United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

ED/HED/2008/PI/27
Sempember 2008
Original: English

Labour Market Integration of Skilled Immigrants: Good Practices for the Recognition of International Credentials

Canada

Timothy Owen, Director
Sophia J. Lowe, Research and Policy Analyst
World Education Services-Canada
www.wes.org/ca

August 2008

This paper was prepared for Expert Group Meeting on Migration and Education: Quality Assurance and Mutual recognition of Qualifications, to be held 22-23 September 2008 in UNESCO Headquarter in Paris. The views expressed herein are those of the authors. No official endorsement by the UNESCO is intended or should be inferred.

Table of Contents

Abstract

Canada has often been described as a nation of immigrants, and the reality of the demographics suggest that it is becoming more so. In 2007, nearly 20% of the country's population was born outside of Canada, and each year about 240,000 immigrants arrive with permanent residence status (0.72% of the population). It is projected that by 2012, all of Canada's net labour market growth will come from immigration, and that by 2030, all of its population growth will be due to immigration.

While the demographic situation in Canada is similar to that of other countries in the so-called developed north, Canada is distinguished from most by its history of having a proactive immigration policy, and government-funded programs delivered through a network of community-based non-government organizations (NGOs) that assist in the settlement and integration of immigrants.

Although there has been much attention given to selecting and integrating immigrants with the qualifications and skills identified as necessary for the Canadian labour market, the actual labour market outcomes (income and employment levels) have not been at the level expected.

The focus of this paper is on Foreign Credential Recognition (FCR), which can narrowly be described as the assessment and recognition of formal academic credentials. However, the underlying dialogue and meaning of FCR relates to broader themes of immigration and labour market integration. Therefore, we have tried to examine FCR from a perspective that looks at the relationships between immigrants and Canadian society at large, and the multiple issues involved in credential recognition, which include not only the recognition of an individual's paper credentials, but of their language and communication skills, workplace competencies and experience, and even national origin. Since individuals are the holders of the credentials, "it is often unclear whether it is the immigrants' racial origin, gender or post-secondary degree that is being undervalued", therefore all factors must be considered.[i]

We examine Canada's social and political structure, immigration trends, and various stakeholders' responses to the challenges of FCR and immigrant integration. Outlining the barriers that skilled immigrants face in Canada in accessing licensure, further education and employment, we describe the organizing and learning that has and is taking place in Canada, as the country's institutions and individuals becomes more sophisticated at working together to address FCR and the integration of immigrants.

Some of the key themes that emerged from the interviews and research conducted for this paper are:

- Collaboration - the need to get all the right people (e.g. all levels of government, educational institutions, regulatory bodies, employers, individual immigrants, community organizations, other service providers) together around the table to plan and implement programs

- Information - the need to get the right information to individuals at the earliest stage, ideally, while still overseas
- Attitude and behaviour change by individuals, particularly employers, in society is as important, or more so, that any specific program intervention for successful labour market integration
- While the purpose behind professional licensing regulations and/or admissions and application criteria for International Educated Professionals (IEPs) is sound, and while there is a need for some improvements and flexibility in these regulations and criteria, more importantly, there is a need to make sure that the interpretation and implementation of existing admissions/application criteria are fair for IEPs
- There is still a mismatch between labour market needs and the selection criteria and/or processes that admit skilled immigrants, but that recent immigration policy shifts are attempting to respond to this issue

Introduction

Nearly 200 million people around the world are considered migrants, comprising 3% of the global population. Globalization, and the liberalization of trade in goods and services, is changing lives and economies nearly everywhere. The growing mobility of people presents many opportunities and challenges for individuals and nations.

International migration has been increasing, but a large portion of it is still 'south-south' – between developing countries. According to United Nations statistics, Asia has some 49 million migrants, Africa 16 million and the Latin America and Caribbean region six million."[ii] Much of the 'south-south' migration is unskilled, while those who move to developed countries tend to be skilled migrants. Approximately 60% of all migrants are now found in the world's more prosperous countries.[iii]

This movement is increasingly seen as beneficial, as countries in the developed north face declining birthrates and increasing skilled labour shortages, and many countries of the global south are experiencing rapid population growth and high unemployment levels. The transfer of remittances by migrants to their home countries has become, for many countries, an important, if not essential part of their economy.

However, transferring education and experience to new countries with different systems is not always smooth. While 70% of Canada's immigrants have at least some post-secondary education and Canada has a sophisticated network of labour market integration programs, coordinating the recognition of the education and skills acquired outside the country, and successfully supporting the labour market integration of immigrants into jobs commensurate with their skills and education is a challenge.

Project and Methods

In this paper, we address the recognition of academic credentials earned outside of Canada by institutions and employers in Canada.[1] For the purposes of this paper, we consider credential evaluation and credential assessment to be synonymous terms, which we define as the process of verifying and comparing formal education earned in one jurisdiction to that earned in another. The recognition of this assessment is the value given to it by an end-user of the assessment, whether a professional licensing body, an academic institution or an employer. Such recognition often combines the assessment of formal academic qualifications with other processes such as language assessment and competency or skills assessment.

[1] However, there is confusion in using terminology and an overlap in the practices of the assessment and recognition of credentials, the assessment of competencies, skills, and language, and the recognition of all of these abilities for the purpose of licensure in a profession, or for admission to academic institutions. In *Appendix A* we have included a glossary of terminology that was developed by the Canadian Information Centre for International Credentials (CICIC) that helps to clarify this.

While this paper focuses on credential recognition and the economic and labour market integration of immigrants, this cannot be seen in isolation from broader social and cultural integration. There are multiple barriers faced by internationally educated professionals (IEPs) and the practices and attitudes in society need to be examined and adapted, in order to create a system where credentials are fairly and appropriately understood and recognized, and where immigrants can succeed in society.[2]

There is an enormous body of literature in Canada on the recognition of international credentials and the labour market integration of immigrants. In an effort to gain a broader understanding of these issues, and of promising programs and policies, we interviewed key stakeholders from a broad spectrum of groups, and reviewed appropriate literature. We spoke with individuals in community agencies, academic institutions, federal and provincial government departments, employer groups, regulatory bodies, and organizations involved with different bridging programs and alliances.[3] Many of those interviewed were individuals who are immigrants to Canada. Interviewee perspectives, comments and insights are integrated throughout the paper.[4]

Reporting on all the relevant initiatives, policies and programs is beyond the scope of this paper. We have focused on selected programs and policies in specific sectors in the labour market that are of particular relevance to FCR and IEPs, and that highlight Canada's current socio-economic needs. Some of these programs and policies have the capacity to be transferred to other sectors and jurisdictions. The nature of this project and the field we are exploring is heavy on acronyms; please see *Appendix C* for a glossary of these.

To highlight the distinct issues of FCR for regulated professions we focus on the nursing, engineering and teaching professions. To demonstrate the different challenges in unregulated professions, we look at the information and communications technology (ICT)[5] and tourism sectors. These occupations emphasize the challenges in FCR where there are labour shortages or surpluses and government's response to sector specific needs.

In our examination of promising practices, we have focused our attention on the province of Ontario, home to nearly 40% of Canada's population, and 55% of its immigrant population. There are excellent examples of programs and initiatives undertaken by governments, community organizations and professional bodies across the country, which for limitations of space, we have not been able to include in this paper beyond a couple of best practice examples.

[2] Refer to Divis, J. n.d.c. for more on the evolution and terminology of credential recognition.
[3] See *Appendix B* for a full list of the interviewed organizations and affiliations.
[4] To maintain confidentiality, all interview responses are cited as Interview. 2008.
[5] In Canada, the information and technology sector is known as the ICT sector.

Context and Issues– Overview of Canadian Situation

Canadian Demographic and Labour Market Trends

Canada is typical of the developed north in that it is facing skilled labour shortages and declining birthrates. The total fertility rate has fallen to approximately 1.5,[iv] and there is an ageing population with high numbers nearing or in retirement. This is particularly true in highly skilled occupations. For example, over the next 10 years, approximately 5% of executives in the public service are forecast to retire each year and another 2.5% will leave for other reasons. It is estimated that 47% of the public service population will be eligible to retire over the next ten years.[v]

Over the 2011-15 period, employment growth (0.8%) is expected to outpace labour force growth (0.7%).[vi] Skills shortages are arising in certain sectors: health care, ICT and certain specialties in engineering.[vii] There is also high demand for workers in the skilled trades, especially those related to construction and tourism.

Currently, Canada's population is over 33 million and 19.8% of the population is comprised of immigrants. By contrast, Australia has a population of 20 million, of which 22% are foreign born, and in the U.S., 12.5% of the 303 million people are foreign born.[viii] Within Canada, Ontario (31%) and British Columbia (B.C.) (28%) have the highest proportion of immigrants in their core working-age populations.[ix] By 2011, immigration will account for all of Canada's net labour force growth and, over the next 25 years, all new population growth.[x]

Canadian Social and Political Context

The responsibilities for policies and programs related to immigration and settlement are shared between federal and provincial governments. The federal government holds responsibility for foreign affairs and citizenship, while the provincial and territorial governments are responsible for education, municipal institutions and provincial licensing bodies.[6] There is shared responsibility for health and immigration, while labour market issues are subject to a range of agreements between the provinces and territories and the federal government. Municipal governments are responsible for providing many services important to immigrant settlement, including housing, public health and welfare, but they are resource poor and have little decision-making authority.[xi xii]

The federal, provincial and territorial governments allocate hundreds of millions of dollars towards programs that assist in the settlement and integration of immigrants, as well as programs to assist all residents, including immigrants (with some eligibility provisions), in seeking and retaining employment.

Canada has a history of government support for social services, and for over thirty years Canadian governments, at both the provincial and federal levels, have developed

[6] This differs in the province of Quebec, which has a special agreement with the federal government allowing them the autonomy to select immigrants that best fit their province's requirements.

programs to support the integration of immigrants. For the most part, these programs fund NGOs, which are usually formed and operated by immigrant communities themselves, to provide services within their communities. In recent years, more specific attention has been given to programs that address immigrant labour market integration.

Government priorities are reflective of how Canadians view immigration as a nation building process. In fact, Canadian attitudes towards immigrants are more positive than in any other country in the world, [xiii] with 77% of the population holding a positive view of immigrants.[xiv] [7] These numbers support the perception and self-image of Canada as a welcoming nation, which embraces multiculturalism.

From a government policy perspective, immigrants are crucial to the future economic success of the country. According to a recent poll, "Canadians consider immigration as a partnership in nation building" and 84.9% of respondents think improving Canada's workforce skills through immigration is important.[xv]

However, the economic performance of immigrants is declining relative to that enjoyed by Canadian born citizens, and even relative to previous cohorts of immigrants. This decline is of concern to policy makers and the public, and there has been much attention focused on the possible causes and solutions to this decline. The policy implications go to the heart of the Canadian immigration selection process – the very skills for which a high proportion of immigrants are selected are not being recognized in the workplaces that appear to so desperately need them.

Canada's Immigration Program

Since 2001, Canada has admitted an average of 240,000 immigrants a year as permanent residents. In addition, and in an increasing trend, 165,000 temporary foreign workers and 75,000 international students were admitted to Canada in 2007.[xvi] [8] Recent changes in immigration policy will soon allow some of those who have entered Canada as temporary workers or students to apply to become permanent residents.[9] Canada's citizenship laws allow those who have been in Canada as permanent residents for three years to apply to become citizens. Every year, approximately 150,000 people are granted citizenship and in 2006, 85% of those who were eligible for citizenship had become citizens.[xvii] Canada also allows individuals the possibility of retaining the citizenship of their home country and becoming "dual citizens". The 2006 census found that 2.8% of the population held dual citizenship.[xviii]

While Canada is a country that is built on immigration, only relatively recently has immigration policy allowed those from non-European countries to freely enter Canada. In the past, immigration policy barred the entry, or heavily restricted the settlement, of many immigrant groups based on race and country of origin. It was only in the late 1960s and

[7] By contrast, a large minority (43%) of Americans believe that immigrants are bad for the nation.[7]
[8] Statistics are from 2007.
[9] See discussion on CEC in Immigration Policy Shifts in Policies and Programs

early 1970s that diversity was given institutional expression in Canada through the points system (1967) and multiculturalism policy (1971).[xix] [10]

The 1967 immigration policy eliminated country of origin preferences in immigration processing, replacing it with a merit based points system that evaluated potential immigrants based on education and skills and tried to match them with domestic labour market needs. The 1971 multiculturalism policy, the first of its kind in the world, protects the cultural and ethnic diversity in Canada and recognizes the importance of preserving and enhancing the multicultural heritage of all Canadians.[xx]

Prior to, and immediately after World War II, immigration consisted mainly of Europeans, whose racial and ethnic background was similar to those who had previously settled in Canada. The change in immigration patterns has created challenges to the labour market integration of immigrants, and in the recognition of their credentials. Today, the top source countries of immigrants in Canada are China (14%), India (11.6%), Philippines (7%) and Pakistan (5.2%).[xxi]

The original points system of 1967 was revised in 2002 under the Immigration and Refugee Protection Act (IRPA), with the premise that in a knowledge-based economy with a rapidly changing labour market, it would become difficult to match people's skills with specific occupations in demand. The revised and current points system is based on the human capital model that assesses immigrants' potential ability to establish themselves successfully through high levels of education, training, experience and language skills. Essentially, it rewards immigrants with the generic skills expected to allow them to adapt in a changing labour market.

