites for faculty and instructors, for employers, and for other communities working with internationally trained professionals • contribution to the field of best practice approaches through dissemination of program and approach to other stakeholders • how-to process guide – a tested educational model and materials that are sufficiently flexible to be adapted to other professions • contribution to reduction in specific programming skills shortages
5. Program component checklist:	Checked (✓) if yes. <input checked="" type="checkbox"/> CLB minimum requirement and PLA <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input type="checkbox"/> work experience or job shadowing <input checked="" type="checkbox"/> mentoring component (web-based) <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Toronto
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	George Brown College <ul style="list-style-type: none"> • Lead, manage and evaluate project • Customize and deliver program • Liaise with Ministry of Training, Colleges and Universities Skills for Change <ul style="list-style-type: none"> • Advise on the development of assessment processes and curriculum content, and provide counselling to participants • Offer information sessions on the program. COSTI <ul style="list-style-type: none"> • Advise on the development of assessment processes and curriculum content, and provide counselling to participants • Offer information sessions on the program.

9. Funding Information	Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656
10. Contact Information	Joshua Li Tel: (416) 415-5000, ext. 4401 Email: jli@gbrownc.on.ca Web site: http://www.gbrownc.on.ca/Marketing/FTCal/infotech/T202.html
11. Success indicators: • Longevity • Evaluation Completed	

1. Name of Program or Service and URL	8. International Midwives Pre-Registration Program (Access to Midwifery Pre-Registration Program) http://www.equalopportunity.on.ca/eng_g/apt/midwifery_fact.html
2. Sector/occupation	Health Care – Midwifery
3. Synopsis	The project will address skills shortages in maternity care in Ontario and expand diversity among midwifery professionals to meet the needs of Ontario's multicultural community. Building on the profession's Prior Learning and Experience Assessment (PLEA) process, the project prepares internationally trained health care professionals to apply for licensure with the College of Midwives of Ontario. The project will include: <ul style="list-style-type: none"> • portfolio development • assessment and recognition of prior learning and experience to exempt candidates from unnecessary training • orientation to the practice of midwifery in Ontario, including the cultural and regulatory environment • occupation-specific language proficiency test and training • clinical skills course • clerkship (clinical) placements • mentoring and preceptorships • exam preparation seminars
4. Program objectives	Following project completion: <ul style="list-style-type: none"> • a comprehensive process and sustainable program that will provide internationally trained health-care professionals with the skills, knowledge and Canadian work experience necessary to reach midwifery licensing standards in Ontario • the addition of approximately 25 qualified midwives annually to help address future provincial health care needs • how-to process guide - a tested model and materials that are sufficiently flexible for adaptation by other organizations and occupations • new or adapted curriculum: occupation-specific language supports, technical skills, workplace/sector orientation
5. Program component checklist:	Checked (✓) if yes. ✓ CLB minimum requirement and PLA ✓ evaluation of foreign credentials ✓ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ✓ mentoring component (preceptorship) ✓ membership or associate membership in professional associations ✓ Other – portfolio development, exam preparation
6. Geographic area served	Toronto
7. Entrance criteria	http://ce-online.ryerson.ca/ce/default.asp?id=1250

8. Partners/program deliverers and their responsibilities	<p>Ryerson University Continuing Education Department College of Midwives of Ontario</p> <ul style="list-style-type: none"> • provide prior learning assessment resources, conduct language proficiency tests • refer clients to the program • sit on steering & advisory committees <p>Midwifery Education Programme – Ontario Consortium (Laurentian, McMaster & Ryerson Universities)</p> <ul style="list-style-type: none"> • develop and deliver curriculum and courses • arrange clerkship (clinical) placements and mentorships • sit on steering & advisory committees
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Alison Gaul Tel: (416) 979-5000-1, ext. 7681 Email: agaul@ryerson.ca Website: http://www.ryerson.ca/ce/midwife</p>
<p>11. Success indicators:</p> <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Inputs and Resources (Adequate Ryerson Budget and Annual Audits, MTCU Workplans and "How To" Guides, Partnerships with CMO, MEP, MTCU and Ryerson University) Processes and Practices (e.g., Unique Nature of the Teaching via OSCE Assessment and Simulated Learning Projects, Observational/Clinical Placement Services) Outputs and Outcomes (e.g., Actual Job Placements via Observational/Clinical Placement in Winter and Spring Terms) An updated "How To" Guide will be available in May 2004. (htyson@ryerson.ca).</p>

1. Name of Program or Service and URL	9. Preparation for Registration for Foreign-Trained Medical Laboratory Technologists http://www.equalopportunity.on.ca/eng_g/apt/MLT_fact.html
2. Sector/occupation	Health Care – Medical Laboratory Technology
3. Synopsis	<p>To help address a growing skills shortage in Ontario, the project will develop and deliver a nine-month program for internationally educated medical laboratory technologists, or other medical professionals such as nurses and doctors who may be interested in an alternative career path, to gain clinical competencies and prepare for licensure in Ontario. To increase accessibility, the innovative training model will be delivered in a variety of formats including classroom, self-study and electronic/distance components. In October 2003, the program was approved for incorporation into the regular offerings of the College. The program is expected to be sustainable through tuition, and graduates of the program will receive a diploma. The program includes:</p> <ul style="list-style-type: none"> • assessment of prior learning to determine possible course exemptions • language testing to ensure Canadian Language Benchmark 6 or higher • occupation-specific language training • clinical skills training • orientation to Canadian workplace practices and clinical placements • mentoring and tailored exam preparation courses <p>Additional funding has been approved to design and develop two new components:</p> <ul style="list-style-type: none"> • simulated clinical experience module (in collaboration with the project manager at the Michener Institute) – to further prepare students for the clinical setting and lessen the load on clinical trainers • training for clinical placement staff – to assess training needs of placement site staff (including exploration of internet-based delivery), and develop appropriate courses and resource materials

4. Program objectives	<p>Following project completion:</p> <ul style="list-style-type: none"> • provision of training for approximately 50 participants annually • new and adapted curricula for clinical skills, Canadian workplace practices and occupation-specific language • How-to process guide – tested educational model and materials that are sufficiently flexible to be adapted to other health care professions • contribution to reduction in health human resource shortages, thus enhancing access to and quality of patient care in Ontario • contribution to field of best practice approaches through dissemination of program and approach to other stakeholders
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p>✓ CLB minimum requirement and PLA evaluation of foreign credentials</p> <p>✓ vocation-specific language training</p> <p>✓ technical training or review in field of expertise</p> <p>✓ introduction to Canadian workplace culture</p> <p>✓ work experience or job shadowing (simulated clinical experience)</p> <p>✓ mentoring component</p> <p>___ membership or associate membership in professional associations</p> <p>✓ Other – training for clinical staff</p>
6. Geographic area served	Hamilton
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	<p>Mohawk College (lead)</p> <ul style="list-style-type: none"> • provide equipment and curriculum materials <p>College of Medical Laboratory Technologists of Ontario</p> <ul style="list-style-type: none"> • advise on curriculum • refer candidates to program <p>Canadian Society for Medical Laboratory Science</p> <ul style="list-style-type: none"> • assess and refer candidates • provide curriculum materials • consult on curriculum <p>Hamilton Health Sciences and MDS Laboratories</p> <ul style="list-style-type: none"> • provide clinical placements <p>Ontario Society of Medical Technologists</p> <ul style="list-style-type: none"> • assist with professional mentoring components <p>Settlement and Integration Services Organization (SISO)</p> <ul style="list-style-type: none"> • promote the program • conduct mentorship training
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Mary Golba-Bilhouwer, Mohawk College Tel: (905) 540-4247, ext. 26706 E-mail: golbam@mail.mohawkc.on.ca Web site: http://www.mohawkc.on.ca/dept/cehs/fml/index.html</p>
11. Success indicators:	
<ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	

1. Name of Program or Service and URL	10. Preparation for Apprenticeship, Trades & Technology (PATT) (Construction and Manufacturing Trades) http://www.equalopportunity.on.ca/eng_g/apt/PATT_fact.html
2. Sector/occupation	Skilled Trades: Manufacturing trades (machinist, tool & die maker, industrial maintenance mechanic, welder)
3. Synopsis	<p>A comprehensive project in the skilled manufacturing trades (machinist, tool and die maker, industrial maintenance mechanic, welder) to increase the pool of skilled workers in Ontario. The modular program will provide internationally trained workers with opportunities to prepare for certification and to gain the competencies necessary for finding an apprenticeship or work in these trades. The project will include:</p> <ul style="list-style-type: none"> • assessment of prior learning to build on existing skills • assessment of academic credentials • language assessment and occupational language training • Canadian workplace practices course • technical training – flexible in-class and shop training • a work placement (no less than eight weeks) • career planning and job search preparation, including a personal portfolio
4. Program objectives	<p>Following project completion:</p> <ul style="list-style-type: none"> • how-to process guide – a tested educational model and materials that are sufficiently flexible to be adapted to other health care professions • contribution to the field of best practice approaches through the dissemination of the program and approach to other stakeholders • prior learning assessment tools/processes leading to course exemptions or advanced standing • an assessment tool to gauge current skill and knowledge levels • modified language and technical skills curricula • training available for approximately 40 participants annually • increased pool of skilled construction tradespeople
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p>✓ CLB minimum requirement</p> <p>✓ evaluation of foreign credentials</p> <p>✓ vocation-specific language training</p> <p>✓ technical training or review in field of expertise</p> <p>✓ introduction to Canadian workplace culture</p> <p>✓ work experience or job shadowing</p> <p>___ mentoring component</p> <p>___ membership or associate membership in professional associations</p> <p>✓ Other - PLA , career planning and job search, personal portfolio</p>
6. Geographic area served	London, Ontario
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	<p>Fanshawe College of Applied Arts & Technology (lead)</p> <ul style="list-style-type: none"> • develop and adapt curriculum • develop skills assessment tool <p>(Advisory Committee Members)</p> <p>HNH Machining and other employers</p> <ul style="list-style-type: none"> • provide work placements; guest speaker on employer requirements <p>CAW</p> <ul style="list-style-type: none"> • guest speaker on the role of unions in Ontario <p>MTCU - Local Apprenticeship Office</p> <ul style="list-style-type: none"> • guest speaker on presenting credentials to apprenticeship office, certification process and apprenticeship system <p>London Urban Services Organization</p> <ul style="list-style-type: none"> • assist with participant recruitment <p>Elgin, Middlesex, Oxford Training Board</p>
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call:</p> <p>Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656</p>

10. Contact Information	Monte Black, Fanshawe College Tel: (519) 452-4430, ext. 4586 E-mail: mblack@fanshawec.ca
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	"How To –Process Guide" is available which includes 'lessons learned' on 11 aspects of the program. The PATT program is in its second iteration, utilizing some of the ideas that came out of the first. An addendum to the manual is being developed to follow this offering. It will not be available until late summer.