Today, Canada selects immigrants under three broad classes: economic (mainly through the Federal Skilled Worker Program (FSWP)), family, and refugees.[11] Most immigrants (131,258 in 2007, including family members of principle applicants) enter Canada under the FSWP, commonly known as the points system.[xxii] [12] Still, the level of education of people in all classes of immigration is high.[13] In 2007, 37% of immigrants of core working age (those aged 25 to 54), had a university degree, compared with only 22% of the core working-age Canadian born. Further, 20% of immigrants have a graduate degree, compared with only 5% of Canadian born. In total, 70% of all working age (15 to 65 years of age) immigrants to Canada in the recent past have at least some post-secondary education.[xxiii]

Over the past decade, Canadian provinces and territories have become active in the process of selecting economic class immigrants through Provincial Nominee Programs (PNPs). In these programs, employers nominate applicants to work in labour short sectors in certain provinces, and territories, and applicants' work permits and permanent residency papers are prioritized in the immigration system. There have also been changes

[10] See *Canadian Multiculturalism Act*: http://www.pch.gc.ca/progs/multi/policy/act_e.cfm
[11] See *Appendix D* for a breakdown of immigration categories and 2007 migration flows to Canada.
[12] See *Appendix E* for the selection criteria and points allotted under the FSWP.
[13] See *Appendix F* for a chart showing the changes in immigration by skill level from 1996 to 2006

to work permits granted to international students, and there is greater uptake and support for employer-driven programs like the PNP and the Temporary Foreign Worker Programs (TFWP) to expedite application processing to get workers to Canada quickly.[14]

All of these immigration policy shifts are attempts to better match skilled immigrants with occupations seen as in need in the labour market and to circumvent some of the barriers currently plaguing skilled immigrants.[15]

Labour Market Integration Challenges

Despite stringent selection criteria for immigrants, there is a disconnect between immigration policy and labour market realities, as many immigrants are underemployed and unemployed, while highly skilled jobs remain vacant.

Recent immigration patterns are affecting the ability of Canadian employers and institutions to effectively compare the value of the qualifications IEPs have with the standards they have set for employment, licensure, or admission to post-secondary education. Since education systems from which immigrants obtained their credentials are less understood, they are often undervalued.[16] This, in turn, has made it difficult for these IEPs to integrate into the labour market using the credentials, skills and experience they have brought with them.

There is increasing poverty, underemployment and unemployment among immigrants despite their higher levels of education. According to the findings of the Longitudinal Survey of Immigrants to Canada, IEPs have been able to find jobs, but 60% are not able to find jobs in their intended occupations. [xxiv] In 2006, the national unemployment rate for immigrants who had been in Canada five years or less was 11.5%, more than double the rate of 4.9% for the Canadian born population.[xxv] In Ontario, the unemployment rate of immigrants was 2.5 times higher than that of Canadian born Ontarians (11% vs. 4.4%).[xxvi][17]

These statistics point to problems, not only for the immigrants, their families and communities, but also for Canadian society and the economy at large. The Conference Board of Canada estimates the cost to the Canadian economy from lack of recognition of skills and qualifications of immigrants at between $4.1 and $5.9 billion annually.[xxvii] Other researchers have pegged the figure at $15 billion since immigrants are working far below their skill levels.[xxviii]

Research shows that the most serious barriers to the labour market success of immigrants are lack of Canadian work experience, lack of recognition of foreign credentials or work

[14] See *Appendix G* for a chart on migration categories to Canada.
[15] Recent immigration shifts to be discussed in more detail in section on Policies and Programs: Immigration Policy Shifts.
[16] See *Appendix H* for 2007 Regional Share of Very Recent and Recent Immigrants (aged 25-54) with University Education and Breakdown of Post-Secondary Education of Immigrants (2000-2006)
[17] See *Appendix I* for charts showing labour market outcomes of immigrants by region of post-secondary education, 2006.

experience, and language barriers.[xxix] In our interviews, most respondents noted the difficulty of highlighting one barrier over the other, as all barriers overlap and risk-adverse employers may conflate credential recognition with concerns about language skills, workplace experience and cultural competencies.[xxx] Employers are more likely to hire local Canadian graduates since they are more familiar with their education and experience.[xxxi]

The most serious barriers to labour market success identified by immigrants themselves are lack of Canadian work experience (26%), lack of recognition of foreign credentials or work experience (21%), and language barriers (15%).[xxxii] The Canadian born population recognizes this reality. While two-thirds of Canadians feel that "Canada does a good job of helping immigrants settle into their new communities", three-quarters believe that immigrants have more difficulty in the labour market than those born in Canada.[xxxiii]

The barriers to employment, along with the responsibilities of providing for oneself and one's family, push many IEPs into 'survivor jobs' – jobs well below their skill level but which pay the bills. Unfortunately, immigrants who work in 'survivor jobs' have an even harder time entering the labour market in positions consistent with their training, as their skills deteriorate or become out of date.[xxxiv] As a way to move out of the cycle of low-skilled jobs, many IEPs are returning to school, but many others do not have the financial resources, or even the time (if they are working multiple jobs) to return to school. Those who do return to school, (representing almost half of immigrants) and get Canadian credentials are shown to have employment rates comparable with that of their Canadian counterparts.[xxxv] [18]

Another conundrum for many IEPs is the need to be unemployed to access many of the available programs, while they need to work in order to support themselves and their families. Since funding for many programs is allocated through the Employment Insurance (EI) funds, IEPs who are underemployed or who quit their jobs and try to access programs are not eligible.[xxxvi]

Given the increasing numbers of visible minorities among new immigrants to Canada, (over 75% of new immigrants are from racialized communities[xxxvii]), the realities of racism and discrimination also need to be considered in their labour market experiences.[xxxviii]

While Canada is proud to be a welcoming nation with doors relatively open to immigration, immigrants and visible minority populations face discrimination and are disadvantaged in the labour market and society at large. According to Statistics Canada's *Ethnic Diversity Survey* (2002), more than 70% of visible minority groups' members feel that they experience discrimination on the basis of their race.[xxxix] Hidden discrimination against visible minorities continues to play a role in the labour market[xl] and racialized group members tend to be "over-represented in many low paying occupations with high

[18] See *Appendix I* for charts showing labour market outcomes of immigrants by region of post-secondary education (2006)

levels of precariousness, while they are under represented in the better paying, more secure jobs".[xli] [xlii]

Another trend that has developed, perhaps in response to these issues, is the decline in the number of IEPs who are applying for professional licensure. In Ontario, while the overall number of people applying to licensure has risen by 12% from 2005-2007, the number of internationally trained applicants has dropped by 10%.[xliii]

Complex System for Credential Recognition

Recognition of qualifications in Canada is particularly challenging since the "learning recognition system is a patchwork of systems and methods".[xliv] Federal and provincial or territorial governments are each responsible for parts of the system, creating a complex structure, which results in mobility issues for everyone. The federal government is primarily responsible for immigration (although constitutionally it is a responsibility shared with the provinces and territories), for national labour market policies, and for providing national tools to help maintain occupational competency and strengthen the economic union.[xlv] Provincial and territorial governments have jurisdiction over most skilled trades and professions, higher education, and have delegated authority to regulatory bodies to determine licensing and certification requirements.

Barriers exist within certain regulated professions and trades that prevent people from having their qualifications and experience recognized in other another jurisdiction in Canada. Further, those who have gained university or college qualifications in one institution often have difficulties having them recognized by another institution when transferring credits. As one interview respondent noted, "overcoming provincial barriers is the biggest challenge to creating pan-Canadian credential recognition standards".[xlvi]

To attempt to address Canadian mobility issues, in 1999, as part of a broad Social Union Framework Agreement, all governments in Canada agreed to abide by the regulations set out in the Labour Mobility Chapter in the 1994 Agreement on Internal Trade (AIT).[19] This means that jurisdictions must give appropriate recognition of training, skills, education and experience to people from outside their jurisdiction and accommodate them in terms of regulation, licensing requirements and employment. These mobility agreements are important in Canada, but they have not yet proven completely effective in aiding mobility, since pan-Canadian initiatives are often superseded by provincial agreements and certification requirements. With the support of the federal government,[20] the political leaders of the provinces and territories committed, in July 2008, to ensure labour mobility within Canada by summer 2009 and to amend the AIT by January 1, 2009 to reach this goal.[xlvii] [21]

[19] See Labour Mobility Chapter http://strategis.ic.gc.ca/epic/site/ait-aci.nsf/en/il00008e.html.
[20] The department of HRSDC has played an important role in supporting these efforts.
[21] Once proposed changes to the AIT have been implemented, teachers, nurses and engineers (among other professions) will no longer be required a complete re-assessment to become licensed when crossing jurisdictional borders.

With regard to the recognition of foreign credentials, the complexities are compounded. There are 13 provincial/territorial jurisdictions, 55 government departments/ministries, more than 50 regulated occupations with more than 400 regulatory bodies, five provincially mandated assessment agencies, two private assessment agencies, and over 270 post-secondary institutions,[22] all of which have some role in recognizing credentials. In addition, there are hundreds of thousands of employers who individually determine the employment eligibility of IEPs, and a large NGO community of hundreds of service agencies who assist with immigrant integration. This type of institutional complexity makes FCR problems in Canada difficult to understand, let alone address and resolve.[xlviii]

There are seven "third party" credential evaluation services across Canada, including five provincially mandated services.[23],[24] In addition, there are two other private services.[25] All of these services, as well as one operated by the umbrella organization for professional engineering licensing bodies (Engineers Canada), have agreed to abide by provincial and territorial *General Guiding Principles for Good Practice in the Assessment of Foreign Credentials* and the *Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications* adopted in 2001 by the Lisbon Recognition Convention Committee. These organizations served a combined total of approximately 47,000 clients in 2007, representing approximately one-third of all those who arrived in the country with some form of post-secondary education.

The procedures for evaluating and recognizing credentials and qualifications earned outside of Canada depend on many factors. Whether an internationally trained professional is trying to enter the labour market, pursue further studies, whether the chosen occupation is regulated or unregulated, and in what province or territory they wish to settle, all determine different credential assessment and recognition processes.[xlix] There is little collaboration between the diverse parties assessing and recognizing credentials, so people with an international education may have their credentials assessed numerous times for different purposes.[l] The complications may present serious barriers for IEPs.[li]

Due to provincial and territorial authority over education, there is no pan-Canadian authority to assess and recognize the equivalency of degrees earned outside of Canada. Instead, and as part of its commitment to the goals of the Lisbon Recognition Convention, the Canadian federal government and provincial authorities jointly established the Canadian Information Centre for International Credentials (CICIC). CICIC is "part of the Council of Ministers of Education, Canada (CMEC), which is an intergovernmental body made up of Ministers of Education".[lii] The actual process of providing credential evaluation, and producing evaluation reports is undertaken by the services noted above.

---

[22] See http://www.cicic.ca/664/post-sec.aspx?sortcode=2.16.22&s=1 for a searchable database of post-secondary institutions.
[23] See *Appendix J* for a list of provincially mandated services and websites that form ACESC.
[24] See Credential Recognition Strategies and Mobilization for more on the Alliance.
[25] International Credential Assessment Service of Canada (ICAS), which primarily serves those applying to Ontario Community Colleges, and Comparative Education Service (CES), which operates within the University of Toronto.