1. Name of Program or Service and URL	11. Alternative Teacher Accreditation Program for Teachers with International Experience http://www.equalopportunity.on.ca/eng_g/apt/teacher_fact.html
2. Sector/occupation	Education – Primary/Junior
3. Synopsis	To help address anticipated shortages of qualified teachers; this project is piloting an alternate model of delivery of the Bachelor of Education program currently offered at Queen's University, Kingston, making participants eligible to apply for the Certificate of Qualification offered by the Ontario College of Teachers. Internationally trained teachers assessed by the College have access to a training program delivered over one summer and one spring, completing the required practicum in the interim (fall/winter) school year, which enables them to continue working as well as attend school. Ottawa Carleton District School Board is providing an additional 25-30 paid practicum places annually during the three-year pilot. The program includes: <ul style="list-style-type: none"> • assessment of credentials and language levels to determine eligibility • one summer and one spring training period, before and after practicum placement • academic courses and workshops including professional orientation, Canadian workplace culture • occupation-specific language course • mentoring support through practicum
4. Program objectives	Following project completion: <ul style="list-style-type: none"> • contribution to the field of best practice approaches that improve access for foreign-trained professionals to licensed employment in their field • how-to Process Guide - documentation and analysis of the development and implementation of the project, providing a tested model and materials for adaptation by other organizations and occupations • addition of approximately 25-30 qualified teachers annually to help address future provincial teaching needs • an assessment process for credentials and language levels to determine program eligibility • adapted Bachelor of Education curriculum, incorporating a cross-cultural viewpoint and occupation-specific language training • courses and workshops - professional orientation, Canadian workplace culture • cross-cultural workshops to help educators better meet the needs of diverse learners • database of immigrant teachers in Eastern Ontario region
5. Program component checklist:	Checked (✓) if yes. ✓ CLB minimum requirement ✓ evaluation of foreign credentials ✓ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ✓ mentoring component ___ membership or associate membership in professional associations ✓ Other – database of immigrant teachers in Ontario
6. Geographic area served	Ottawa/Kingston
7. Entrance criteria	

8. Partners/program deliverers and their responsibilities	Queen's University, Faculty of Education (lead) <ul style="list-style-type: none"> • Practicum supervision, course delivery Ottawa-Carleton District School Board <ul style="list-style-type: none"> • practicum placements, training facilities for one summer Local Agencies Serving Immigrants (LASI) World Skills <ul style="list-style-type: none"> • recruitment, career counselling
9. Funding Information	Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656
10. Contact Information	Sue Lloyd, Project Manager Tel: (613) 533-6000, ext. 77253 E-mail: lloyds@educ.queensu.ca Web site: http://educ.queensu.ca/~ataptie/
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	

1. Name of Program or Service and URL	12. Three Choices: New Options for Foreign-Trained Nurses Seeking Employment in Ontario http://www.equalopportunity.on.ca/eng_g/apt/threechoices_fact.html
2. Sector/occupation	Health Care – Nursing
3. Synopsis	A partnership is developing and piloting over a three-year period a modular, multi-level program that moves internationally trained nurses towards employment as Registered Nurses (RN's), or an alternative occupation in a related field. The innovative program offers participants training options in three skill shortage areas: towards a Personal Support Worker (PSW) certificate, a Registered Practical Nurse (RPN) diploma, or the Post RN baccalaureate required effective 2005 by all applicants for registration with the College of Nurses of Ontario. The project will include: <ul style="list-style-type: none"> • assessment of language proficiency and prior learning • educational supports including academic courses and sector-specific language supports at each of the three levels • clinical placements to provide on-the-job training and exposure to Canadian workplace culture and practices • employment counselling
4. Program objectives	Following program completion: <ul style="list-style-type: none"> • provision of the program to approximately 30-40 participants annually (10 - Personal Support Worker (PSW), 15- Registered Practical Nurse (RPN), 10 - Post Registered Nurse (Post RN)) • contribution to the field of best practice approaches through dissemination of the program and approach to other stakeholders • prior learning assessment tools and processes leading to course exemptions or advanced standing • new and adapted Modified PSW, RPN and Post RN curriculum options to address gaps in skills and education • CARE project incorporated as an alternative option and pathway • new and adapted processes, curriculum and tools to address 2005 baccalaureate requirement for nurses • how-to process guide – a tested educational model and materials that are sufficiently flexible to be adapted to other health care professions • contribution to reduction in health human resource shortages, thus enhancing access to, and quality of patient care in Ontario

5. Program component checklist:	Checked (✓) if yes. ✓ CLB minimum requirement and PLA ___ evaluation of foreign credentials ✓ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ___ mentoring component ___ membership or associate membership in professional associations ✓ Other – employment counseling
6. Geographic area served	Ottawa, Ontario
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	Algonquin College (lead) <ul style="list-style-type: none"> • curriculum development, including language courses University of Ottawa (in collaboration with Algonquin) <ul style="list-style-type: none"> • adaptation of existing Post RN baccalaureate program Ottawa Civic Hospital <ul style="list-style-type: none"> • clinical placements • curriculum advisory Local Agencies Serving Immigrants (LASI) World Skills <ul style="list-style-type: none"> • employment counselling • cultural support College of Nurses of Ontario <ul style="list-style-type: none"> • advisory
9. Funding Information	Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656
10. Contact Information	Carmen Hust, Project Manager, Algonquin College Tel: (613) 727-4723, ext. 7263 E-mail: hustc@algonquincollege.com Web Site: http://www.algonquincollege.com/foreign-trainednurseproject
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	The program is in year two of three years. The formal evaluators are Berkley Consulting, Toronto. We now have three of our options running but two still are under construction. We hope to take students into the remaining options in Fall 2004 and Jan 2005.

1. Name of Program or Service and URL	13. Vitesse Biotechnology Bridging Program for Foreign-Trained Professionals http://www.equalopportunity.on.ca/eng_g/apt/vitesse_fact.html
2. Sector/occupation	Technology – Biotechnology
3. Synopsis	An innovative project that will develop and deliver over a two-year period a one-year re-skilling program to move currently unemployed or underemployed internationally trained professionals in the life sciences and engineering fields towards alternative employment in the emerging field of biotechnology. The project has strong financial and in-kind support from employers. The project includes: <ul style="list-style-type: none"> • assessment of prior learning and language skills • development of individual action plans • three modular options - <ol style="list-style-type: none"> 1) four-month study term; two-week intensive employer-specific study period, and four-month work term (paid) 2) four-month study term; two-week intensive employer-specific study period, and optional work term 3) two-week intensive employer-specific study period, and optional work term • Canadian workplace practices module - communication/work culture • Canadian workplace experience placement for two-four months with employer partner

4. Program objectives	<p>Following project completion:</p> <ul style="list-style-type: none"> • development of an innovative training model including new and adapted curriculum components that specifically identify and address the needs of internationally trained participants • entry to the program of approximately 20-50 new participants annually to help address skills shortages in an emerging field • prior learning assessment tools to recognize existing skills and knowledge and identify gaps • a sustainable program that will provide foreign-trained engineering and life sciences professionals with the skills, knowledge and Canadian work experience necessary to move into the emerging biotechnology sector • documentation and analysis of the development and implementation of the project, collated in a how-to process guide • a tested model for adaptation by other organizations and occupations
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p>✓ CLB minimum requirement and PLA</p> <p>___ evaluation of foreign credentials</p> <p>___ vocation-specific language training</p> <p>✓ technical training or review in field of expertise</p> <p>✓ introduction to Canadian workplace culture</p> <p>✓ work experience or job shadowing</p> <p>___ mentoring component</p> <p>___ membership or associate membership in professional associations</p> <p>✓ Other – individual action plans</p>
6. Geographic area served	Ottawa, Ontario
7. Entrance criteria	<ul style="list-style-type: none"> • Internationally trained (original degree obtained outside Canada); • University Degree in Natural or Applied Sciences (academic credentials assessed by recognized assessment service such as WES); • Canadian Citizen or Permanent Resident; • Demonstrate proficiency in English (e.g. CAEL test – min. score of 60); • At least two years of professional or research experience.
8. Partners/program deliverers and their responsibilities	<p>Vitesse Re-skilling Canada Inc.</p> <ul style="list-style-type: none"> • project lead <p>Local Agencies Serving Immigrants (LASI) World Skills</p> <ul style="list-style-type: none"> • recruitment and referrals, delivery of workplace practices component <p>Canadian Bioprocess Institute</p> <ul style="list-style-type: none"> • competency identification, curriculum development <p>Ottawa Life Sciences Council</p> <ul style="list-style-type: none"> • coordination
9. Funding Information	<p>Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call:</p> <p>Ministry of Training, Colleges and Universities Training Hotline</p> <p>(416) 326-5656 or (toll free) 1-800-387-5656</p>
10. Contact Information	<p>Dr. Taras Hollyer</p> <p>Tel: (613) 746-3595, ext. 224</p> <p>Contact: Dr. Anton Minkov, Director of Programs</p> <p>info@vitesse.ca</p> <p>Web site: http://www.vitesse.ca/site/programs_bridge.htm</p>
11. Success indicators:	<ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met <p>3 years</p> <p>Evaluation completed and available</p> <p>yes</p>

1. Name of Program or Service and URL	14. Pathways - Employment Experience Program for Internationally Trained Engineers http://www.equalopportunity.on.ca/eng_g/apt/pathways_fact.html
2. Sector/occupation	Engineering
3. Synopsis	Over a 28-month period, the project will develop and pilot a 58-week program for internationally trained engineers leading to licensure as a Professional Engineer in Ontario. The program will provide a one-year paid Canadian work placement experience, one of the requisites for licensure, and communications/employability training support in the Canadian workplace. The program will include: <ul style="list-style-type: none"> • language proficiency and work readiness assessment for entry into the program • a six-week, full-time, in-class communications/employability training opportunity prior to work placement • one-year Canadian work placement experience under the supervision of a licensed Professional Engineer • individual coaching support • online advanced English communication skills support • monthly follow-up workshops (post in-class training)
4. Program objectives	Following project completion: <ul style="list-style-type: none"> • a comprehensive process and sustainable program that will have provided approximately 150 internationally trained engineers with the Canadian work experience and the communications and employability skills necessary to gain and retain employment in the engineering sector in Ontario • a tested model for adaptation by other organizations and occupations • contribution to the field of best practice approaches through dissemination of program and approach to other stakeholders • how-to process guide – a tested educational model and materials that can be adapted to other professions • contribution to reduction in engineering skills shortage
5. Program component checklist:	Checked (✓) if yes. <input checked="" type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture (work readiness assessment) <input checked="" type="checkbox"/> work experience or job shadowing <input checked="" type="checkbox"/> mentoring component (coaching) and monthly follow-up workshops <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Greater Toronto Area
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	Lead: Ontario Society of Professional Engineers (OSPE) <ul style="list-style-type: none"> • professional association, representing over 68,000 Professional Engineers in Ontario • develop and manage the project and project funds Partners: Professional Engineers Ontario <ul style="list-style-type: none"> • regulatory body serving on the Project Advisory Committee Consulting Engineers of Ontario (CEO) <ul style="list-style-type: none"> • employers' association comprised of over 300 employers • together with OSPE, secure paid work placements Workplace Training & Services Inc. (WTS Inc.) <ul style="list-style-type: none"> • ESL workplace communications skills trainers • facilitate communications workshops from the employers' perspective Progress and Associates (P&A) (Division of Progress Career Planning Institute) <ul style="list-style-type: none"> • site for the first eight program groups • conduct career planning, communications and job search workshops Speakwell <ul style="list-style-type: none"> • Communications specialists to deliver a state-of-the-art online advanced ESL application

	<p>Archer Resource Solutions Inc.</p> <ul style="list-style-type: none"> Specialists in recruiting engineers and IT staff for employers in the GTA recruit placement and employment opportunities for program participants <p>Multicultural Business Solutions</p> <ul style="list-style-type: none"> cross-cultural trainer and consultant guide and coach participants to achieve successful integration into the Canadian workplace <p>Walsh & Co. Accountants</p> <ul style="list-style-type: none"> project accounting and ongoing paperwork
9. Funding Information	Ontario Ministry of Training, Colleges and Universities. For information about other Access to Professions and Trades initiatives, please call: Ministry of Training, Colleges and Universities Training Hotline (416) 326-5656 or (toll free) 1-800-387-5656
10. Contact Information	Hanan Jibry, Project Manager Tel: (416) 223-9961, ext.226 E-mail: hjibry@ospe.on.ca Web site: http://www.pathways.ospe.on.ca
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	Pilot

1. Name of Program or Service and URL	15. Career Options for New Canadians http://www.norquest.ab.ca/programs/employmentpreparation/careeroptions.htm
2. Sector/occupation	Any skilled immigrants – e.g., medical, pharmacists, teachers, engineers
3. Synopsis	This is a 10 month program consisting of 3 months classroom instruction and up to 7 months community based on-the-job training designed to assist skilled new Canadians make the transition into the professional workplace.
4. Program objectives	This route is designed for students who have career credentials and are trying to establish themselves in the Canadian workplace.
5. Program component checklist:	<p>Checked (✓) if yes.</p> <ul style="list-style-type: none"> ✓ CLB minimum requirement (language assessment through interview) ✓ evaluation of foreign credentials ✓ vocation-specific language training (pronunciation) ___ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ___ mentoring component ___ membership or associate membership in professional associations
6. Geographic area served	Edmonton, Alberta
7. Entrance criteria	<ul style="list-style-type: none"> Recommendation from a NorQuest College instructor or counsellor Professional accreditation Admission interview with the Program Coordinator
8. Partners/program deliverers and their responsibilities	Norquest College, Edmonton
9. Funding Information	SDG
10. Contact Information	The coordinator for CONC is Doni Miller doni.miller@norquest.ca For information: (780) 427-5516 NorQuest College Edmonton Downtown Campus 10215 - 108 Street Edmonton, AB T5J 1L6 Phone (780) 422-2020 Fax (780) 427-4211
11. Success indicators: • Longevity • Evaluation Completed	Started 2 years ago. Objectives are met if students are employed in their field or related field/occupation

1. Name of Program or Service and URL	16. Transitions to Technical and Trades Career (ESL Trades) http://www.norquest.ab.ca/programs/employmentpreparation/esltradescontent.htm
2. Sector/occupation	Skilled immigrants who are tradespersons – e.g., electrical and electronic, instrumentation, mechanical trades, automotives, pipe trades, steel trades.
3. Synopsis	For those who have immigrated to Canada and already have training and experience in a trade. The program assists the client to develop pre-trade skills, find work in the respective trade or occupation, and to lead towards becoming qualified in their field. In this program the students also improve their English, and learn job search skills and have a work placement. There are now two streams – trades route and technology route
4. Program objectives	Successful graduates receive: <ul style="list-style-type: none"> • A NorQuest College certificate • Health and safety and technical skills certificates • A letter from Apprenticeship and Industry Training with results from their trade entrance exam
5. Program component checklist:	Checked (✓) if yes. ✓ CLB minimum requirement (planning to implement CLB and PLAR) evaluation of foreign credentials ___ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ___ mentoring component ___ membership or associate membership in professional associations ✓ Other – challenge trade entrance examinations ✓ Other – job search skills
6. Geographic area served	Edmonton, Alberta
7. Entrance criteria	Admission Requirements <ul style="list-style-type: none"> • Intermediate level of English • Evidence of experience in your chosen trade • Basic math
8. Partners/program deliverers and their responsibilities	Negotiating partnership with MCN - Mennonite Centre for Newcomers for engineering route
9. Funding Information	Employers as required
10. Contact Information	Robin Nash robin.nash@norquest.ca Lyle Black, Area Coordinator Lyle.Black@norquest.ca 780-427-7872 NorQuest College Edmonton Downtown Campus 10215 - 108 Street Edmonton, AB T5J 1L6
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Has been in existence since 1989 Success factors: <ul style="list-style-type: none"> • consistency in support – internal champions, allies, funders • ownership of program by coordinator - belief in the program, efforts to perpetuate, gathering letters of support when needed • strong partnerships between program, business, the college • changes for students – students getting acceptable jobs, now earning high wages • strong relationship between students and program leaders • networking, word of mouth • have to be willing to take risks • job placement in a bad year (1992) – 70%, in a good year – 90% (staying with cooperating employers)

1. Name of Program or Service and URL	17. Bridge to Business Careers
2. Sector/occupation	Office Administration
3. Synopsis	This is an 200 hour summer course prepares student to enter a Business Career program either at NorQuest College or at other institutions. The course focuses primarily on reading and vocabulary development. All of the course materials focus on topics relevant to office positions such as Office Administration, Accounting Assistant, Dental Business Assistant or Hospital Unit Clerk.
4. Program objectives	Prepare ESL students to enter a Business Careers program - have the reading skills required to complete such a program
5. Program component checklist:	Checked (✓) if yes. <input checked="" type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	City of Edmonton
7. Entrance criteria	CLB minimum, interview, previous experience in the field
8. Partners/program deliverers and their responsibilities	Two departments within the NorQuest College – ESL and Business Careers
9. Funding Information	Project development internally funded; hope to have the course piloted and approved by AB Learning
10. Contact Information	Anna De Luca, NorQuest College, 11140 – 131 Street T5M 1C1; Tel: (780) 427-5102; Fax: (780) 427-3236; e-mail: anna.deluca@norquest.ca
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Acceptance into a Business Careers training program (internal or external) Securing employment in a related-field Meet course objectives (e.g. demonstrate increased reading speed and comprehension)

1. Name of Program or Service and URL	18. Practical Nurse Re-Entry Program
2. Sector/occupation	Health Care
3. Synopsis	This program is designed to allow re-entry to practical nursing. The fast-track option which allows individuals to challenge 10 out of the 15 PN program courses is particularly attractive for internationally trained health professional. In addition to the fast-track options we are developing special language support components to fill gaps that second language applicants may have, e.g. intelligibility, understanding cultural norms.
4. Program objectives	Fast track internationally trained health professionals re-entering as practical nurses.
5. Program component checklist:	Checked (✓) if yes. <input checked="" type="checkbox"/> CLB minimum requirement <input checked="" type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input checked="" type="checkbox"/> mentoring component <input checked="" type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	City of Edmonton
7. Entrance criteria	CLB minimum, interview, previous experience in the field, challenge exams
8. Partners/program deliverers and their responsibilities	Two departments within the NorQuest College – ESL and Health Careers
9. Funding Information	Funding for the ESL component of this program is funded as a project by AB Learning

10. Contact Information	Anna De Luca, NorQuest College, 11140 – 131 Street T5M 1C1; Tel: (780) 427-5102; Fax: (780) 427-3236; e-mail: anna.deluca@norquest.ca
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Completion of all courses required to complete the PN program at NorQuest College, including successful completion of a clinical practicum. Securing employment in a related-field Meet course objectives (e.g. demonstrate understanding of cultural norms, increased intelligibility)

1. Name of Program or Service and URL	19. CCIS -Skills Training Program http://www.ccis-calgary.ab.ca/engineering_program.html
2. Sector/occupation	Engineers
3. Synopsis	Engineering and Technology Upgrading Program – Career Pathways for new Canadian Professionals
4. Program objectives	<ul style="list-style-type: none"> • To provide upgrading training to enter into the Canadian Workplace • To give new Canadian professionals the opportunity to upgrade and integrate their written and verbal communication skills as they relate to the execution of future industry endeavors • To improve computer skills, basic to high-end technical, that will enable the participant to supply a potential employer with the skills of design and applications Involves a 4 months of Skills Training and 3 months of Employment Practicum.
5. Program component checklist:	Checked (✓) if yes. ✓ CLB minimum requirement ✓ evaluation of foreign credentials ✓ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ✓ mentoring component ✓ membership or associate membership in professional associations
6. Geographic area served	Calgary
7. Entrance criteria	Benchmark, Less than 10 years in Canada, Degree, Have EI or have been on EI
8. Partners/program deliverers and their responsibilities	Partners provide work experience and usually hire. 30, 90 day deliverable with intake, skills and technology deliverables
9. Funding Information	AHRE
10. Contact Information	Lynn Merrithew – Program Coordinator CCIS Main Office: 3rd Floor, 120 - 17 Avenue SW T2S 2T2 Tel: 262-2006 / Fax: 262-2033 E-mail: contact@ccis-calgary.ab.ca
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	85% success rate of employment after 6 months since 1994. 180 graduates since 1994 with 85% success of full employment in Engineering 2003 Always meet objectives

1. Name of Program or Service and URL	20. CCIS - Electrician upgrading & Certification Program for Foreign-trained Electricians http://www.ccis-calgary.ab.ca
2. Sector/occupation	Journeyman Electrician
3. Synopsis	Upgrading skills & knowledge to challenge exam at apprenticeship board & industry training
4. Program objectives	To re-certify journeyman electricians who have a minimum of 6 years experience in their home country

5. Program component checklist:	Checked (√) if yes. √ CLB minimum requirement √ evaluation of foreign credentials √ vocation-specific language training √ technical training or review in field of expertise √ introduction to Canadian workplace culture √ work experience or job shadowing ___ mentoring component ___ membership or associate membership in professional associations
6. Geographic area served	Calgary & area
7. Entrance criteria	Benchmark 5 or higher, minimum 6 years home country trade experience as defined by Alberta Government
8. Partners/program deliverers and their responsibilities	Calgary Catholic immigration Society /SAIT Partnership (Southern Alberta Institute of Technology)
9. Funding Information	E.I or SFI clients preferred – will consider others who are able to sustain themselves
10. Contact Information	Arlayna Alcock Tel. 403 264-4850 ext. 4
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Employment in trade and receiving journeyman credentials 6 th year running normally 13 out of 15 participants meet all the requirements, some succeed in maintaining related employment without receiving their final journeyman certification, although most succeed in all areas