Policies and Programs

Overall Policy Objectives and Priorities

While the selection of skilled workers through the FSWP has been the central policy tool at the federal level, the decline in labour market performance of skilled immigrants over the past two decades has become a major concern for all governments. Addressing FCR was the initial focus of attention for funding and programs, but the scope of programming has now broadened to include other labour market integration interventions.

FCR initiatives have focused on access to reliable and current information, licensing and accreditation, labour market needs, bridging programs, further education and settlement counselling, both pre-arrival and within Canada. There is also a push to streamline and create better consistency across the provinces and territories and in different sectors regarding FCR, while integrating recognition of non-traditional learning and experience. Engagement with employers, and addressing systemic issues of discrimination, has also begun to be addressed, at least in part.

While most of the focus of programming in the FCR area has been on those selected as permanent residents, there will likely be increasing settlement and labour market needs for temporary workers and international students, who, under proposed legislation, will be eligible for permanent residency without having to leave the country. Individuals in these migration categories are currently not eligible to take part in most of the programs discussed here.

See *Appendix K* for a list of key websites we mention throughout this section.

Rising Momentum on FCR: Government and Community Responses

In response to the barriers and challenges discussed above, governments, academic institutions and community organizations have undertaken research, developed and implemented programs, and even introduced legislation in attempts to find systemic solutions. The roots to these programs go back many years, but specific attention has been given to assessing and recognizing international credentials in the past decade.

In 1989, the Ontario government commissioned the 'Task Force on Access to Professions and Trades' to research the barriers faced by IEPs, which resulted in a landmark report entitled *Access!*. This report became "the first major milestone in the Ontario movement toward better access to professions and trades",[liii] but the report was never adopted as government policy, because the recommendations proved too costly.

In 1992, the Ontario government established an Access to Professions and Trades Unit (APT), within a department responsible for Race Relations (later moved to the Ministry of Training Colleges and Universities, and then to the newly formed Ministry of Citizenship and Immigration). Around the same time, many branches of government, organizations and private foundations began funding community groups working to

address these issues. Significant numbers of professional organizations and groups began mobilizing around credential recognition. Still, credential recognition was not specifically addressed in Ontario until the early 2000s with the establishment of World Education Services (WES)-Canada (the provincially mandated credential evaluation service) and some government program initiatives.

In 1990, the CICIC was formed following the ratification of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education. In 1997, Canada signed (and in 2008, is on the verge of ratifying) UNESCO/COE Lisbon Recognition Convention. Provincially mandated credential assessment services were set up in three provinces in the late 1990s, and in 1999 the first, of what has become a series of national conferences on qualifications recognition was held.[26] During this time, the provinces of Alberta and B.C. established their own credential evaluation services, IQAS and ICES respectively – later to be joined by Manitoba's credential assessment service, ACAS, in 1998.

Bridging programs, such as the Care for Nurses Program in Ontario, and occupation-specific language programs began to be developed across the country in the late 1990s, and a variety of stakeholders and community members were increasingly challenging barriers in an attempt to address labour market integration and FCR issues.

In an attempt to address some of the issues plaguing IEPs' entry into the labour market at the community level, in 2003 the Policy Roundtable Mobilizing Professions and Trades (PROMPT) was formed in Toronto. Made up of diversity associations and individuals who represent "immigrant professionals, tradespeople, ethno-racial social planning councils, umbrella groups and community initiatives",[liv] PROMPT has played an active role in voicing credential recognition concerns. The major goals of PROMPT are to facilitate equitable access to professions and trades; advocate transparent and fair licensing and registration processes; and create an equitable system that would result in skills-commensurate employment for all.[lv][27]

Another response to the concerns of credential recognition has been the federal government's creation of the FCR Program in Human Resources and Social Development Canada (HRSDC) and the Foreign Credentials Referral Office (FCRO) as part of Citizenship and Immigration Canada (CIC). The FCR Program aims to harmonize FCR and assessment processes across Canada into a pan-Canadian approach. The main objectives are fairness, accessibility, coherency, transparency and rigorous quality services in credential evaluation and assessment.[lvi] Throughout this program, the federal government has played a facilitative role with the provinces and territories by providing strategic leadership in order to foster the development of consistent, national approaches to FCR.

[26] First conference entitled: "Shaping the Future: Qualification Recognition in the 21st Century"
[27] See *In the Public Interest*, a paper published by PROMPT.

In 2007, the FCRO was launched to provide information, path-finding and referral services to internationally trained individuals in Canada and overseas.[28] The Office also works with provincial and territorial governments and other stakeholders to improve the coordination of FCR processes while respecting jurisdictions. In 2006 and 2007, the federal government committed $32.2 million to this initiative over 5 years and a one-time additional allocation of $5 million to the FCR Program, bringing total funding for this program to $73 million. Many of the key programs discussed have come out of this funding.

In 2006, Ontario passed Bill 124, the *Fair Access to Regulated Professions Act*. It promises in its principle and spirit, to advance equitable access to 35 regulated professions in Ontario. This will help "ensure that regulated professions and individuals applying for registration by regulated professions are governed by registration practices that are transparent, objective, impartial and fair".[lvii] The legislation also included the 2007 appointment of a Fairness Commissioner to assess and monitor the registration and regulation process and the compliance of regulators, and further includes internships in ministries and Crown agencies for IEPs.[lviii]

As part of the *Fair Access to Regulated Professions Act*, two access centers for regulated professions were created: the Global Experience Ontario (GEO) centre and Health Force Ontario. The GEO centre and website provide resources that help IEPs trying to qualify to work in their profession in Ontario by linking IEPs with various assessment services, bridging programs, regulatory bodies in Ontario.[lix] Health Force Ontario's website offers a variety of resources related to regulated health care professions in Ontario.[29]

Through the Office of the Fairness Commissioner (OFC), regulators can explain regulatory processes to the public in an impartial arena.[lx] While we have yet to see the full effects of the legislation, the OFC is performing audits and providing oversight of the regulators in Ontario to ensure that the process is fair and transparent for everyone. Already, some regulators have conducted internal reviews and made changes to their policies and practices. While an excellent and necessary piece of legislation, it is still critiqued for not fully addressing the issue of Canadian experience as a part of FCR and it is still unclear whether the OFC will have the teeth and backing to make real systemic change.[lxi]

There is rising support for the idea of helping IEPs access their intended field, rather than the specific profession in that field, and avoiding licensure initially. 'Laddering' is the term used to describe the process where IEPs get into their desired field at any level, with the hope that they can "ladder up" to work in the profession for which they are qualified. In engineering, teaching and accounting, among other professions, more and more community organizations, advocacy groups and government are promoting quick integration into the field, and the idea of gaining Canadian experience first – dealing with licensure later, or not at all.[lxii] It has been noted that "[…] employment first could

[28] FCRO's services are delivered in collaboration with HRSDC and Service Canada.
[29] www.healthforceontario.ca/

possibly be more effective in facilitating meaningful labour market integration than could licensing first".[lxiii]

Immigration Policy Shifts

The "rapidity of policy developments reflects, above all, […] the importance of immigration to Canada as a nation state. Immigration is constantly in the news, and there is a kind of permanent restlessness about improving both selection systems and settlement outcomes. Policies therefore sometimes evolve faster than their impacts can be fully appreciated".[lxiv]

Recent immigration shifts may be seen as a way to circumvent the poor transferability of international credentials and experience that many immigrants face. Since IEPs are not contributing to their full potential and labour market shortages persist, new selection programs and procedures are being introduced. The structure of Canada's immigration program has been changing dramatically over the last few years, with increasing emphasis on a labour market driven immigration program.[30]

Temporary foreign worker (TFW) flows are increasing. In 2003, 103,426 TFWs entered Canada, and by 2007, the number of TFWs arriving had increased to 165,198. The TFWP functions at all skill levels, but in 2006, over 26% of TFWs were professionals and another 25% were skilled and technical workers or at the managerial level.[lxv] 2004 HRSDC data further reveals the planned arrival of 7,437 additional sponsored temporary workers, most of whom are doctors (34%), engineers (32%) and nurses (12%).[lxvi]

The recently passed Bill C-50 will allow the immigration minister to identify which applicants from the FSWP are given priority, in response to key shortages in the labour market. Bill C-50 has been promoted by CIC as a way to address the large backlog[31] in the FSWP applications and make the immigration system more flexible and responsive to changing labour market needs.

In 2008, the federal government proposed a Canadian Experience Class (CEC), which will allow those who have entered the country under temporary worker or international student categories to remain in Canada as permanent residents, so long as they meet certain education and skill requirements. To qualify for the CEC, international student graduates would need to hold a Canadian post-secondary diploma or degree that required at least two years to complete, as well one year of recent (within the two years preceding the application for CEC) full-time employment in Canada at the National Occupational Classification (NOC) skill level 0, A or B (management, professional and skilled and technical jobs[32]). Temporary workers would require the same Canadian work experience,

[30] See *Appendix G* to see a chart showing recent immigration trends.
[31] The backlog for the FSWP is currently up to 10 years.
[32] Examples of the NOC 0, A and B in the Health Care Sector are as follows: NOC 0 are managerial positions (such as Managers in Public Health), NOC A occupations usually require a university education (such as Physicians, Dentists, Veterinarians, Optometrists, Registered Nurses, etc) and NOC B occupations usually require college education or apprenticeship training (such as Medical Technologists and Technicians). See http://www5.hrsdc.gc.ca/NOC-CNP/app/index.aspx?lc=E for more on the NOC system.

as well as proving language proficiency (Canadian Language Benchmarks above level six).

Those selected under the CEC class would not be added to the current numbers selected under the FSWP, but would be included under the numeric targets for this category of immigration.

Changes to the Post-Graduate Work Permits (PGWP) are also ways in which immigration policy is being used to facilitate the entry of skilled immigrants into the Canadian labour force. The new PGWP allows international students to work for up to three years following graduation from a Canadian post-secondary institution.[33] Furthermore, the PGWP allows international students the option to move between employers and occupations more easily, and they are no longer required to secure a job offer prior to applying for the permit. These changes are expected to provide international graduates with the time and flexibility to gain Canadian work experience and the opportunity to apply under the pending CEC. International students are said to be a type of 'designer immigrant' in that they are able to avoid some of the hurdles faced by IEPs – e.g. the non-recognition of international credentials and skills, and concerns over language and communication abilities.

These policy changes appear to mean that more immigrants will have had some labour market experience in Canada prior to becoming permanent residents, and therefore more likely to have immediate success in the Canadian labour market. A draw back to this policy shift in may be that while individuals are in their "temporary" status, they would not be eligible for the wide variety of program interventions described below. In addition, these changes will not, in themselves, address the barriers that immigrants selected overseas are facing in having their foreign credentials recognized.

Credential Recognition Strategies and Mobilization

International Models

Pivotal to the development of national strategies for credential recognition in Canada have been international models of cooperation in higher education and procedures for credential recognition. Of primary importance are the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (Lisbon Recognition Convention) developed jointly by the Council of Europe and UNESCO, the Bologna Declaration and Process in Europe, and the formation of the ENIC and NARIC[34] Networks across 53 countries.[lxvii]

[33] Either a public post-secondary institution or a select private institution authorized by a province to confer degrees.

[34] The ENIC Network (European Network of Information Centres) and the NARIC Network (National Academic Recognition Information Centres). NARICs are the 27 member countries of the European Union and are all considered as ENICs in terms of the Lisbon Recognition Convention

The Bologna Declaration and Bologna Process also have a bearing on Canada's methods of credential recognition, and can be used as important examples of how to integrate processes, as the European reform movement aims to create harmony and compatibility for European higher education and credentials. The ENIC Network was set up to oversee, promote and facilitate the implementation of the Council of Europe/UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region.[lxviii] CICIC is a member of the ENIC Network and it is instrumental in the implementation of ENIC recommendations, policy and information distribution.

Also important was the development of "Recommendations on Criteria and Procedures for the Assessment of Foreign Qualifications"[lxix] adopted by the Lisbon Recognition Convention Committee at its second meeting (2001).

Alliances

CICIC provides information and referral services to help support the transfer and recognition of international education and was pivotal in the development of the Alliance of Credential Evaluation Services of Canada (ACESC) in 2000, as part of the strategy to harmonize credential evaluation across Canada. ACESC is comprised of five provincially mandated credential evaluation services, which adhere to quality assurance provisions consistent with those prescribed in the Lisbon Recognition Convention.