1. Name of Program or Service and URL	21. CCIS - Millwright Pre-Employment http://www.ccis-calgary.ab.ca
2. Sector/occupation	Trade
3. Synopsis	A seven-month program including upgrading, technical training and work experience
4. Program objectives	To train new Canadians in first year apprenticeship course work, for entry-level positions in millwright/ machining trade with the possibility of continuing the apprenticeship training, leading to obtaining journeyman status.
5. Program component checklist:	Checked (√) if yes. √ CLB minimum requirement ___ evaluation of foreign credentials √ vocation-specific language training √ technical training or review in field of expertise √ introduction to Canadian workplace culture √ work experience or job shadowing √ mentoring component ___ membership or associate membership in professional associations
6. Geographic area served	Calgary
7. Entrance criteria	E.I./ Reachback/ SFI (Support for Independence) clients. Fewer seats are for unemployed Albertans who are not receiving any form of assistance
8. Partners/program deliverers and their responsibilities	Southern Alberta Institute of Technology (SAIT) is contracted to deliver the technical training component.
9. Funding Information	Funding category: Skills for Work Alberta Human Resources and Employment
10. Contact Information	(403) 264-4850 - Email: mrp@ccis-calgary.ab.ca
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Outcome Expectation: Minimum 75% placement rate at 3 and 6-Month Follow-up

1. Name of Program or Service and URL	22. English for Computer Professionals www.sait.ca
2. Sector/occupation	Information Technology
3. Synopsis	A nine month part time program to upgrade communication and employability skills of employed immigrant computer professionals
4. Program objectives	<ul style="list-style-type: none"> • Improve CLB level by minimum of one benchmark • Receive intensive English Upgrading • Learn how to conduct consulting in English • Use a variety of communicative strategies to accomplish workplace objectives • Conduct a workplace consulting project to demonstrate new skills
5. Program component checklist:	<p>Checked (✓) if yes.</p> <ul style="list-style-type: none"> ✓ CLB minimum requirement ✓ evaluation of foreign credentials ✓ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ___ mentoring component ___ membership or associate membership in professional associations
6. Geographic area served	Calgary
7. Entrance criteria	CLB 5, all skills
8. Partners/program deliverers and their responsibilities	<p>1. IT firms who have hired skilled immigrants with limited language skills – provide 50% of worker's time for study. Describe the worker's learning needs. Take part in dev't of workplace project, observation of skill improvements, overall program evaluation</p> <p>2. Program participants – provide 50% of time for study. Develop skills and capabilities to undertake language based workplace IT project. Program evaluation</p>
9. Funding Information	This pilot project is funded by Alberta Learning
10. Contact Information	Dr. Laura Anderson Ho, Academic Coordinator English Language Foundations SAIT – 1301 – 16 Ave. NW Calgary, AB T2M 0L4 (403)284-8798 laura.anderson.ho@sait.ca
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	<p>This is a pilot project to develop a model for workplace learning that addresses the needs of skilled immigrants</p> <p>Successful ECP graduates can apply to SAIT's Bachelor of Applied Information Systems and receive advance credit for their work in this program.</p>

1. Name of Program or Service and URL	23. Accounting Assistant – ESL, Bow Valley College www.bowvalleycollege.ca
2. Sector/occupation	Financial Management & Accounting
3. Synopsis	This 44-week program is designed for unemployed immigrants who wish to work in entry-level positions in the field of accounting but lack the language and occupational skills to do so. The program provides entry-level accounting training as well as ESL training.
4. Program objectives	
5. Program component checklist:	<p>Checked (✓) if yes.</p> <ul style="list-style-type: none"> ✓ CLB minimum requirement ___ evaluation of foreign credentials ✓ vocation-specific language training ✓ technical training or review in field of expertise ✓ introduction to Canadian workplace culture ✓ work experience or job shadowing ___ mentoring component ___ membership or associate membership in professional associations
6. Geographic area served	Calgary, Alberta
7. Entrance criteria	ESL Benchmark 7 or higher; 50% or better in a Grade 11 math
8. Partners/program deliverers and their responsibilities	The ESL Department and the Business Department of Bow Valley College are collaborating in design and delivery
9. Funding Information	Alberta Human Resources and Employment

10. Contact Information	Elza Bruk ebruk@bowvalleycollege.ca
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Successful completion of course as well as employment on graduation

1. Name of Program or Service and URL	24. Work Experience for Immigrants Program www.bowvalleycollege.ca
2. Sector/occupation	
3. Synopsis	10 wks F/T employment related ESL training & 6 wks work experience in a position that takes advantage of the client's past experience/education.
4. Program objectives	
5. Program component checklist:	Checked (✓) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Calgary
7. Entrance criteria	Immigrants 10yrs< in Can/CLB 3-8/Inelig. for LINC/unempl. - work P/T 20hrs/wk
8. Partners/program deliverers and their responsibilities	
9. Funding Information	
10. Contact Information	Contact: Christine Mitra Telephone Number: (403) 297-4052 Fax Number: (403) 297-3984 cmitra@bowvalleycollege.ca
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	

1. Name of Program or Service and URL	25. MCC Employment Development - Trades Training for Immigrants and Aboriginals www.mcca-ed.org
2. Sector/occupation	
3. Synopsis	21 weeks integrated occupational training—English, Math, Science, Life Skills; Workplace communication; SAIT training; Work Experience; Job Placement
4. Program objectives	
5. Program component checklist:	Checked (✓) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Calgary
7. Entrance criteria	Immigrants – preferably less than 10 years in Canada, prefer CLB 4-5, Aboriginals
8. Partners/program deliverers and their responsibilities	
9. Funding Information	
10. Contact Information	

1. Name of Program or Service and URL	26. Kwantlen Nurses ESP - Kwantlen College http://www.kwantlen.bc.ca/health/GNEAL/GNEAL_Main_Page.htm
2. Sector/occupation	Medical – Nurses
3. Synopsis	This unique program prepares graduate nurses from other countries to work in the nursing profession in British Columbia. This program is designed for nurses who are required by the Registered Nurses Association of British Columbia (RNABC), to upgrade their English language skills to accepted levels on the Test of English as a Foreign Language (TOEFL) and Test of Spoken English (TSE). Nursing knowledge and skills are also upgraded prior to writing the Canadian Registered Nurse Examination. This full time nine-month program is offered three times a year. The program includes classroom instruction, independent study, English laboratory sessions, nursing skill laboratory sessions and hospital clinical experience. The content is presented at a basic level and is aimed at providing students with the knowledge and skills necessary to give safe nursing care to adults in medical-surgical units and extended care facilities throughout BC. The courses are organized in three levels.
4. Program objectives	This program is designed to: <ul style="list-style-type: none"> • Prepare graduate nurses from other countries to work in a Canadian health care setting; • Upgrade nursing knowledge and skills to levels required for beginning practitioners in British Columbia as outlined by the RNABC; • Upgrade English skills to levels required by the RNABC and to enable effective communication with clients and colleagues; • Prepare graduates to write the Canadian Registered Nurse Examination required to apply for registration as a nurse in British Columbia.
5. Program component checklist:	Checked (<input checked="" type="checkbox"/>) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training using a cooperative learning approach <input checked="" type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input checked="" type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations <input checked="" type="checkbox"/> Other – exam and TOEFL/TSE preparation
6. Geographic area served	Vancouver – Lower Mainland
7. Entrance criteria	<ul style="list-style-type: none"> • A letter from the RNABC stating eligibility to write the Canadian Registered Nurse Examination. • English language assessment of written TOEFL 535 (reading comprehension 55) or Computer TOEFL 202 (reading comprehension 22), or IELTS of 5.5 with a minimum Academic Reading score of 6 and a minimum speaking score of 6 or SLEP 59 (reading comprehension 30) and TSE or SPEAK 45, or a 40 for students with two years acute nursing experience within the last five years. A TOEFL is required if the SLEP has been written three times without achieving the required level. • Registered nurse experience or graduation from an RNABC recognized nursing program within the past ten years. • CPR Level C certificate. CPR certification must remain current throughout the program. Immunization consistent with the requirements of clinical agencies.
8. Partners/program deliverers and their responsibilities	
9. Funding Information	
10. Contact Information	Leona Claxton – Coordinator leona.claxton@kwantlen.ca Kwantlen University College 12666 - 72nd Ave. Surrey, B.C. V3W 2M8 Admissions assistant - Yvonne at 604-599-3218 Teacher - Gayle Hills at 604-599-2376

11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	The program has been in existence for about 15 years. The students are generally hired onto medical surgical units in community based hospitals. The RNABC assesses the foreign credentials; the students enter our program for a variety of reasons. These include: The student has not practiced in the last 5 years and requires a refresher program; the student has failed the RN exams and is required to take a refresher program; and the student takes the program because it prepares them for the workplace—in this case the student is not required to take the program. Occasionally, new nurses have passes the RN exams, have been hired, and have encountered difficulty in the workplace. In these cases the hospital or the RNABC asks them to take the program (the RNABC may require it if there has been complaints).
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1. Name of Program or Service and URL	27. Graduate Nurse Refresher Program - Kwantlen College
2. Sector/occupation	Nurses
3. Synopsis	A self paced home study program for nurses who require a refresher program as they have been out of nursing 5 years or longer (program may take up to 18 months to complete on a part-time basis)
4. Program objectives	To prepare nurses to meet the Standards of Practice for Nursing and meet the competences required of a new graduate. To graduate safe competent nurses who meet the registration requirements of the Registered Nurses Association of BC (RNABC)
5. Program component checklist:	Checked (√) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input checked="" type="checkbox"/> mentoring component <input checked="" type="checkbox"/> membership or associate membership in professional associations (on successful completion this is required)
6. Geographic area served	Mostly the lower mainland but we do have students from anywhere in BC
7. Entrance criteria	Letter from the RNABC; English Assessment Course requirements for GNUR 1210 (preceptorship) includes current CPR level C, current immunizations, and a criminal record search within 6 months of the preceptorship
8. Partners/program deliverers and their responsibilities	Program brokered through Grant MacEwan College in Edmonton
9. Funding Information	
10. Contact Information	Lori Shortridge RN MScN Graduate Nurse Program Coordinator Kwantlen University College 12666 72nd Avenue Surrey, BC V3W 2M8 Office #D341 Email: Lori.shortridge@kwantlen.ca Phone: 604-599-3148 (FAX) 599-2360
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Program has 5 year program approval from the RNABC (highest given) Student failure rate is less than 1%; Graduates obtain employment usually within 6 months of graduation. We also have completed a program review in May 2003.

1. Name of Program or Service and URL	28. Internationally Trained Engineers Pilot http://www.mcaaws.gov.bc.ca/amip/igp/summary_pilots_intivs.htm#international
2. Sector/occupation	Engineers
3. Synopsis	This pilot intends to develop a service model that will help internationally trained engineers in their efforts to become integrated into the engineering workplace and registered as professionals. The components of the pilot include: a professional work experience and training component for foreign-trained newcomers; a policies and procedures review for the regulatory body; and the enhancement of information services to improve understanding of international qualifications issues and the realities of the job market. A fourth component of the pilot includes an independent assessment to determine whether the objectives were met and whether the overall approach and initiatives are applicable to the broader International Qualifications Program.
4. Program objectives	<ul style="list-style-type: none"> • Improve information on professional engineer registration procedures • Develop professional work experience and training services to support internationally trained engineers • Provide useful information and resources to help internationally trained engineers develop job-related skills and fit into the Canadian work culture • Help employers recognize and hire qualified engineers with international credentials and • Help professional engineering associations, government departments, trainers and community service groups to improve services for skilled immigrants • To assist up to 20 internationally trained engineers in obtaining jobs within their engineering disciplines and become registered as professionals.
5. Program component checklist:	<p>Checked (<input checked="" type="checkbox"/>) if yes.</p> <p><input type="checkbox"/> CLB minimum requirement</p> <p><input type="checkbox"/> evaluation of foreign credentials</p> <p><input type="checkbox"/> vocation-specific language training</p> <p><input checked="" type="checkbox"/> technical training or review in field of expertise</p> <p><input checked="" type="checkbox"/> introduction to Canadian workplace culture</p> <p><input checked="" type="checkbox"/> work experience or job shadowing</p> <p><input type="checkbox"/> mentoring component</p> <p><input type="checkbox"/> membership or associate membership in professional associations</p> <p><input checked="" type="checkbox"/> Other – review of policies and procedures for regulatory body , evaluation</p>
6. Geographic area served	British Columbia
7. Entrance criteria	A high level of education and an average of 10-15 years work experience
8. Partners/program deliverers and their responsibilities	<ul style="list-style-type: none"> • Province of BC • Government of Canada • Canadian Council of Professional Engineers • Association of Professional Engineers and Geoscientists of BC • Quadra Planning Consultants
9. Funding Information	Funding for this pilot was provided by the International Qualifications Program of the Ministry of Community, Aboriginal and Women's Services
10. Contact Information	Gillian Pichler, phone: 604-430-8035, email: gpichler@apeg.bc.ca Collin B. Mercer, A/ Manager British Columbia International Qualifications Program 604-775-0665 (tel) 604-775-0670 (fax) Aboriginal, Multiculturalism and Immigration Programs Department BC Ministry of Community, Aboriginal & Women's Services
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	Pilot Progress reports are available on the site. A final report and executive summary available.

1. Name of Program or Service and URL	29. Transition into Nursing Series Pilot http://www.mcaaws.gov.bc.ca/amip/igp/summary_pilots_intivs.htm#transition%20nursing
2. Sector/occupation	Nurses
3. Synopsis	This pilot intends to develop curriculum that would meet the educational needs of nurses from other countries who are making the transition to nursing practice in B.C. Components of the curriculum are being prepared as web-based courses that can be completed before a nurse arrives in Canada.
4. Program objectives	
5. Program component checklist:	Checked (✓) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise (web-based) <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	<ul style="list-style-type: none"> • Province of BC • Registered Nurses Association of BC • Centre for Curriculum, Transfer and Technology • Open Learning Agency • Ministry of Advanced Education
9. Funding Information	Funding for this pilot was provided by the International Qualifications Program of the Ministry of Community, Aboriginal and Women's Services
10. Contact Information	Freda Bishop OLA - 431-3000. 604-431-3268, email: 'fredab@bcou.ca ' Collin B. Mercer, A/ Manager British Columbia International Qualifications Program 604-775-0665 (tel) 604-775-0670 (fax) Aboriginal, Multiculturalism and Immigration Programs Department BC Ministry of Community, Aboriginal & Women's Services
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	Pilot - The Transition to Nursing Pilot just finalized its web content recently. As the materials were brand new it is unlikely an evaluation was completed.

1. Name of Program or Service and URL	30. Foreign Trained Nurses Cultural Orientation Pilot http://www.mcaaws.gov.bc.ca/amip/igp/summary_pilots_intivs.htm#Foreign%20Trained%20Nurses%20Cultural%20Orientation%20Pilot
2. Sector/occupation	
3. Synopsis	This initiative intended to prepare internationally trained nurses to write the Canadian Registered Nurses Exam required for all nursing professionals seeking entrance into the profession. The pilot course curriculum included sessions on culture and communication, indepth discussion of the standards of nursing practice in Canada, preparation for writing the Canadian RN exam, and a review of special topics in nursing.
4. Program objectives	

5. Program component checklist:	<p>Checked (✓) if yes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations <input checked="" type="checkbox"/> Other – exam preparation (RNABC)
6. Geographic area served	Vancouver area
7. Entrance criteria	Six (6) of the participants had nursing degrees (BSN in Nursing), while 4 had diplomas (from 2 to 4 years in duration). Three (3) of the women had over 10 years of nursing experience each before coming to Canada, 3 had between 5 and 9 years of experience each, and 3 had 1-4 years of experience each. Most (6) of the participants have lived in Canada for 1-4 years only. Four (4) of the participants had written the Canadian RN exam before, but were unsuccessful. Many of the participants had already taken some kind of course in preparation for writing the exam: either the OLA refresher course (3), an ESL course (1), or a private tutorial (4).
8. Partners/program deliverers and their responsibilities	<ul style="list-style-type: none"> • Province of BC • Registered Nurses Association of BC • UBC's Centre for Intercultural Studies
9. Funding Information	Funding for this pilot was provided by the International Qualifications Program of the Ministry of Community, Aboriginal and Women's Services
10. Contact Information	<p>Mackie Chase, phone: 604-822-8098, email: mackie.chase@ubc.ca Collin B. Mercer, A/ Manager British Columbia International Qualifications Program 604-775-0665 (tel) 604-775-0670 (fax) Aboriginal, Multiculturalism and Immigration Programs Department BC Ministry of Community, Aboriginal & Women's Services</p>
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Final evaluation report available online http://www.mcaaws.gov.bc.ca/amip/igp/pdf_files/nurses_final_report.pdf</p>

1. Name of Program or Service and URL	31. Career Axis - Immigrant Services Society
2. Sector/occupation	Immigrant serving
3. Synopsis	An employment access program for immigrants looking for work or exploring career options
4. Program objectives	<ul style="list-style-type: none"> • Accessing jobs in the hidden job market • Using local labour market information to find work • Assessing transferable skills • Making a resume targeted to employer needs • Using the telephone to arrange meetings and interviews with employers • Write effective communication documents including cover letters and follow-up notes • Use culturally-appropriate communication styles • Conduct effective interviews • Understand expectations of the Canadian workplace • Develop or enhance job retention skills particular to the Canadian workplace

5. Program component checklist:	Checked (✓) if yes. <input checked="" type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input type="checkbox"/> vocation-specific language training <input type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input checked="" type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Lower Mainland
7. Entrance criteria	Unemployed/underemployed immigrants with intermediate to advanced English skills
8. Partners/program deliverers and their responsibilities	ISS Case Managers refer clients to our program
9. Funding Information	HRDC
10. Contact Information	Gwen Pawlikowski Facilitator/Counsellor Career Axis Immigrant Services Society 604-684-2123
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	85% employment rate for clients 7+ years in existence Ongoing evaluation conducted after each month long program ends Yes

1. Name of Program or Service and URL	32. Canadian Business English Institute www.cbei.com
2. Sector/occupation	
3. Synopsis	Specialize in teaching English - programs address the needs of different types of students, from young professionals, business people, university students, to international travelers. We provide academic excellence, quality instruction and friendly service, and we are well-known as the leader in Business English training in Canada. Programs include: <ul style="list-style-type: none"> • English for Work and Business - The English for Work and Business (EWB) Program is designed for professionals, business people and university students. • Intensive General English - The General English Program is for those who need English for academic preparation, general interest or travel. • Business English Practicum - The Business English Practicum (BEP) offers a supervised, unpaid practicum placement in a Canadian company to the graduates of our Business English program. • Optional Courses - The TOEFL and TOEIC Preparation courses are optional courses, usually taken in conjunction with the General English program, or the English for Work and Business Program.
4. Program objectives	
5. Program component checklist:	Checked (✓) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input type="checkbox"/> vocation-specific language training <input type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input checked="" type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Vancouver, BC
7. Entrance criteria	Entrance test includes a TOEFL style test, a written composition and an oral interview.

8. Partners/program deliverers and their responsibilities	We accept students sponsored by HRDC. We also have "partnerships" with many companies who accept our interns.
9. Funding Information	
10. Contact Information	Leanne Quirk, Academic Coordinator Canadian Business English Institute Phone: (604) 685-0291 Fax: (604) 685-0294 e-mail: leanneq@cbei.com 400-1130 West Pender Street Vancouver, BC, Canada, V6E 4A4
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	For more than 12 years, CBEI has maintained an excellent international reputation.

1. Name of Program or Service and URL	33. Douglas College Home Support ESP http://www.douglas.bc.ca/calhtm/programs/pesl.htm#esl
2. Sector/occupation	
3. Synopsis	The English as a Second Language/Home Support/Resident Care Attendant Program (ESL/HSRC) is for students with advanced ESL skills who are looking for work as nursing aides, long term care aides or as home support workers. The ESL/HSRC Program is a nine-month full-time program. In the first 14 weeks of the program, students will take four specially designed ESL courses. These courses in the first part of the program will provide students with opportunities to develop their reading, writing, listening, speaking, and pronunciation skills. Successful completion of these ESL courses will allow students to enrol in the 21 week Home Support/Resident Care Attendant Program and one ESL support course. Upon successful completion of the second part of the program, students will obtain a citation in Home Support Resident Care.
4. Program objectives	Details on program courses can be found here: http://www.douglas.bc.ca/calhtm/programs/pesl.htm#esl The Program strives to produce Home Support Workers/Resident Care Aids who have the necessary communication skills, theoretical knowledge, practical knowledge, and attitudes to become excellent employees in their chosen health care environments
5. Program component checklist:	Checked (✓) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise <input checked="" type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input checked="" type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Lower Mainland, especially the Tri-cities area.
7. Entrance criteria	1. General Admission Requirements 2. take an assessment and have an oral interview. Assessment results must show that the applicant's English skills are at the required entry level 3. CPR Level C/Standard First Aid Certificate 4. A personal reference form (to be completed on Douglas College/HSRC form) from employer, work-study, or person in a responsible position (excluding family). 5. Documented proof of having completed at least 40 hours as a volunteer or employee in a continuing care agency/facility within the past year.
8. Partners/program deliverers and their responsibilities	Clinical and practicum are done in various long term care facilities and hospitals.
9. Funding Information	EASL Applicants may apply for ABESAP funding for the first part of the program. Student loans may be available for the second part.