Using UNESCO's international standards for evaluation and recognition of credentials, the CICIC and the ACESC developed the *Principles for Good Practice in the Assessment of Foreign Credentials*[lxx] to make sure that fair, credible and standardized assessment of foreign credentials are the standard in Canada. ACESC members[35] agree to follow the standards and principles set forth and continually work towards harmonizing all credential evaluation and recognition services. The ACESC further developed a Quality Assurance Framework consistent with the principles outlined in the Lisbon Recognition Convention.[36]

In 1994, the Canadian Association of Prior Learning Assessment (CAPLA) started up as the national voice for prior learning assessment and recognition (PLAR). CAPLA advocates for formal acknowledgment of previous learning experiences and flexible, yet rigorous and transparent means to test such learning. The goal is to better recognize informal and experiential learning to allow adults access to continued learning opportunities and employment commensurate with skills and experience. This is particularly important to IEPs, who face barriers not only in terms of the recognition of their formal credentials, but also in terms of life experience and training.[37] In further commitment to FCR, in 2007, the provinces and territories participated in an OECD

[35] See *Appendix J* for a list of provincially mandated services and websites that form ACESC
[36] See *Appendix L* for links to Principles of Good Practices on Foreign Credential Evaluation/Recognition from Canadian Organizations
[37] See Riffell's 2006 piece "Recognizing the Prior Learning of Immigrants to Canada: Moving Towards Consistency and Excellence"

activity describing government policies and practices regarding the Recognition of Non-Formal and Informal Learning.[38]

In Ontario, a group of professional licensing bodies came together to form what is now called the Ontario Regulators for Access Consortium with the goal of "improving access to professions for internationally educated or trained candidates while maintaining high standards for public safety".[lxxi] In 1999, community groups and individuals created the Ontario Network for Access to Professions and Trades who advocate for better access to professions and trades.

Sector councils have also played a large role in supporting the integration of immigrants and recognition of foreign education and skills. Sector councils are "partnership organizations [between educators, employers and employees] that address skills development issues in key sectors of the economy [IT and Tourism included]".[lxxii] There are about 30 sector councils operating in partnership with the federal government in various sectors in Canada, and together, the sector councils have formed The Alliance of Sector Councils (TASC). One of the major working groups and focuses of TASC is Immigration and FCR, bringing all sector council voices together to address the issues, develop expertise and seek solutions for each sector.[lxxiii] TASC works with key stakeholders to develop resources that help guide and assist employers in small- to medium-sized enterprises in recruiting and retaining IEPs.

Starting the Process Overseas and Website Portals

All the people interviewed for this paper indicated that in order to begin to address credential recognition issues within Canada, immigrants need to be provided with information and tools as early as possible in their immigration process, preferably prior to their arrival in Canada. Providing specific information that can help immigrants make informed decisions and identify any gaps before coming to Canada (and begin to address them) will enable quicker integration into jobs that appropriately reflect their academic background and work experience.

Services such as credential evaluation, skills and language assessments, job search and résumé building skills, workplace orientation and counselling for options to bridge skills are essential in preparing immigrants for success in Canada. Website portals can provide access to important tools and information which immigrants can access from almost anywhere in the world. Information includes: credential evaluation services, region specific labour market information, salary ranges by occupation, cultural norms in the Canadian workplace, child care information and job search banks.

CICIC collects, organizes, and distributes information, and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational, academic and occupational qualifications. It provides a unique centralized referral service to assist individuals in obtaining evaluation or recognition of foreign credentials by referring them to the appropriate authorities. CICIC maintains over

[38] The reports can be accessed at http://www.cmec.ca/postsec/rnfil/indexe.stm

200 occupational fact sheets that explain, in general terms, how to obtain assessment and recognition of foreign credentials and qualifications in Canada.

As part of its multi-pronged approach, the FCRO provides phone and in-person services through a network of 320 Service Canada centres, as well as through their website. The FCRO has been noted as an "important development that demonstrates serious national commitment to addressing FCR issues" and in May 2008, announced plans to move forward with its Overseas Strategy. The Overseas Strategy, when implemented, will provide in-person orientation sessions overseas where skilled workers[39] at the post-selection stage can obtain labour market information to improve their labour market outcomes in Canada.[lxxiv]

Connected with the FCRO website is the 'Going to Canada Immigration Portal' launched in 2004. This portal helps immigrants to identify tools and resources already available. Some of the services listed include translation services, services that assess credentials and language skills, settlement, and employment services. The 'Working in Canada' tool, developed by HRSDC's FCR program, helps immigrants find out more about credentials, the labour market and the specifics related to their profession and region (job duties, skill and qualification requirements, wage rates, etc.).[lxxv] These sites offer a wealth of information about the labour market, and include tools to help immigrants get access to further education and other resources.

The federal government has also worked with the provinces and territories to set up similar portals specific to the region. For example, Ontario launched its own website[40] with a similar set of information, but with a focus on Ontario. These websites are all interconnected and have the same basic structure of menu choices. The development of fact sheets provides practical help and information for IEPs to navigate the wealth of information and resources available in the provinces and territories.

Created and operated through JVS Toronto,[41] the Canadian Information and Networking Services offers an online forum to provide mentoring, resources and other services that assist skilled immigrants, both prospective and in Canada. The website connects these individuals with Canadians who have similar interests, backgrounds and career goals. Further, the interactive forum allows volunteer mentors to join and to share a wide-range of occupation-related knowledge.[lxxvi] This provides a space where prospective immigrants can connect with other immigrants in Canada as well as people working in their desired profession, helping them begin to understand and prepare for their journey with some support.

While information sharing at the earliest stage possible is critical to IEPs success, some of those interviewed have indicated that there are currently "too many information sources" making information flow inefficient. The "bits and pieces of information" obtained are sometimes inaccurate or may become out of date.[lxxvii] They suggest that

[39] FSWs, PNs as well as their spouses and working-age dependants will be eligible for this program.
[40] www.ontarioimmigration.ca
[41] www.JVSToronto.org.

potential immigrants need better coordination for the distribution of official information, which is provided overseas, or even after arrival. Still, the exploding volume of information available on the Internet and increasing access to it worldwide, probably makes this unfeasible.

In Fall 2006, the Association of Canadian Community Colleges (ACCC) launched the Canadian Immigration Integration Project (CIIP), funded through the federal FCR Program.[lxxviii] The CIIP is currently being piloted in the Philippines, China and India to help immigrants and their spouses who have applied under the FSWP prepare for integration into the Canadian labour market while in the final stages of the immigration process. The program is intended to provide these immigrants with a more realistic understanding of the opportunities and challenges they will face; a chance to make better-informed decisions about the choices available to them; and, to be better equipped to enter the labour force.[lxxix] Through the program, there is both a one-day session on information and resources organized according to the destination province or territory, as well as one-on-one counselling interviews where participants are helped to develop Individual Integration Plans (IIP).[lxxx]

At the end of March 2008 registrations totalled just over 3,000, and almost 2,000 had already participated in CIIP services. The top regulated occupations of those taking part in the program include engineers (36%), teachers (18%), engineering technicians and technologists (9%), medical laboratory technologists (5%) and physicians (5%). In the unregulated occupations, 22% of clients held positions in the sales-related sector and 15% had occupations in the ICT sector.[42]

Applicants destined for Ontario who are part of the CIIP, have access to an online database offered by WES. This online tool called the Preliminary Online Equivalency (POE), can be accessed from anywhere in the world and provides applicants with an immediate indication of the equivalency of a credential in Canadian terms, prior to their commissioning a full evaluation. As immigrants attempt to prepare themselves to transition to life in Canada and access available resources, they need to know where their credentials stand in the Canadian context, any gaps that might exist in their education, and, if possible, how to fill the gaps as quickly as possible for speedy labour market success. Feedback from applicants using this service has been overwhelmingly positive.

The overall impact of the CIIP will be assessed at the end of the pilots in 2010; however, concepts that have been tested in these pilots form the basis of the FCRO's Overseas Strategy.

Credential and Skills Recognition

Credential evaluation services assess formal credentials by establishing the legitimacy of the institution, the authenticity of the documents, and the comparable level of credentials in Canadian standards. They provide evaluation reports that are used for many purposes,

[42] See *Appendix M* for a breakdown of participants by country of education and regulated and unregulated professions.

including employment, further education and licensure. There is growing use of these services by licensing bodies, universities and colleges, although many of these evaluate international credentials in-house, and use these "evaluations" only internally, either for licensure or for admission, including admission with advanced standing.[lxxxi] In these circumstances, there is no written report that the individual can use elsewhere. In some circumstances, institutions might rely on an evaluation service to authenticate documents, and indicate the status of the institutions that issued their documents, but make a determination of the comparable Canadian level of education themselves.

Credential evaluation reports help individuals make informed decisions about applications for immigration, employment, education, training and professional membership. Evaluation services help end-users (employers, regulatory bodies, institutions, etc.) understand the Canadian value of foreign credentials and provide assurance that supporting documents are legitimate. In Ontario, each year approximately 18,000 newcomers apply for a formal evaluation of their credentials through these agencies, and another 9,000 apply directly to licensing bodies. This can be compared with the 65,000 immigrants with post-secondary education who are admitted as permanent residents in Ontario each year.

Despite outreach efforts by evaluation services and governments, many employers are still unfamiliar with these services. The many stakeholders involved, the lack of awareness and understanding of the role of evaluation services, and the potential for inconsistent assessment outcomes by different service providers can undermine efforts to improve credential recognition. At the same time, credential evaluation services are only part of the solution in terms of addressing FCR, since they only assess formal credentials, and not competency, work experience, or language.

In an effort to address such concerns, the ACESC, in collaboration with the other credential evaluation services, Engineers Canada and the Canadian Tourism Human Resource Council (CTHRC), have just completed a project on pan-Canadian standards in credential evaluation. Through a series of consultations with regulatory bodies, educational institutions, and evaluation services, the diagnostic survey came up with some policy recommendations. The main recommendations are; the need to increase the profile of credential evaluation services, especially among employers; the need to harmonize standards of document evaluation and resource tools; and take other steps to increase portability.[lxxxii]

The ACESC is pursuing a number of ideas to help FCR, some of which include: developing an online diploma course for credential evaluators since there is currently no consistent training for evaluators; harmonizing definitions/ terminology used for evaluations to create consistency; and developing a national conference for evaluators to network and for professional development.[lxxxiii]

Prior Learning Assessment and Recognition (PLAR) was developed as a tool to identify, assess and recognize skills that cannot be reflected in formally obtained credentials. PLAR attempts to "identify and characterize the value of skills acquired through work

experience, independent study, and forms of unrecognized training".[lxxxiv] PLAR is a distinct process already in place in the Ontario college system, although implementation differs from institution to institution, with some not practicing PLAR at all.

Related to PLAR, is competency assessment, "which assesses previous learning (including credentials and non-credential knowledge and skills) against the overall learning outcomes of a program or profession".[lxxxv] Essentially, competency emphasizes learning rather than education.[lxxxvi] The purpose of competency assessment is to identify practical skills and determine any gaps, through written and practical skills demonstrations that need to be filled in order for an individual to be ready for employment in their desired profession.[lxxxvii] Some sector councils, employers and provinces and territories are developing competency assessments for professions, and post-secondary institutions are also playing an important role. As a tool for credential recognition, its potential is still not certain.

While credential evaluation can assess and measure formally earned qualifications, measuring life experience and workplace skills is a major challenge, since lack of Canadian work experience is a significant barrier for many IEPs. Ideally, exemplary practice in credential and skills recognition is an assessment of paper credentials in conjunction with a competency assessment of workplace knowledge, and skills and experience using various methods. In an attempt to recognize both PLAR and formally earned credentials, Mount Royal College Undergraduate Nursing Program and the Association of Professional Engineers of Nova Scotia[lxxxviii] have developed and implemented concurrent credential and competency evaluations for FCR.