10. Contact Information	Kate Yoshitomi [yoshitomik@douglas.bc.ca] Coordinator EASL/HSRC Program 604-527-5489 Margarita Sewerin, 604-527-5489 - sewerinm@douglas.bc.ca Douglas College PO Box 2503 New Westminster, British Columbia Canada V3L 5B2
11. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	The EASL/HSRC Program began in 1996. Recent institutional research for 2003 shows that 48% of graduates were able to find work within one month, and a further 35% of graduates were able to secure employment within 1-2 months. No graduate took longer than 6 months to find work. The employment rate for graduates is consistently well over 90%.

1. Name of Program or Service and URL	34. International Pharmacy Graduate (IPG) Program http://www.equalopportunity.on.ca/eng_g/apt/pharmacy_fact.html
2. Sector/occupation	Health Care – Pharmacy
3. Synopsis	<p>The International Pharmacy Graduate Program is a unique, structured orientation and training program to facilitate entry of qualified internationally trained pharmacists into the Ontario workplace. Tailored courses are aimed specifically at the needs of pharmacists trained outside Canada, and provide international pharmacy graduates with an opportunity to acquire the skills and knowledge necessary to meet Ontario's pharmacy practice standards and licensing requirements. Participants must have successfully completed the Pharmacy Examining Board of Canada's Evaluating Examination and meet the Ontario College of Pharmacists' English or French language fluency requirements. New funding is being provided to revise and refine the prior learning assessment process, and to share that information with other organizations. The project will include:</p> <ul style="list-style-type: none"> • adaptive prior learning assessment to evaluate individual learning needs and level of practice readiness • customized learning plans and education supports, ranging from language training to advanced therapeutics • mentorship network linking students with practicing pharmacists and the pharmacy community • distance technology to broaden access and provide prospective immigrants to Canada with information on pharmacy practice and licensure in Ontario <p>UBC Pilot Project</p> <p>The International Pharmacy Graduate Program at the Leslie Dan Faculty of Pharmacy, University of Toronto would like to announce that it will be offering a pilot program this Spring at the University of British Columbia's Faculty of Pharmaceutical Sciences (Continuing Pharmacy Education Division). For the pilot project, 30 IPGs will be participating in 16 weeks of classroom based instruction in Vancouver from May - August, followed by a period of experiential learning in pharmacies. Two pharmacy employers are participating in the pilot. The program is centralized in Toronto, with staff from both campuses being involved in admissions, assessment, teaching and administration.</p> <p>The IPG Program, established in 2001, is a highly successful academic program built on five pillars: Prior Learning Assessment, Academic Modules, Mentorship, Distance Education and Peer Supported Learning. The overall goal of the program is to provide enculturation to Canadian pharmacy practice for pharmacists educated outside North America. To that end, meeting entry-to-practice requirements is facilitated.</p>

4. Program objectives	<p>Following program completion:</p> <ul style="list-style-type: none"> • a targeted and flexible method for internationally trained pharmacists to complete the mandatory educational and clinical training that is required for licensure • completion of the program by 200 internationally trained pharmacy graduates by the fall of 2003 • provision of the program to approximately 100 participants annually • contribution to the field of best practice approaches through the dissemination of the program and approach to other stakeholders • how-to process guide – tested educational model and materials that are sufficiently flexible to be adapted to other health care professions • contribution to the reduction in health human resource shortages, thus enhancing access to and quality of patient care in Ontario
5. Program component checklist:	<p>Checked (✓) if yes.</p> <p>✓ CLB minimum requirement and PLA evaluation of foreign credentials</p> <p>✓ vocation-specific language training</p> <p>✓ technical training or review in field of expertise</p> <p>___ introduction to Canadian workplace culture</p> <p>___ work experience or job shadowing</p> <p>✓ mentoring component</p> <p>___ membership or associate membership in professional associations</p> <p>✓ distance access to information about licensure in Ontario</p>
6. Geographic area served	<p>Toronto and Ontario through distance education Vancouver</p>
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	<p>Faculty of Pharmacy, University of Toronto</p> <ul style="list-style-type: none"> • curriculum development and delivery <p>College of Pharmacists</p> <ul style="list-style-type: none"> • preceptor training and recruitment <p>Academic Affairs, Faculty of Pharmaceutical Sciences, University of British Columbia</p>
9. Funding Information	<p>Original funding for the IPG program was provided by the Access to Professions and Trades Unit, Ministry of Training, Colleges and Universities, Province of Ontario, in order to support access to regulated employment for IPGs. The program has been recognized as a "best-practices" model for other professions and trades. The Ontario College of Pharmacists provided initial funding to the Faculty in 1999, recognizing the barriers faced by IPGs in the licensing process.</p>
10. Contact Information	<p>Marie.Rocchi-Dean, Faculty of Pharmacy Tel: (416) 946-5586 E-mail: marie.dean@utoronto.ca Web Site: http://www.newontariopharmacists.com/IPG Vancouver Dr. David Fielding, Associate Dean, Academic Affairs, Faculty of Pharmaceutical Sciences, 604-822-5447 or dffield@interchange.ubc.ca Toronto Dr. Zubin Austin, Assistant Professor, Leslie Dan Faculty of Pharmacy, 416-978-0186 or zubin.austin@utoronto.ca</p>
11. Success indicators: • Longevity • Evaluation Completed • Objectives Met	<p>The UBC is just beginning this program. There is no evaluation data at this point.</p>

1. Name of Program or Service and URL	35. Eurocentres Vancouver – Eurocentres Canada (ESP) http://www.languagecanada.com/english/pinfoa/top
2. Sector/occupation	Open
3. Synopsis	The Co-op Canadian Experience Course "ESL with Work Internship" (Vancouver/Toronto) Students who wish to extend their professional skills and knowledge in their chosen field of study are perfect candidates for work experience that combines language training and professional activity. Includes a Work Experience placement, to get a sense of the international business environment, get to know professional colleagues from another country, extend language and career horizons and improve chances on the job market. This program has course lengths ranging from 8 - 24 weeks with half the course being ESL training and half being a work internship. For example, a student enrolled in a 16 week course will have 8 weeks of ESL training in our Intensive Course and 8 weeks of a work internship. After applying for this program, students will be asked to complete an internship form indicating their areas of interest and submit a CV (Résumé) Possible industries for internship placement include tourism, banking, commerce and finance, retail, recreation and administration, marketing, advertising, computer graphics, film, forestry, manufacturing, transportation, education, office/secretarial, health care, broadcasting and the media, and many others. A customized internship program can be designed for students who enroll in our regular ESL/ESP program for a minimum duration of 4 weeks at the regular price. For an additional fee, students may then take a 4 week internship program in the field of their choice. Other options for an internship of greater duration are available providing the length does not exceed that of the ESL/ESP portion. The ESL plus professional Training Program has been developed for students searching to advance their English language training as well as take skills-based training. Upon successful completion of this program, students may continue their studies in their selected discipline. Upon graduation students may be eligible to work in Canada for one year in this field of study.
4. Program objectives	
5. Program component checklist:	Checked (✓) if yes. <input type="checkbox"/> CLB minimum requirement <input type="checkbox"/> evaluation of foreign credentials <input checked="" type="checkbox"/> vocation-specific language training <input checked="" type="checkbox"/> technical training or review in field of expertise <input type="checkbox"/> introduction to Canadian workplace culture <input checked="" type="checkbox"/> work experience or job shadowing <input type="checkbox"/> mentoring component <input type="checkbox"/> membership or associate membership in professional associations
6. Geographic area served	Vancouver, BC and Toronto, Ontario
7. Entrance criteria	
8. Partners/program deliverers and their responsibilities	All programs are offered jointly with Eurocentres Canada's "Partners in Training" public and/or private post-secondary institutions.
9. Funding Information	
10. Contact Information	Eurocentres Vancouver #250-815 West Hastings Street Vancouver, British Columbia V6C 1B4 Tel: (604) 688-7942 info@languagecanada.com Eurocentres Toronto 11 Charlotte Street Toronto, Ontario M5V 2H5 Tel: (416) 542-1626 E-mail: info@languagecanada.com

INVENTORY OF CANADIAN FOREIGN CREDENTIAL EVALUATION SERVICES

1. Name of Service and URL	1. Academic Credential Assessment Service (ACAS) http://www.gov.mb.ca/labour/immigrate/newcomerservices/7a.html
2. Description of services	The Academic Credentials Report provides a report on foreign educational credentials obtained by individuals from recognized educational institutions, and who are new to the province. The report will: <ul style="list-style-type: none"> • assist immigrants in obtaining formal recognition for their education and training; • increase understanding by stakeholders about the immigrants' education and training; • assist immigrants with career planning and job search activities. The service is currently being reviewed
3. Geographic area served	Manitoba
4. Target clients	<ul style="list-style-type: none"> • Individuals educated outside Canada • Prospective employers • Career and employment counsellors
5. Funding Information	The Academic Credentials Report is provided free of charge to residents of Manitoba. Government supported.
6. Contact Information	MANITOBA LABOUR AND IMMIGRATION Settlement and Labour Market Services Branch 5TH floor – 213 Notre Dame Avenue Winnipeg Manitoba R3B 1N3 Fax: (204) 948-2148 Web site: www.immigratemanitoba.com immigratemanitoba@gov.mb.ca Phone: (204) 945-6300
7. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	See report http://www.gov.mb.ca/labour/immigrate/learningenglish/pdf/benchmarking_rpt2003.pdf

1. Name of Service and URL	2. International Credential Evaluation Service http://www.ola.bc.ca/ices/
2. Description of services	Using well-established evaluation methodologies, ICES evaluates the credentials of people who have studied in other provinces or countries and determines comparable levels in British Columbia and Canadian terms. ICES is a founding member of the Alliance of Credential Evaluation Services of Canada.
3. Geographic area served	British Columbia
4. Target clients	<ul style="list-style-type: none"> • Individuals who have completed their education outside of BC and/or Canada • Licensing bodies • Educational institutions • Employers and employment agencies • Government services • Immigration organizations
5. Funding Information	Fee-for-service Start-up funding from the provincial government of British Columbia,
6. Contact Information	4355 Mathissi Place Burnaby, British Columbia CANADA V5G 4S8 Telephone: (604) 431-3402 Facsimile: (604) 431-3382 Email: icesinfo@ola.bc.ca Toll Free within B.C. call 1-800-663-1663 (local 3402)

7. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Established in 1995 Annually audited by the Alliance of Credentialing Services Success factors: <ul style="list-style-type: none"> • quality of report – have built trust • multi-functionality – can be used by employers, education and licensing bodies
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1. Name Service and URL	3. International Qualifications Assessment Service (IQAS) http://www.learning.gov.ab.ca/iqas/iqas.asp
2. Description of Services	IQAS helps immigrants obtain recognition for the education they received in other countries. IQAS issues educational certificates which indicate how an educational credential received in another country compares to an educational program in Canada. IQAS certificates may help immigrants enter the labour market, gain membership in professional licensing bodies and admission into post-secondary institutions. The certificates are used by employers, professional licensing associations and educational institutions to understand educational programs outside of Canada.
3. Geographic area served	Alberta and Saskatchewan
4. Target clients	Individuals, employers, Canadian educational institutions, professional licensing bodies, organizations and other provinces.
5. Funding Information	Immigrant-serving agencies, post-secondary institutions, professional licensing bodies, employers and various federal and provincial government agencies played an important role in the development of the service. Supported by Alberta Government and Fee-for-Service
6. Contact Information	International Qualifications Assessment Service (IQAS) Ministry of Learning, Government of Alberta 4th Floor, Sterling Place, 9940 - 106 Street Edmonton, Alberta CANADA T5K 2N2 comm.contact@learning.gov.ab.ca IQAS Telephone: (780) 427-2655 IQAS Fax: (780) 422-9734
7. Success indicators: <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	Established in 1994 Audited annually by Alliance of Credential Evaluation Services

1. Name of Service and URL	4. SEC – Service des Évaluations comparatives http://www.immigration-quebec.gouv.qc.ca/anglais/education/educational-report.html
2. Description of services	The Évaluation comparative des études effectuées hors du Québec (Comparative evaluation for studies done outside Québec) is a document that indicates a correspondence to the Québec educational system and its main diplomas (or benchmarks) for studies completed outside Québec.
3. Geographic area served	Quebec
4. Target clients	Anybody who studied outside Québec
5. Funding Information	A fee of \$105 is charged for every files processed, regardless of the complexity or the number of documents to evaluate. This only partially covers the cost of the Service, which is government funded.
6. Contact Information	Director Denis Lazure or Michel Bédard, analyste (514) 873-7797 (514) 873 -9124 denis.lazure@mrci.gouv.qc.ca michel.bedard@mrci.gouv.qc.ca

<p>7. Success indicators:</p> <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>The Service was established in 1971. It became totally independent from the Ministry of Education in 1993. The number of files processed has increased over the years and is expected to be around 14,000 for the current year (April 2003-March 2004). A file should be processed within 45 working days: an objective largely met. The 45 days target is waived when the process involves writing to overseas authorities. Not aware the any formal program evaluation was ever conducted - We are part of the Ministry, and as such, the inputs and resources specifically used by the Service are not easily available. PLease contact me for any complement of information. - Michel Bédard</p>
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<p>1. Name of Service and URL</p>	<p>5. World Education Services Canada http://www.wes.org/ca/</p>
<p>2. Description of services</p>	<p>WES is a not-for-profit organization whose mission is to foster the integration of persons educated in foreign countries into academic and professional settings. To this end, WES promotes and facilitates the understanding of educational qualifications through the collection, analysis, interpretation, and dissemination of information about educational systems throughout the world. The WES evaluation is a document that converts educational credentials from any country in the world into their Canadian equivalents by describing each certificate, diploma or degree you have earned and stating its academic equivalency in Canada. WES basic service includes:</p> <ul style="list-style-type: none"> • 10-day service - evaluation completed and mailed (Canada Post) within 10 business days • One official evaluation report sent to you AND a second report, free, sent to the institution of your choice • Fee are per person for all of your formal academic degrees and diplomas • Calculation of a Canadian GPA (Grade Point Average) is standard feature of the Course-by-Course report and it is also provided for Document-by-Documnet report where applicants selected education as their primary purpose • Permanent archiving of your evaluation and the option to obtain additional official reports at any time in the future • 20 day service available at reduced cost
<p>3. Geographic area served</p>	<p>Canada and five offices in USA</p>
<p>4. Target clients</p>	<ul style="list-style-type: none"> • Professional bodies • Educational institutions • Government departments • Employers • Recruitment and Career Management Firms
<p>5. Funding Information</p>	<p>Not for profit, supported by fees and Ontario Government</p>
<p>6. Contact Information</p>	<p>Kevin Kamal [kkamal@wes.org] Client Services Manager World Education Services (WES) 45 Charles Street East, Suite 700 Toronto, Ontario M4Y 1S2 416-972-0070 ext. 25 or 1-866-343-0070 Fax: 416-972-9004 www.wes.org/ca</p>
<p>7. Success indicators:</p> <ul style="list-style-type: none"> • Longevity • Evaluation Completed • Objectives Met 	<p>Established in 1974 in USA; largest and oldest service in North America. In 2000, selected and awarded a contract by the Government of Ontario. Member of: the Alliance of Credential Evaluation Services of Canada (ACESC); National Association of Credential Evaluation Services (NACES); Association of Registrars of Universities and Colleges of Canada (ARUCC) and Canadian Bureau of International Education (CBIE). Success factors:</p> <ul style="list-style-type: none"> • reports widely accepted by employers, academic institutions, regulatory bodies, Apprenticeship Training Programs and Canadian Visa Posts • provide detailed Course-by-Course evaluation report • mandated service of the Government of Ontario

Appendix C

Focus Group Report

STRENGTHS, WEAKNESSES, OPPORTUNITIES and RECOMMENDATIONS

Perceptions of Skilled Immigrants and Service Providers Of BC Bridging Programs and Services

Strengths

- Kwantlen Refresher program for foreign trained nurses
- Provincial government has tripled number of seats at Kwantlen
- Preceptorship program at Richmond Health Services – orientation plus support – job ready at novice level – retention high
- UBC Cultural Orientation
- PLAR for Social Workers at UBC
- Pilot program about mentoring at SUCCESS
- ISS women's program has 1/3 technical, one month hands-on work experience
- Higher level ELSA courses that are now being offered at ISS
- Professional job search programs – some especially for skilled immigrants
- Skilled immigrants really want to work and establish themselves – they make good employees
- Skilled immigrants have already invested in their education – work experience will come with experience.
- Loyalty, work ethics and commitment better than average Canadian trained engineer.
- APEG will certify if education on par.
- Other past immigrants often fill the role of mentors
- Collaboration among Mosaic, ISS, SDISS
- BCITPNet organization and website
- Self employment program (SEED)
- Direct communication with immigrants (pre-landing) and with previous employers, now possible
- Two days orientation to Canada (but not about jobs)
- Fact sheets – roadmaps to recognition – now available online
- Occupation-specific fact sheets now being developed
- Federal websites such as Integration-Net
- Unified voice for international professionals through BCITPNet – an inventory of all similar associations is being prepared
- Programs such as TAP (Technical Alternatives Program) develop marketable skills and employability skills

Weaknesses

- No coordination – left hand/right hand – e.g., change from multiple choice to short answer exam for nurses
- Immigration consultants not a regulated profession – some give faulty or incomplete advice.
- Funding usually only for pilots – no sustainability
- Many skilled immigrants are not interviewed or receive no information prior to leaving their countries – no labour market information, no information about licensing.
- CIC is now processing immigrants online therefore very little or no face-to-face contact.
- Skilled immigrants do not always have the skills to do the job and need to be screened again locally and re-trained (depends where they were trained/educated).
- TAP did not have enough technical training or choices – should have partnered with BCIT, offered CAD etc.
- Skilled immigrants are not always flexible enough and sometime turn down training and job search skills (to their subsequent regret).
- Programs are often for EI recipients first, newcomers are second priority.

- Provinces are not connecting – very confusing for skilled immigrants from countries where education is national.
- Employers always want local experience – US experience or other provinces not good enough.
- Hard to access employers – even for research or to volunteer

Opportunities

- Practicums supervised by licensed professionals through bodies such as APEGBC
- Supervised volunteering programs
- Work experience
- Must look at total person including life skills, mental health issues and support.
- Internships and wage subsidy programs
- Cooperation between Ministry of Health and Education
- Create opportunity for dialogue between national and provincial associations such as RNABC, CNN
- Immigration consultants should be trained and regulated – need more connection with authorities
- Incentive for companies tendering for large federal or provincial contracts to hire skilled immigrants (similar to or complimentary to diversity programs)
- Facilitate access to courses that require practical hours
- Have co-op programs through UBC, SFU, BCIT, OUC that allow employers to test-drive the students.
- Inspect standardized tests such as TOEFL/TSE, TOEIC, IELTS for fairness and appropriateness.
- Need a sponsored, coordinated co-op program 3-6 months long for foreign engineers.
- Improve access to workplaces for research and volunteer opportunities
- Networking is crucial. Network nationally within same profession and connect with other successful bridging programs
- Employers could talk to groups of students, give workshops, go to job fairs.
- Courses must include soft skills and employability skills
- Good idea to award cultural diversity award (like SDISS) to local businesses. Perhaps add as criteria proof of hiring and retention of skilled immigrants
- Use of ethnic media, especially visual, to promote the advantages of hiring skilled immigrants.
- Provide funding for a structured mentorship program e.g., the online mentorship program at UBC.
- Look at building an ePortfolio as a means of proving skills, experience
- Look for similarities rather than differences
- Build a database of companies and positions.

Participants' Recommendations

Employers

Employers should have the facility to have skilled immigrants with no sense of “guilt”.

Employers should open their minds to recognize skills and potential of skilled immigrants.

Encourage employers to hire skilled immigrants to give them a chance, even with a contract.

Become more aware about what skills immigrants bring with them and how they can benefit from these skills through organizations such as BCBC, Rotary Clubs etc.

Should be provided with incentives to provide workplace experience.

Should implement mentorship programs.

Employers need support to facilitate transition into the workplace, e.g., preceptorship/mentorship support.

Employer and Government

Wage subsidy programs.

Internship and co-op programs

Sponsorships from private sector, e.g., banks, Terasen, Telus

Mentorship – big companies where professionals can guide the new skilled worker.

Networking with government, employers and skilled immigrants is very important

Government

Government should support training programs for skilled immigrants through educational institutions (UBC, SFU, BCIT).

Job seeking programs are OK but I honestly believe some of those funds should be directed to point 1 (see above).

Sustained funding for bridging programs.

More funds for immigrant serving agencies.

Access to or funding for support services – daycare subsidy, subsidized housing and other basic needs.

Establish long term funding so that we don't keep re-inventing the wheel.

Pre-departure counselling in their native country and in their native language.

Incentives from the provincial government to those companies that hire licensed foreign trained professionals.

Volunteer programs with minimum support for basic needs.

Access to bursaries for programs that help improve the skills in their own field.

Coordinate programs across ministries to eliminate overlap.

Develop a Bridging Program Council to maintain standards, share information and avoid overlap.

Gather statistics about how many professionals are working in a field and how many internationally trained workers are in the same field so that a more realistic connection can be made between both sides.

Professionals can supervise the internationally trained workers which is helpful for both sides.

Government should give the opportunity to skilled immigrants to access a position to gain Canadian experience in a job in his field.

Form a network with different employers to try to use the experience of skilled immigrants according to set standards in recognition of the different backgrounds.

Government should help employers to help newcomers to gain Canadian experience.