The Colleges Integrating Immigrants to Employment (CIITE), launched in Ontario in 2003, has also been working on innovative programs that build on IEPs qualifications and "expedite securing employment in their field of expertise or in a related field".[lxxxix] The CIITE project started with colleges in the Toronto area concerned with a changing demographic in the colleges. Since the inception of CIITE, 21 of 24 Ontario colleges have taken part in the project and eight sub-projects have come out of the diagnostic first and second phases.[xc] These include Credential Recognition, Advising Services for Internationally Trained Immigrants, Language Benchmarking of College Programs, Competency Assessment, Data Collection, and Employment Services.[xci]

The Credential Recognition sub-project is working to launch a web-based Record of Education and Experience (REE) "that will create a standard form to be used by colleges to recognize international credentials and experience through Advanced Standing/Transfer Credit".[xcii] The hope is that the REE will eventually be understood and used by employers as well as colleges. If adopted widely, the REE will provide IEPs with "a standardized document to apply for recognition at colleges, as well as a tool for seeking employment".[xciii] Advising Services for Internationally Trained Immigrants, now being pilot tested, entails a number of colleges with advisors on-site who provide information, referral to community agencies and guidance for immigrants in determining the best steps to take in terms of future schooling and employment.[xciv]

The Competency Assessment sub-project is piloting the design of distinct assessment models for a regulated (Respiratory Therapy) and an unregulated (Mechanical Engineering Technologist)[43] profession. This competency assessment may result in a letter stating equivalency for those who meet all the diploma requirements of the college. The College of Respiratory Therapists of Ontario (CRTO), the regulatory body for Ontario's Respiratory Therapy profession, has already stated that they will recognize a letter of equivalency as an alternate to the diploma itself and then applicants can write the registration exam.[xcv] This type of equivalency granting based on competencies could help address FCR in the future.

Another new pilot program, just underway, (funded with $3 million from HRSDC through the FCR program) and run through Saskatchewan Institute of Applied Science and Technology (SIAST) will train workers who are still overseas in the mechanical trades, validate their competencies and support their immigration directly to an employer though the PNP. The project is being piloted at partner colleges in Ukraine, the Philippines and Vietnam.[xcvi] SIAST purchases appropriate equipment, places it overseas in the colleges and then tests competency and language skills specific to the occupations needed. The partner colleges give skills training and then SIAST works with employers to match workers. The match guarantees that if the employer is unhappy with the worker after they arrive, SIAST provides additional training for free.[xcvii]

SIAST has many of the elements needed for successful integration of immigrants and employer satisfaction. The guarantee of a competent worker provides the employer a low-risk process for hiring, and immigrants will receive the support and training needed for success. SIAST is also working with accreditation bodies so that workers can get licensed in Canada.[xcviii]

Community Organizations, Bridging Programs and Employer Engagement

Most commentators agreed that making the process of credential recognition work requires the collaboration of all parties: licensing bodies, education institutions, employers, community organizations, government bodies, and immigrants themselves. There are instances where such collaboration occurs, and has a positive effect:

> In licensed professions, regulators determine entry requirements and educational institutions determine course content in the subject areas of the professions. While respecting each other's autonomy, many regulators and educational institutions work collaboratively to ensure there is a correlation between the courses and the regulatory requirements. Where such collaboration is not in place, there is the risk of skilled immigrants enrolling in a course to fill a gap in their education, only to find out they have not met the requirements of the licensing body and are unable to practice their profession in Canada.[xcix]

[43] In the OFC's study of registration practices, Engineering Technologist was considered to be a regulated profession. Please see the study at http://docs.fairnesscommissioner.ca/docs/cert_engineer_tech.htm

There are many NGOs serving immigrants in Canada. In Ontario alone, there are approximately 170 such organizations.[c] Federal and provincial governments largely fund NGOs, with a small portion of funds coming from private support. Some NGOs have a long history of serving immigrants in the community, and are widely known and supported, such as COSTI immigrant services with over 150 staff members. Other NGOs are smaller and may serve specified communities based on ethnicity or particular needs such as language instruction or employment.[ci]

Three of the more innovative approaches started up to address FCR and the success of skilled immigrants have been bridging programs, mentorship and internship programs, and employer engagement initiatives.

The idea of "bridging" programs was introduced in the late 1990s; IEPs were provided with training that would bridge any gaps in their education, skills and competencies in order to help them prepare for, and access licensure and/or employment in their desired field. These programs can provide opportunities for clinical or workplace experience, skills training, targeted academic training programs, examination preparation, language training (specific to the profession), and opportunities for job shadowing and networking.

Bridging programs exist both independently or are integrated into college and university programs. Settlement organizations, government programs and regulatory bodies also operate bridging programs, and many programs involve all of these organizations. In fact, those interviewed said there is a need for a systemic approach where all stakeholders are present in discussions, planning and implementing such integrated programs.[cii]

Bridging programs have been referred to as essential, and summed up as the best program interventions available to assist skilled immigrants enter their professions. At the same time they are ad-hoc, funding is time-limited, and they serve only a limited population in specific occupations. Despite the flaws in bridging programs, research shows that any "top-up education helps immigrants" since employers trust the names from Canadian institutions, even just on a certificate.[ciii] Earning a Canadian credential, no matter what type, appears to give greater value to the credentials the IEP has already earned.

Many of these programs include language training that is occupation specific, and can help IEPs access and navigate jobs in their fields (referred to as Enhanced Language Training (ELT)).

In response to the growing and changing demand for language training, the federally funded Language Instruction for Newcomers to Canada (LINC) program, free to permanent residents and convention refugees, has recently increased funding to provide training at a level that meets basic workplace communication demands.

Skills for Change (SfC) another leading settlement organizations, provides bridging programs and other programs for IEPs seeking employment in their field.[civ] Some of their more innovative programs deal with bridging not only the immigrant's skills but also the employers' attitudes. The "Managing Diversity in Workplace and True Colours"

workshops help promote the benefits of diversity and help staff and management learn effective cross-cultural communication skills.[cv]

Other SfC language bridging programs encourage employer involvement through in-house workplace language instruction after hires. In certain sectors and regions where demand for workers is great, for example in ICT, employers are helping to bring in people to develop in-house language programs. The idea is that "employers will deal with the deficiencies after hiring".[cvi] SfC also custom designs sector-specific English courses delivered in the workplace for employees highlighting the unique terminology essential in the industry.[cvii]

While many programs exist, access and integration to these programs can be a challenge. Sometimes immigrants do not know that a program exists and demand for programs often exceeds space and funding. There are even cases where the bridging programs cost more to the student than it would for them to start their education over again from the start.[cviii] While some colleges and universities are doing joint recognition of prior learning and foreign credentials to allow immigrants to fill in gaps in education and bridge their skills and training, complications in the way governments fund college and university programs may make it difficult for the institutions to offer the course that the immigrant needs when they need it.

The Ontario Student Assistance Program (OSAP), which could provide loans for individuals, has specific criteria, tied to residency requirements and often related to complete program studies. This means that people who want to take upgrade courses and bridging programs or have been in Ontario for less than 12 months are often ineligible for funding. Recently arrived immigrants, or those who wish to access education programs overseas, (thereby being better prepared to enter bridging programs or the work force earlier) and who cannot pay full tuition fees, are not eligible for financial support.[cix]

Successful bridging programs involve employers, and help connect immigrants to informal job networks, so that they can gain valuable professional experience and knowledge. The Toronto Region Immigrant Employment Council (TRIEC) has played a critical role in engaging employers on immigrant integration, providing leadership and resources for other organizations, and engaging with the public.[cx]

TRIEC aims to "convince Toronto employers that they need to better appreciate the value of immigrant workers"[cxi] through the collaboration and involvement of multiple stakeholders, including bringing corporate businesses into the dialogue and delivery of programs. Hireimmigrants.ca, a project of TRIEC, is a platform and resource website to promote the potential value of immigrant expertise to employers, especially in major corporations. The website showcases promising practices and provides employers with a toolkit to help them make smart hiring decisions and avoid discounting the potential value of hiring immigrants.[cxii] Since TRIEC's start, a number of similar organizations and programs have replicated TRIEC's design across the country.

TRIEC also initiated the Mentoring Partnership Program and The Career Bridge internship program, and both have proved helpful in bringing employers on board with immigrant labour market integration and helping skilled immigrants get professional experience and access to job networks.[cxiii]

The Mentoring Partnership Program matches skilled immigrants who are ready to work with mentors experienced in their field (the prospective field of the immigrant). The mentors and mentees meet for an average of an hour and a half per week over a four-month period and share advice and experiences related to working in the field and accessing employment. In September 2007, the program made its 2,000th mentoring match.[cxiv] The mentorship relationship has been directly beneficial for the immigrants, 72% of whom have found employment through this program.[cxv] More indirectly, mentoring programs can help dispel stereotypes held by the mentor professionals and can begin to influence a changing culture.

TRIEC's Career Bridge program was created in 2003 as an innovative internship program that attempts to "address the dilemma of no Canadian experience, no job; no job, no Canadian experience,"[cxvi] which prevents the success of many skilled immigrants in the labour market. Career Bride is an internship program offered through the Career Edge Organization that matches skilled immigrants, who have had their language and qualifications assessed, with employers. Employers pay a $1,500 per month stipend to interns who work for 4, 6, 9 or 12 months while gaining Canadian work experience in their field.[cxvii] This internship is also valuable because interns are partially funded, thus helping to enable their participation in this meaningful bridging experience.

Through the Career Bridge program, in 2006, the Ontario Government created the Ontario Public Service (OPS) Internship Program for Internationally Trained Professionals. This program provides internship opportunities in the Ontario government for up to 70 IEPs per year.[cxviii] It has proven successful for IEPs, and more importantly, the Ontario government is developing a model that could be used by other employers to hire interns and support the successful labour market integration of immigrants.[cxix]

The need to engage employers persists, as many employers lack information on immigrant source countries and their quality of education. Therefore, employers "may adopt a risk-averse attitude by giving preference to domestically educated workers in their hiring decisions".[cxx] Especially in unregulated professions, employers assess credentials and experience at their discretion.[cxxi] Employers' lack of awareness was identified in a study by the Public Policy Forum where almost half of all employer respondents surveyed had no experience verifying foreign qualifications and experience of immigrants and only 16% could name a credential evaluation service[cxxii].

Awards and recognition of employers and organizations that have good FCR practices and hire IEPs has also proved successful. TRIEC rewards and recognizes organizations that have displayed outstanding practices that provide IEPs the opportunity to use their skills and experience in the workplace. These organizations are awarded and showcased – increasing their exposure and advertising. *The Toronto Star* also publishes Best

Employers for New Canadians, which has a similar effect. Such recognition is not only significant for the organization itself, but has helped influence corporate culture and hiring practices.

TRIEC has also engaged in public education efforts to raise awareness about the lack of recognition of foreign qualifications, and the resulting waste of skills that immigrants bring with them to Canada. Some of these efforts include public service announcements on television, and print ads in newspapers (see *Appendix N* for TRIEC's Advertising Campaigns).

Professions

Nursing

A number of trends are changing the nursing profession in Canada. The early retirement of nurses, an ageing population, and a greater degree of services in a broader range of work environments are all increasing the demand for qualified nurses. The shortage of health care professionals is of major concern. Projections show that by 2016, Canada could be facing a shortfall of as many as 113,000 registered nurses.[cxxiii] Internationally Educated Nurses (IENs) are an ideal population to fill this demand, yet they face a number of barriers in entering the profession in Canada.