Re exam preparation – funding agencies/organizations, consulting agencies should review their requirements e.g., TOEFL/TSE.

Make regulations and access to programs nation-wide, not just provincially.

Educators

Educators should develop training programs for skilled immigrants.

Educators should have funding programs to help skilled immigrants with economic hardships.

Make it easier for skilled immigrants to get a license and to attend different courses or get training demanded by the employers.

Skills training should have complete package and include interpersonal skills and emotional support.

Access to bursaries for programs that help improve the skills in their own field.

Educational institutions should assess immigrants who would like to take their courses properly – not give false information just to fill the classes and to be told afterwards that the credentials are outdated.

There should be post-program support in affiliation with professional associations.

Don't keep English advanced skills as a gate – see EU examples!

Support Mentors financially and with training.

Vital to bridging program is assessment for “job readiness” – right skills, right job.

Programs should be flexible to respond to individual learning plans.

Need communication between educational institution, counsellor, employer so that the participant in a bridging program graduates with the proper skills and knowledge.

Any bridging program should integrate the educational institutions (BCIT, UBC, SFU), the professional associations (APEGBC), and most importantly, the industry sector.

Skilled Immigrants

Encourage skilled immigrants that bridging programs are not a waste of their time

Immigrant serving agencies

Support services should include credential evaluation and counselling support re mental health.

Other

Online resources e.g., BCITPNet

Appendix D

Evaluation Framework Implementation

This evaluation framework begins with a brief overview of some evaluation considerations and concludes with a detailed framework to guide formative and summative evaluation of Bridging Programs intended to assist skilled immigrants to become fully employed in their trade or profession as newcomers to Canada.

Evaluation Considerations

1. Underlying principles

- 1.1. Evaluation should begin as the program planning begins. In a symbiotic way, the format of the evaluation, the program objectives and the description of program success all help shape each other. In short, the evaluation criteria are established at the outset, and systems are created for data gathering before, not after the program begins.
- 1.2. Pragmatically speaking, evaluation is often a blend of types. The fundamental question is: who wants to know what? The MCAWS concerns focus on effectiveness, efficiency and quality of Bridging Programs. From that flows:
 - What data do we need to gather?
 - What are the data sources?
 - What instruments will be used?
 - What type of analysis is necessary and/or possible?
 - What form should the report take?

2. Purpose(s) and timing

- 2.1. Formative evaluation is for the purpose of making changes and improvements to a program.
 - It is conducted within the program cycle, perhaps more than once.
 - It can be a sample rather than comprehensive or inclusive – e.g., geographic regions, types of participants, particular timeframes.
 - It may be an option, but it is important to overall success. It is a way to internally identify and remedy problems.
- 2.2. Summative evaluation is for the purpose of judging the quality and determining the “fate” of the program.
 - It is conducted at the end of a program cycle.
 - It should be as comprehensive as possible – all perspectives, all regions / locations, all
 - It is necessary for accountability, and it will become a public document. Therefore, the process must be transparent, valid and reliable, complete and accurate.

3. Types

- 3.1. Standards-based “judgement” is a common form of summative evaluation. The program outcomes are measured and judged against one or more of the following types of standards.
 - 3.1.1. Internal standards, i.e., the stated programs objectives and goals.
 - The question is: To what degree were they achieved? Is that acceptable or not?
 - The advantage is that this is the simplest form of evaluation. Did we do what we said we’d do?

- The limitation is that you can be, literally, doing the wrong things but doing them really well.
- 3.1.2. Comparative standards, i.e., similar programs in the past or in other jurisdictions – sometimes called benchmarks.
- The question is: How does this program compare to others that serve immigrants? in the past and/or in other provinces/states? Are we as good or better?
 - The advantage is that this provides for better policy analysis.
 - The limitation is that, in reality, no two programs are identical, it is often difficult to find comparative indicators, and the existing benchmarks are sketchy at best.
- 3.1.3. Standards of excellence, i.e., best possible achievement as determined by all the stakeholders. This is sometimes called a quality audit.
- The question is: Is this an excellent program? How do we know?
 - If there is an advantage to this type, it is that the standards of excellence should be known at the outset and used very deliberately in the planning process.
 - The disadvantage, then, is that there are no established standards of excellence for this program.
- 3.2. Impact analysis is a common form of formative evaluation. It is less quantitative in that it seeks to understand “what has changed” – what the impact has been.
- 3.2.1. Impacts may be:
- Planned and achieved and/or unplanned and achieved
 - Immediate, short-term and/or long-term (this requires at least two rounds of evaluation – immediately at the end and after a period of time)
 - Positive and/or negative
 - Different according to perspective or stakeholder group
- 3.2.2 All stakeholders will have anticipated or planned impacts that can/should be identified at the outset. For the program providers, they are the objectives. Often clients are surveyed to determine their anticipated outcomes in advance of a program.
- The first point is to compare planned with achieved impacts as a measure of program success.
 - The second point is to use unplanned, positive outcomes as program objectives in the next round.
 - The third point is to make changes to remove the negative impacts where possible.
- 3.3. Return on Investment analysis is an emerging form of program evaluation in the public sector. It can be complex and challenging in that the costs and benefits can be both tangible/measurable and intangible. Because both are important, standard ROI analysis has to be modified. (Please see the Guide to ROTI for more information on this type of evaluation, www.FuturEd.com).
- 3.4. Quality Audit is a form of evaluation that allows for the examination of all the elements of a program – the outcomes, the processes and practices leading to those outcomes, and the inputs/resources that form the basis. A quality audit is very intensive, but it has the advantage of answering the questions of “how” and “why” in addition to “what.”

4. Perspectives – providers and consumers

- 4.1. The consumer is the client and their advocates. An evaluation from a client-only perspective is not adequate or appropriate.

4.2. The provider in this case is the a Ministry, taxpayers, education institutions and immigrant serving agencies. An evaluation from the provider-only perspective is acceptable but not advisable.

4.3. The evaluation can be from a single or combined perspective.

5. Data gathering and analysis

5.1. Tools and processes need to be created before the program begins.

5.2. Data sources should include representatives of all the stakeholder groups.

5.3. The point of evaluation is to pass judgement. Based on the data gathered and analyzed, is this program good enough? Is it effective and efficient? Has the impact been sufficiently positive? What is the Return on Investment, and is it acceptable?

5.4. Data gathering tools and analysis methods may include:

5.4.1. pre-program focus group consultation with key stakeholder groups (for intended outcomes, etc.)

- contractors from training community
- employers from various regions and industry sectors
- advocacy groups representing clients

5.4.2. formative surveys and accountability reports for inputs, activities and outputs, and immediate outcomes (year 1); inputs, activities and outputs and intermediate outcomes (year 2) for:

- lessons learned – necessary changes and improvements
- intended and unintended impacts/outcomes

5.4.3. summative surveys and statistical analysis (year 3) for:

- judgement of effectiveness and efficiency
- satisfaction with outcomes
- comparison to other programs
- satisfaction with the interface between programs / services (e.g., gaps and overlaps)

5.4.4. return on investment analysis using:

- measurement or estimation of tangible and intangible costs
- tangible and intangible benefits

6. The overall measures of success and accountability are

6.1. Quality and effectiveness (did the programs/services do what they set out to do?) in addressing

- program objectives (internal objectives) – targets / goals
- Ministry objectives (external objectives) – mandate

6.2 Efficiency, adequacy and return on investment (did they make the best use of the resources available - time, finances, human resources, system resources?)

6.3 To measure and determine effectiveness and efficiency, we need to plan data gathering and analysis processes that examine:

- satisfaction with outcomes and outputs (achievement of targets based on performance measures)
- quality of activities and practices

- adequacy of resources and inputs

6.4 Satisfaction is a “standard” ranging from excellence, through adequacy, to inadequacy or failure. Stakeholders set standards, with Ministry standards (providers and taxpayers) being primary and the client’s standards (program/service recipients and their advocates) being secondary. Ideally, the two are the same thing. *It is assumed 100% achievement is excellence, 75% - 100% is adequate; less than 75% is inadequate. This may vary by region and client group.*

7. FuturEd Recommendations

- 7.1. Plan for both formative evaluation (after years one and two) and summative evaluation after three years.
- 7.2. Use a combination of types for both formative and summative purposes – i.e., impact analysis (what has changed?), ROI calculation (costs and returns?), quality assessment (effectiveness, efficiency and adequacy?).
- 7.3. For practical purposes, standards-based evaluation against the internal standards is adequate for Bridging programs. It can be blended with the impact analysis as set out above. – i.e., the program objectives are the planned impacts.
- 7.4. For internal purposes, plan for and undertake ROI analysis in the knowledge that it may turn out to be “negative.”
- 7.5. Establish an evaluation budget at the outset. A good evaluator should be able to work within that.
- 7.6. To gather useful data in the easiest way:
 - Build the evaluation criteria into the contractor requirements.
 - Make data gathering clear and doable, etc., provide the forms at the start.
 - Acknowledge the cost in terms of time required to contractors
- 7.7. Specific targets may / should be established for the number of:
 - Skilled immigrants served (% of targeted audience)
 - Skilled immigrants who finish (% of those who enroll)
 - Skilled immigrants who find work (% of those who complete)
 - Skilled immigrants who are developing a career (% in long-term employment)
 - Employers served (% who agree to participate)
 - Employers who directly benefit (% who are satisfied)
 - Numbers and regions to be served
 - Intended returns (tangible and intangible)
 - Regions and sectors served
 - Partnerships created
 - Events (marketing, training, etc)
 - Programs offered
- 6.9 Formative evaluation, then, at the end of years one and two seeks to know if the targets are being met and if immediate outcomes are being achieved, and if not, why not (adequacy of activities and inputs). Summative evaluation seeks only to know if the program has been a success compared to standards – internal, comparative and/or excellence.

8. The overall evaluation process is to:

- 8.1 review and establish

- 8.1.1 intended outcomes for the programs and services before they begin, i.e., through development of a logic model, to serve as the evaluation criteria for summative evaluation after 3 program years;
 - 8.1.2 the entire list of activities and outputs to serve as the focus of formative evaluation after program years 1 and 2;
 - 8.1.3 the inputs and resources made available to the program just at the point of initiation
 - 8.2 for each of the system elements – outcomes, activities, inputs – determine the data types, with data sources, that need to be gathered from the outset;
 - 8.3 inform the responsible parties – data sources – of the data that they will be expected to contribute for evaluation purposes and provide tools to do so;
 - 8.4 set aside this evaluation framework until it is time to conduct a formative evaluation at the end of program year one;
 - 8.5 conduct the formative evaluation at the ends of year one and two, and make necessary adjustments and improvements in order to ensure program success in the summative evaluation at the end of program year three; and
 - 8.6 describe, measure and judge the evaluation criteria against the standards of effectiveness, efficiency, and quality.
- 9 All of the above is captured in the evaluation framework matrix contained within the report.