Provincial governments delegate to the nursing profession, by statute, the power to regulate itself in the public interest. Nursing has general standards of practice, which are articulated in the Code of Ethics for Registered Nurses. Provincial regulatory bodies for nursing are legally responsible for setting standards of practice. Together, "the code of ethics and standards provide the basis for nursing practice in Canada […] and the provincial regulatory bodies establish, monitor and enforce standards of professional practice and conduct".[cxxiv]

The regulatory body in Ontario for nurses is the College of Nurses of Ontario (CNO) whose mission is "to protect the public's right to quality nursing services by providing leadership to the nursing profession in self-regulation".[cxxv] The CNO has a Mutual Recognition Agreement (MRA)[44] for Registered Nurses (RN) with all provinces and territories in Canada, but there is currently no MRA for Registered Practical Nurses (RPNs) within Canada[cxxvi] and no international MRAs for either RNs or RPNs at all.[cxxvii] Under the AIT, Chapter Seven, nurses licensed outside of Ontario (within Canada) and who do not meet the program requirement for registration in Ontario, can become registered in the "transitional class". This class of registration allows these nurses to practice in Ontario while they meet the program requirement for registration. They also have the option of providing additional information to the CNOs Registration Committee to determine whether their education and experience meet the requirement for registration in the General class.[cxxviii]

In order to practice nursing in Canada, a nurse must obtain registration in the province or territory where they wish to work. All nurses, except those in Quebec, must also take the Canadian Registered Nurse Examination (CRNE) and the Canadian Practical Nurse Registration Examination (CPNRE) conducted by the Canadian Nurses Association (CNA) or an acceptable equivalent in order to practice.[cxxix] The CRNE and the CPNRE pass-rate for IENs is much lower than for nurses educated in Ontario.[cxxx] One of the major barriers for IENs is understanding what it means to practice nursing in Ontario, since 30% of the questions on the registration examination are about nursing practice

[44] MRAs are formed in order to comply with obligations under the Labour Mobility Chapter in the Agreement on Internal Trade. The purpose of MRAs is to establish the conditions under which people who are licensed/registered (in a specific occupation) will have his/her qualifications recognized in another jurisdiction by those signatories of the MRA.

specific to the Canadian context.[cxxxi] The exams themselves are competency based, with scenario type questions, rather than technical questions.[cxxxii]

In order to be registered as a nurse, there are also work experience requirements. In Ontario, applicants must provide proof of safe nursing practice. This experience, which does not have to be acquired in Canada, is assessed by the CNO's Registration Committee on an individual basis. Finally, nurses must also meet English or French language requirements in order to ensure that communication skills are strong enough to practice. These requirements can be met through a variety of tests, or the successful completion of a bridging program.[cxxxiii] The CNO also has a quality assurance program to make sure that nurses stay competent throughout their careers.[cxxxiv]

To practice nursing in Ontario, IENs must meet all the requirements for registration to obtain a certificate of registration in Ontario. Individuals who have met all of the registration requirements to the General Class except the registration examination are allowed to practice as a member.[cxxxv] However, even with registration, IENs find that employers are reticent about hiring them, and statistics show that IENs who are visible minorities occupy the lowest echelons of the profession.[cxxxvi]

The CNO evaluates the qualifications, credentials and competencies of IENs in order to determine what steps they need to take to become a nurse in Ontario. If an IEN is determined to have the equivalent of a baccalaureate degree or the competencies required for the degree, they are eligible to write the registration exams. If equivalency is not determined, the CNO provides a letter of direction, which IENs then use to access further courses. The majority of IENs face barriers with registration and, according to a McMaster University study, an estimated 40% never complete the registration process, compared with 90% of RNs educated in Ontario who become registered within 12 months.[cxxxvii]

That said, increasing numbers of nurses in Canada are IENs. In 2005, 6.9% of the regulated nursing workforce was comprised of IENs. In Ontario, there were 2,000 IEN applicants in 2007[cxxxviii] and the most common countries where IENs were educated were the Philippines, India, Nigeria, China and the United Kingdom.[45][cxxxix] Only 22% of recently arrived Indian nurses secured work in their field in Canada, and only 22% of Filipino nurses. Large numbers of nurses from China remain unemployed (28%) or are not in the labour force (25%).[cxl]

The unemployment and underemployment of IENs is a problem for Canada, but also a serious concern for many of the countries nurses are emigrating from. In some of the world's most impoverished countries, lack of opportunities, coexistent with increasing opportunities abroad, make migration appealing or necessary. 'Brain drain' is of concern globally – but in the Canadian context, brain waste is of even greater concern as highly skilled migrants, needed in their home countries, are coming to Canada and are unable to find work in their field.

[45] In this order, from largest to smallest top five.

At the same time, Canadian immigration policies have been shifting to accommodate the pressing need for health care professionals. The PNP and the Expedited TFWP have already passively recruited many foreign-trained health care professionals.[cxli] The proposed CEC and the streamlining of the FSWP applicants through Bill C-50 will also create favourable conditions for foreign health care professionals to come and stay in Canada. In Ontario, the pilot-PNP was specifically designed to address the skills shortage in the health sector, and RNs are a prime target for the program.[cxlii]

Also of concern is the large number of IENs entering Canada through the Live-In Caregiver Program (LCP) to work as nannies and housekeepers. After two-years in the program, they are eligible to apply for permanent residency and sponsor family. The LCP has been noted as one of the quick routes to enter and stay in Canada, but the highly educated people who come under the program face barriers if and when they move to permanent residency. Having worked out of their field for two or more years, entering their original profession, while they support their newly acquainted family, is often too difficult.

In recognition of skilled worker shortages, and the potential for IENs to contribute to the solution, the Canadian government funded a study to devise a plan to address some of these concerns.

In 2004, through the FCR program, HRSDC contributed $545,000 to complete a Diagnostic for the National Assessment of International Nurse Applicants Project (IEN-DP) by the Canadian Nurses Association (CNA).[cxliii] The aim of the IEN-DP was to identify and assess current issues, policies and practices related to licensing IENs. Some of the recommendations that came out of the project were:

1) Establish a national assessment service to create an evidence-based standardized approach to the assessment of IENs that includes an assessment of educational preparation, PLAR, clinical competency assessment such as supervised practice, and a standard language test such as the Canadian English Language Benchmarks Assessment for Nurses (CELBAN).
2) Establish nationally standardized and flexible bridging programs to ensure IENs have the competencies required to meet Canadian nursing standards and enable transferability. These programs should be financially accessible and incorporate language training.
3) Develop a central source of information, such as a Website specific to IENs to access complete, clear and easily understood information related to immigration and nursing licensure/registration.[cxliv]

Another government initiative, the Internationally Trained Workers Initiative (ITWI), is specifically aimed to increase the number of foreign trained health care professionals practicing in Canada. The ITWI's health worker program was first conceived of in fall 2004 when the government agreed to "reduce health care wait times by speeding the integration of internationally trained health care professionals."[cxlv] It was then launched

in April 2005 with Health Canada and CIC allocating $75 million in a five-year plan to integrate "up to 1,000 physicians, 800 nurses and 500 other health care professionals into the Canadian workforce".[cxlvi]

As part of the ITWI, Health Canada launched the Internationally Educated Health Professionals Initiative (IEHPI). In late 2007, taking the example from the IEHPI funded Mount Royal College IEN Assessment Centre in Calgary, Alberta, the government provided $536,000 to Alberta Health and Wellness, the province's health ministry, to pilot an offshore assessment program for IENs. The goal is to help speed up the assessment and licensing process before IENs arrive in Canada.[cxlvii] Through the CNO, IENs can apply for registration before coming to Canada and write language tests abroad.[cxlviii]

Competency assessments are playing a role in successfully integrating IENs. This is an alternative to IENs re-acquiring their qualifications through formal academic courses in Canada. In fact, CNO looks at both education and experience to determine program equivalency. In nursing, required competencies are demonstrated through skills and experience, or the competencies are "embedded in the credentials".[cxlix] Still, there is further room for improvement and more advanced methods for evaluating competency, such as Objective Structured Clinical Examination (OSCE) tools.[cl]

One good example of PLAR and competency assessment is the PLAR Centre at York University in Toronto, which evaluates eligibility for nurse registration through a PLAR process, rather than through reliance on formally earned credentials. Working with the CNO, the project evaluates "'BScN equivalency' in knowledge, skill and judgment, based on the CNO's entry to practice competencies".[cli] While the CNO awaits the launching of some of these programs, they have implemented an interim system that allows applicants who do not meet the program requirement to submit information for review by the CNO's Registration Committee about additional education and or experience.[clii]

Ryerson University and the CNO are also in the process of designing and implementing a system to examine the competencies that IENs possess against the "entry to practice" competencies of the CNO. There will be a few stages, including a self-assessment online, a validation of competencies and proficiency required for entry into practice (attested by Ryerson) and then entry into courses that "fill gaps" so that the IEN acquires needed competencies. This will be ideal for the many IENs who do not have a four-year bachelor degree equivalent and need credits and competencies for licensure.[cliii]

One of the oldest and best models of bridging programs in the profession is the Care for Nurses Program that first opened its doors in 2001.[46] The CNO contributed significantly

[46] The original partnership that gave rise to the program consisted of: St. Michael's Hospital, Yee Hong Centre for Geriatric Care, Kababayan Community Centre and WoodGreen Community Services. Helping and advising this group were other organizations including the CNO, the Maytree Foundation, the Registered Nurses Association of Ontario (RNAO), the Registered Practical Nurses Association of Ontario (RPNAO), the Ontario Nurses Association (ONA) and the Nursing Secretariat.

in developing this program. The program has expanded to include a Care Centre and the bridging program is now implemented through Centennial College, George Brown College, Algonquin College and Mohawk College – each working closely with the CNO. The program provides the educational and professional support for IENs to help them bridge the gap to licensure and employment in the nursing profession in Ontario. The program helps nurses prepare to write examinations, upgrade skills, plan their career and search for employment. The Care for Nurses program length differs for every individual according to what courses and services they need. For most IENs deemed exam-eligible by the CNO, it takes between 6 and 12 months to complete the program.[cliv] Most interview informants noted this program as a best practice program.

The Care program has a number of interesting components, including a 60-hour course in nursing in Ontario that helps IENs become familiar with the Ontario system and practice. The course is not mandatory, but it helps IENs with accreditation and the CNO is moving towards possibly making it a requirement.[clv] The exam review program and the language training also provide critical skills to IENs. In fact, the pass rate on exams for IENs who completed the Care program is 83%. Care also has job shadowing, mentoring and refresher clinical components, which give employers opportunities to see them perform, and builds networks and relationships helpful in attaining employment.[clvi]

Ryerson also has 19-Month and 30-Month BScN degree-completion options with many courses available through distance learning, online courses and evening classes. These options let IENs bridge their skills and training, while still earning income to supplement their studies and support families. They also offer a Certificate in Leadership and Management for Nurses program.[clvii]

York University has also created an innovative program for IENs. The Post-Registered Nurse Bachelor of Science in Nursing for internationally trained nurses is a program designed for IENs who are not currently registered in Ontario, but who are licensed nurses in their home jurisdiction, and have been evaluated by the CNO as possessing education at least equivalent to a diploma level. “Through a 'praxis' approach that recognizes practical experience, the program blends in-class theoretical discussions with clinical work” in an attempt to expand Canadian nursing knowledge and also emphasize the value of the lived experience.[clviii] This program has proven useful for IENs wishing to practice in Ontario, especially to those wishing to move into nursing masters programs and upper level professions in nursing.

Online support is increasingly important for IENs as they can, in theory, access information and resources before immigrating and start the process overseas. The Medical Council of Canada has developed a recruitment database for internationally educated health care workers as an online career forum. IENs, and others, can access electronic tools to create and upload a résumé and search and apply for jobs in the health care sector. It also developed a “Self-Administered Evaluation Examination for immigrants to test their preparedness for the Medical Council’s Evaluating Exam”.[clix]

Engineering

The engineering profession has the largest number of IEPs awaiting licensure in Canada, but the sector is not homogenous. Depending on the training specialty, and the location within Canada, there may be surpluses or shortages in the labour market. The engineering regulatory community and community organizations have become very involved in addressing licensure and employment issues for International Engineering Graduates (IEGs).

The data show a very complex picture. Between 1996 and 2001, there was an 18% growth in professional positions in engineering,[clx] and in 2001, 63% of skilled immigrants entering Canada identified their intended occupation as engineering.[clxi] Since then, the number of IEGs immigrating to Canada has declined. In 2001, 9,500 IEGs immigrated to Ontario but in 2006 the number had fallen to 3,400. This decrease may, in part, be due to the barriers and difficulties IEGs face in obtaining licensure and finding work at their skill level in the profession.[clxii]

At the same time, entry to the profession by IEGs is rising in Ontario relative to those educated in Canada. The Professional Engineers Ontario (PEO), with approximately 70,000 members, licenses approximately 2,200 applicants every year.[clxiii] For the past few years, PEO has licensed more IEGs than Canadian engineering graduates, and over 60% of the applicant pool is now comprised of IEGs.[clxiv] In 2007, the top five countries where IEGs were trained were India, China, Iran, Pakistan and Iraq.[47] [clxv]

Engineering is a self-regulated profession with licensure being a provincial or territorial responsibility. The regulatory bodies credential recognition systems are based on a case-by-case and need-by-need basis. In Ontario, the authority for regulating engineering is the PEO, and all engineers who wish to practice professional engineering in Ontario and use the professional engineer designation (P.Eng) require certification. [clxvi]

In order to be licensed, all engineering graduates must meet educational and experience requirements, pass a law and ethics exam (Professional Practice Exam) and/or two types of technical exams, demonstrate good character, provide engineering references and meet language requirements.[clxvii] The P.Eng. designation signifies that an individual is licensed and can call him or herself a professional engineer. Only about a third of license holders' have the designation, and the remaining two thirds work in occupations that do not require licensure, such as research and development.[clxviii]

Engineering is a tightly regulated field with differential requirements across 12 provincial/territorial associations. Engineers Canada, which holds no regulatory authority over the profession, is a national umbrella organization of these associations. Canadian codes of engineering practice are often specific to the province or jurisdiction and therefore familiarity with the codes of particular provinces and territories is important in licensure. Due to these different engineering codes and regulatory differences, many issues related to inter-provincial mobility of engineers have arisen, which has led to the

[47] In this order, from largest to smallest top five.

creation of the *Inter-Association Mobility Agreement*. First signed in 1999, then verified in 2004, the agreement, which was developed by Engineers Canada, "allows engineers who are licensed in one jurisdiction in Canada to obtain a full license in another jurisdiction in Canada with relative ease […] while not taking away the autonomy of associations […]".[clxix] However, since final admission to the profession remains at the discretion of the provincial association, engineers trained in Canada are not guaranteed to be able to practice anywhere within the country.

The issue of mobility is even more complex when dealing with international mobility of engineers and IEGs trying to be certified in Canada. Under the Washington Accord (a MRA that *recommends* that graduates of accredited programs in any of the signatory countries be recognized by the other signatory countries as having met the academic requirements for entry to practice engineering), Canada only recognizes a few select countries as having the equivalent of the education and accreditation in engineering. Original signatories of the agreement in 1989 were Australia, Canada, Ireland, New Zealand, United Kingdom and the United States. Later, some non-English speaking countries gained membership: Hong Kong (1995), South Africa (1999), Japan (2005), Singapore (2006), Taiwan (2007) and South Korea (2007). [clxx] Engineers Canada also recently signed its own MRAs with India (provisional), Taiwan, Germany and South Korea.[clxxi]

The regulatory system for engineers continues to present barriers for the foreign-trained, as it "deals with IEGs differently than Canadian-trained applicants"[clxxii]. The credentials gained by those who attended engineering schools in Canada accredited through the Canadian Engineering Accreditation Board (CEAB), automatically meet licensing requirements, while IEGs must have their credentials evaluated and deemed equivalent by regulatory officials before meeting licensing requirements. Furthermore, regulators are concerned with the transferability and relevance of engineering training obtained outside the jurisdiction – and outside of the country. This is expressed in a quote from a regulator concerned about IEGs ability to use skills in the Canadian climate:

> There are extreme temperature swings in Canada; products have to function from –40ºC to +40ºC. These are temperature ranges that most places don't see. Snow loads are another problem. These are different things that when you are doing the design work in other countries, you don't have to worry about.[clxxiii]

One of the major barriers many IEGs face is a lack of knowledge of the regulatory process in Canada. Many IEGs arrive from jurisdictions where graduating as an engineer means they can call themselves professional engineers and practice. When they come to Canada, many think that the process is the same. This misconception may explain why many IEGs do not apply for licensure until well after they arrive in Canada.[clxxiv]

The length of time it takes to be registered varies based on whether the IEG has their academic requirements approved or not. Those who have met academic requirements can

be registered within six months, while those who have not met academic requirements could take up to eight years to gain licensure.[clxxv]

Licensure in Canada requires, among other things, that an engineering graduate have one year of related work experience in their specialty. Finding this work is a larger barrier for IEGs than it is for Canadian graduates, and they get trapped in a "difficult cycle of needing work experience to get their license but needing their P.Eng before an employer will hire them".[clxxvi] Even after obtaining their P.Eng designation, they may face issues finding work because they are seen as overqualified, either because they have more than one degree, or because they have come to Canada as managers in their field.[clxxvii]

In fact, Canadian work experience has been noted as the largest obstacle for foreign-trained engineers. Because of this, the Council for Access to the Profession of Engineering (CAPE) recommends that IEGs not worry about licensure and instead focus on finding work in the engineering field, since they will be gaining the Canadian work experience they need should they wish to seek licensure in the future.[clxxviii] Interestingly, 80% of engineering jobs in Canada do not require professional licensure.[clxxix] Still, employers tend to hire those "individuals who understand the local professional practices and workplace behaviours".[clxxx] Given the choice, they will generally hire those with the P.Eng certification.

At the same time, there is an oversupply of engineers and a need for better communication about employment opportunities for engineers in Canada before immigration.[clxxxi] CIC continues to process IEGs to come to Canada, but a disconnect exists between those IEGs arriving and what the labour market needs are in engineering. There is not a need for engineers in the profession; rather there is a general need for engineers in particular disciplines, locations and occupations.[clxxxii]

In an effort to address some of the barriers faced by IEGs, an HRSDC-funded project, From Consideration to Integration (FC2I), was undertaken by Engineers Canada in 2003. Working with provincial regulators and a steering committee, the goal was to research, develop and improve processes by which IEGs are able "to obtain an engineering licence, without compromising public safety or lowering professional standards, and to find meaningful engineering employment".[clxxxiii] PEO council established the Licensing Process Task Force who also took part in developing the FC2I report. A number of recommendations came out of FC2I, but perhaps more importantly is that the discussions brought different people to the table and there was attitudinal change, which changed the way IEGs are dealt with.[clxxxiv]

One of the major recommendations of the report was that IEGs be issued a provisional license once they have met all the requirements for licensure except the one-year Canadian experience requirement. While the provisional license held promise, it has not met with as much success as was hoped. Employers are reticent to hire IEGs with a provisional license, even when the license provides evidence of all the competencies an employer is looking for.[clxxxv] Other recommendations from FC2I included that everyone

in regulatory bodies takes cross-cultural training, that they reach out more to employers and that they develop engineering specific language benchmarks for IEGs (Level 8).[clxxxvi]

PEO has waived the fees for all IEGs applying for licensure within six months after arrival in Canada.[48] This initiative saves the IEG applicant approximately $300, but the uptake has been low. Only 400 applicants have taken advantage of this initiative, while another 2000 applied during the same period – but too late for waived fees.[clxxxvii] It appears that there is a need for better communication and more support in helping IEGs through the licensure process as early as possible before and after their entry to Canada.

Another step-forward that PEO has taken to address some of the barriers faced by IEGs is the "experience requirement committee interviews" which give applicants the chance to prove their experience and education in an interview, and bypass some of the examinations. Two thirds of those applicants who go through the interview are exempted from technical exams and many, especially those with professional experience, find an interview easier than studying for exams.[clxxxviii] PEO has put more resources into this process to address the long waitlist that used to exist to get an interview. Now, the interview can happen within six weeks of application.[clxxxix]

Because of the large number of IEGs and the high-profile negative press about the barriers IEGs have faced in the past 10 years, much has been done in the profession both within the regulatory bodies and in the community to create change.[cxc] Some of the most successful initiatives have been the establishment of bridging programs for IEGs.

Ontario Association of Certified Engineering Technologists (OACETT) bridging program provides an initial assessment and then refers applicants to one of three different streams of the program; appropriate academic qualifications courses (and exam preparation), language and communications stream and an employment readiness stream with mentoring opportunities.[cxci] Also, SfC offers an Engineering Your Future (EYF) program designed to help IEGs integrate through a series of engineering-specific training modules, counselling, support, mentoring, and job development services. Through these services, IEGs will gain awareness of employment options and how to access them, as well as build critical networks with other professionals.[cxcii]

Toronto's Ryerson University has also recently started offering a program,[49] the IEEQB in the Faculty of Engineering, Architecture and Science to help IEGs meet the academic requirements for P.Eng licensure. The IEEQB is an example of an integrated bridging program that not only allows the IEGs to upgrade education and qualifications, but also to interact and network with other engineering students, learn the professional terminology in the field, access a co-op program that gives them the year of Canadian work experience they need for licensure.[cxciii] IEGs are eligible to receive funding under OSAP while in the program.[cxciv] Further, Ryerson and PEO are working together with engineering faculty to make sure that IEGs can get advanced standing into the

[48] Also applies to Ontario Engineering graduates within six months of graduation as well (Only 30% of Ontario engineering graduates apply for licensure)
[49] In conjunction with PEO

engineering program and that there are seats available in the last two program years to finish/ bridge their degree with the courses they need. If IEGs do 50% of their degree at Ryerson, they can write fewer exams to gain licensure through PEO.[cxcv] [50]

In 1997, the Edmonton Mennonite Centre for Newcomers' (EMCN) developed the Engineering Technologists Integration Program (ETIP). IEGs can access the program for free, and through it, they are granted a provisional license, information on full licensing, assessment, training, and work placement opportunities. The ETIP has experienced over 80% success rate, with graduates becoming employed as technologists, technicians, draftspersons, engineers and designers.[cxcvi] However, the program is expensive to run, as it costs $8,000-$9,000 per client.

HRSDC also supported the University of Manitoba's Internationally Educated Engineer Qualification (IEEQ) Pilot Program. The IEEQ provides a route for IEGs to meet part of the licensing requirements for professional engineering practice in Manitoba through university study. The program also includes professional engineering work experience.[cxcvii] The government of Manitoba, along with the EMCN, are considered some of the most innovative and progressive in terms of FCR and immigrant integration.[cxcviii]

Teaching

The teaching profession in Canada provides an interesting example of the challenges present in a regulated profession where there are labour surpluses. English speaking teachers in most parts of Canada are oversupplied, and yet, a high proportion of immigrants are teachers. One of the major issues in the field is that all new teachers face difficulty accessing jobs in teaching, but those challenges are magnified for internationally educated teachers (IETs) – with less than 30% finding employment.[cxcix]

Teaching in Canada is another self-regulated profession. Teachers are usually required to have a bachelor's degree and a provincial teaching certificate. Each provincial or territorial office assesses the qualifications for IETs and provides licensure to those who meet requirements. None assess foreign qualifications prior to arrival in Canada.[cc] Since 1999, there has been an MRA, in principle, between Canadian provinces and territories. The MRA will be signed by the end of 2008, making it official in April 2009.[cci]

The top five sending countries of IETs to Ontario are Australia, India, New Zealand, Scotland, and England[ccii] – all of which have English education systems. The current surplus of teachers in Ontario is making it hard for all teachers to enter the profession since there are "few English-language job vacancies […] in comparison with new teacher supply. Many of the graduates of 2006, 2005 and 2004, and even some of those from 2003 and 2002, continue to look for their first regular teaching contracts".[cciii]

In Ontario, IETs, or those trained outside of the province, must apply to become members of the Ontario College of Teachers (OCT) in order to be licensed to teach there. OCT

[50] See Ryerson's IEEQB website: http://www.ryerson.ca/feas/ieeqb_program/ for detailed information.

evaluates the credentials of all prospective members to ensure that they meet the standards set in law for all Ontario teachers. With the rising concern for FCR and the challenges faced by IETs, the OCT has been placing less emphasis on "proving" credentials and more emphasis on "assisting" IETs. This has meant developing sound resources about each country's education system and offering counselling sessions to guide IETs with the steps to certification, training, experience or employment.[cciv]

The Ontario Teachers' Federation (OTF) is the advocate for the Ontario teaching profession and 155,000 teachers, who work in all the publicly funded schools in the province at different levels. The OTF tries to influence OCT policy and practice, and is a partner in the Teach in Ontario program.[ccv]

To address some of the barriers to licensure for IETs, including the required 194 days of successful teaching experience, the OCT created Interim Certificates for all applicants who complete a recognized teacher education program outside Ontario and meet certification requirements. These certificates permit all who meet the licensing requirements to begin to work so they can complete the teaching experience requirements needed to obtain permanent certification.[ccvi] This, and other changes in the OCT have helped IETs, but the stagnant market for teachers has made the transition to employment challenging.

A successful initiative to help IETs in Ontario is the Teach in Ontario bridging project. Funded through the Government of Ontario and CIC, and managed through a number of community organizations,[51] the program has been successful in reaching targeted numbers of IETs and working closely with colleges to communicate issues for IETs directly with the college.[ccvii] Teach in Ontario offers an eight-week orientation course as well as information and counselling, occasional teaching workshops, classroom immersion, professional coaching and orientation courses.[ccviii] The Teach in Ontario programs offered require that IETs be registered with OCT.[52]

Teach in Ontario focuses on training IETs about cultural competency and provides opportunities for both mentorship and practical work experience within Ontario classrooms. The classroom immersion component helps to give IETs experience in the Canadian workplace through placement as observers in a classroom for a period of 10 days. IETs can observe the "dynamics, interact with staff and students and learn best practices," as well as teach "with the support and feedback of an experienced teacher".[ccix] The professional coaching component of the program pairs IETs with a practising or retired educator who serves as a professional coach for a six-month period and helps with interview preparation, networking and job search skills and information on teaching in Ontario.[ccx]

In addition to services for IETs, Teach in Ontario also engages with employers and community agencies through presentations and workshops. These highlight the

[51] The following partners: LASI, OCT, OTF, SfC, Windsor Women Working with Immigrant Women (WWWWIM).
[52] Information and Counselling does not require registration.

challenges IETs face in the certification process, and the value that IETs bring to the classroom, the school and the school community at large.[ccxi]

The programs also have language components. In Toronto, the Toronto Catholic District School Board, through SfC, offers a language-upgrading course designed especially for IETs who wish to improve English proficiency in order to teach.[ccxii]

Similar to Teach in Ontario, Simon Fraser University (SFU) developed the Professional Qualification Program (PQP) in 2001 to support qualified teachers from outside of B.C. to qualify to teach in the province. The PQP is a 12-month program of study designed to increase the understanding of the cultural, social, political, theoretical, and practical contexts of education in Canada and B.C. Since the PQPs start, "students have experienced a 90% rate of successful completion in the program with many finding teaching employment".[ccxiii]

Information and Communications Technology (ICT)

Today, over 600,000 people are employed in the ICT sector, representing about 3.6% of all Canadian employment and the sector is experiencing continued growth.[ccxiv] The sector unemployment rate is just over 2%, as compared with the 5.8% general unemployment rate in Canada.[ccxv] In the ICT sector, over 89,000 people are projected to be needed in the next five years, and the labour supply will not be able to keep up with the demand. Although the gap between demand and supply is not precise, it is clear that immigrants and other underrepresented groups are needed to keep the industry alive.[ccxvi] A more comprehensive and updated analysis of occupational supply and demand by region will be released by ICTC in the fall of 2008.

IEPs in the ICT sector have experienced relative success. Until 2001, there was strong demand in the ICT industry and "swift absorption of most recent arrivals" as "employers willingly over-looked perceived deficits in prior training or language ability due to their need for ICT workers".[ccxvii] Today, the sector is again facing skills shortages – technical sales workers, and business analysts.[ccxviii] However, many IEPs trained in ICT are under or unemployed; this mismatch between the IEPs entering Canada and the sector's labour needs is evident.

ICT is an unregulated sector that "encompasses all companies and organizations that develop goods or services that process, transmit or receive information".[ccxix] Within ICT, there are 36 occupations at four different skill levels. The sector is considered critical to Canada's competitive success globally. IEPs are a key source for success, with unique, innovative ideas, practice, experience and networks. While formal credentials are important for some occupations, such as software and computer engineering, Canadian experience and demonstrations of technical competencies, as well as competencies in Canadian workplace culture and the language of Canadian business are more important as job qualifiers for many ICT occupations.[ccxx]

In 1997, the ICT sector contributed $33.8 billion to the Canadian economy, but by late 2000 this amount had increased by 84% to a peak of $62.3 billion. The rate of growth in ICT during this period was significantly larger than for the economy as a whole.[ccxxi] During the mid and late 1990s, the demand for ICT skilled workers was great. CIC responded with the Software Development Worker Pilot Program launched in 1997, which was aiming to fill positions for which there were no qualified people in Canada. In fact, nearly half of immigrants in the ICT field came to Canada in the late 1990s during the high-tech boom.[ccxxii]

A Statistics Canada study on the ICT sector suggests the "1997 policy of making it easier for immigrants seeking computer-related jobs to enter Canada did indeed have the desired effect". [ccxxiii] In fact the number of IEPs was proportionately higher in ICT occupations than in the general workforce, with IEPs making up 47% of software engineers, 40% of computer engineers and 37% of computer programmers. The ICT sector accounted for 6% of GDP in 2000, up from 4% in 1997.

However, in 2001, the ICT sector experienced a major economic downturn, and a number of large corporations in the ICT sector announced layoffs and halted the hiring of new staff. Employment declined dramatically, and has been increasing at a slow but steady pace ever since.

The Information Communications Technology Council (ICTC) is a not-for-profit sector council for ICT dedicated to creating a strong, prepared and highly educated Canadian industry and workforce. ICTC focuses on four main areas: Skills Definition, Labour Market Intelligence, Career Awareness and Professional Development.[ccxxiv] As a sector council, ICTC provides key labour market information and promotes programs and initiatives to address the needs in the sector,[ccxxv] working directly with employers and involving employers in developing, planning and implementing programs and strategies.

According to research conducted by the ICTC, some of the key barriers faced by IEPs trying to gain access to the ICT profession are "lack of information about the labour market prior to immigration, settlement and job search challenges, lack of awareness around workplace culture and communication, challenging systemic employment practices and attitudes, and insufficient support in the workplace".[ccxxvi] These barriers have caused large numbers of Indian ICT professionals to return to India, where their credentials and experience are better recognized and where there are often better opportunities and salaries.[ccxxvii]

One interviewee responded that the Canadian immigration system allows highly skilled immigrants with experience to come to Canada, but by the time they get here, "they have been working at the managerial level for so long that their technical skills are diminished".[ccxxviii] What employers need in Canada are ICT workers with fresh technical skills. When IEPs in ICT are hired in entry-level positions, and their technical expertise is rusty, they are no longer a good match for the job, and at the same time are seen as under qualified for managerial positions. Long immigration processing times defeat the purpose of the selection process.

As part of the ICTC's labour market intelligence research, they have discovered that IEPs have the potential to play a greater role in ensuring a competitive and innovative future. In an attempt to address some of the barriers faced by IEPs, and with funding from the FCR program, ICTC developed the IEP Integration Initiative. Some of its goals include developing a nationally recognized, competency-based assessment and recognition tool for IEPs, creating bridging and mentoring processes to address skills gaps in ICT; and introducing support tools for IEPs, small- and medium-sized businesses and organizations who are working with, or would like to work with, and better integrate IEPs into their workforces.[ccxxix]

Most recently, ICTC has been developing an online competency based self-assessment tool. The goal is to be able to assess 53 general competencies related to business, technical, interpersonal, professional, language and cultural skills in order to help IEPs understand their competencies and where gaps may lie. ICTC is still working on what the best testing method will be.[ccxxx] One of the concerns with competency assessment is how to design an assessment tool that is both general and specific enough.[ccxxxi] That is, how can a system allow an ICT professional, trained on a programming system that may be completely different to ones used in Canada, to demonstrate their competencies, and at the same time be able to distinguish between the narrow range of proficiencies that are truly necessary to start in a job, and what can be established on the job? There is a fine line between setting technical skills requirements that are necessary, and preventing people from getting a job simply because their training and experience are not Canadian.

ICTC has also worked with ACCC on the CIIP project in India, China and the Philippines. By raising awareness about the opportunities and challenges for newcomers in Canada's ICT sector, as well as labour market trends, and support and resources available through ICTC, CIIP helps to better inform and prepare immigrants.

Tourism

The tourism sector employs 1.7 million people who represent 11% of the national labour force in 164,000 business establishments. They work in Accommodations, Food and Beverage, Travel Services, Recreation and Entertainment, and Transportation. Some of these businesses are large corporations, but more than 90% of tourism businesses are small to medium-sized enterprises.[ccxxxii] The sector is one of the most active and unified of the unregulated professions exploring innovative ways to use existing federal and provincial programs to increase the use of (im)migration as a worker recruitment mechanism and to tap the skills of IEPs in Canada through FCR initiatives.

Like the ICTC sector, the tourism sector in Canada faces labour-related supply and demand challenges. Estimates show that by 2010 there will be a shortfall of roughly 300,000 jobs in the sector, and that, in pure growth alone, 30,000 jobs will go unfilled annually.[ccxxxiii] The unemployment rate among many tourism industries has approached or dropped below record lows in nearly every province and territory.[ccxxxiv] One of the industry's main challenges is its reputation for low wages and high-turnover rates.[ccxxxv]

Another challenge in the tourism sector, as in others, is that employers want assurances people can perform in the actual work context and "many employers do not trust 'pieces of paper' that attest to a qualification".[ccxxxvi] They may not understand the credentials, or may be unable to see their relevance to the competency requirements employers need. Competency assessment has thus become a critical part of the tourism sector.

Established in 1993, the Canadian Tourism Human Resources Council (CTHRC) "works on behalf of the 164,000 businesses that make up Canada's vibrant tourism sector".[ccxxxvii] It is a national organization facilitating human resources development activities that support the sector. Part of this is done through *emerit* and other products that assist the industry in attracting, training and retaining its workforce.[ccxxxviii]

The CTHRC has played a pivotal role in FCR. In 2005, CTHRC was selected by HRSDC to develop an FCR system for unregulated professions. As a part of this, selected foreign systems were examined to explore requirements for recognizing foreign credentials as equivalent to CTHRCs credential system. New HRSDC funding was secured in 2007 to continue to advance foreign and domestic credential recognition in the tourism sector and beyond. Part of this work is done working in partnership with credential assessment bodies to harmonize systems and share opportunities. The CTHRC and WES have signed a memorandum of understanding to collaborate and support each other in FCR and skills recognition activities, research and engagement with employers to facilitate skilled immigrant integration.

The CTHRC promotes competency assessments to support labour mobility and address skilled shortages. Under its FCR program, competency and credential assessments are combined to facilitate faster and more effective integration of immigrants in the tourism sector. The CTHRCs certification process rigorously measures applied knowledge and performance for 27 domains, in both English and French, and the system is considered one of the most innovative anywhere.[ccxxxix]

The CTHRC's Ready-to-Work (RTW) program helps employers find and retain skilled workers. The RTW is a national skills development program designed to assist people in transitioning to the workforce. A mix of classroom and on-the-job training provides participants with the skills, knowledge, attitudes and experience required for stable employment in the tourism sector. The RTW program involves recruitment, selection, career planning, pre-employment training (three to eight weeks), employment, mentoring and work-place training.[ccxl]

With the upcoming 2010 Vancouver Olympic and Paralympic Winter Games, the tourism sector (among others), faces increasing demand for labour. One response has been the increased communication and changes in policy of the TFWP. In fact, the tourism industry is "heavily reliant on TFWs", although 80% of employers want TFWs to stay after their temporary contracts end.[ccxli]

In an attempt to share the benefits of migration between sending and receiving communities, the CTHRC has also been working with South Africa on a TFWP specific to the tourism industry to be launched in the near future. The idea is to prepare TFWs for housekeeping and cooking[53] in Canada, while building capacity in migrants' home communities. The program will allow the communities to nominate the migrant to come to Canada and, through centres in the communities, families will learn Internet skills, in order to stay in contact with loved ones abroad. Migrants in Canada will not only have the opportunity to work, but will also be able to access language and training programs, so that upon their return they are better able to invest in their communities and continue their own personal and professional development.[ccxlii]

[53] The NOC system classifies cooking as level B, which would mean that cooks coming under this program as temporary workers would be eligible to apply for permanent residency under the pending CEC.

Recommendations

The following recommendations are the result of comments and suggestions made by the interviewees, and through a synthesis of the themes that emerged in our research. As a result, they are a reflection of the Canadian context, and a desire to improve upon and sustain the practices that exist in Canada. Governments in other jurisdictions are invited to consider these recommendations as they review their own policies and practices.

General

1. The movement of people is no longer only one-way, as individuals are more likely to live, learn and work in several different countries in an era of globalization. Academic exchange programs and bilateral agreements between sending and receiving countries can encourage and support mutual understanding, mutual recognition, and maximize the potential for the benefits of two-way migration. Mutual recognition of academic and professional credentials will have a positive impact, not only on labour mobility between jurisdictions, but also the transfer of knowledge by migrants.

2. Governments should facilitate the processes of immigration, so that migrants are able to become permanent residents as soon as possible, and benefit from all policies and programs offered in receiving countries. Provision should be made for those admitted under temporary programs to apply for and receive permanent residency within a reasonable timeframe.

Credential Assessment

3. Within national jurisdictions, assessment agencies, professional licensing bodies and academic institutions should collaborate to harmonize their requirements and procedures regarding credential assessment, with the goal of facilitating the portability of credential assessment reports. To this end, they can use the tools of the Lisbon Recognition Convention. A first step towards harmonization would be standardizing document verification procedures. This could facilitate the wider acceptance of the authenticity of documents verified by one agency, and would eliminate the need for individuals to re-submit official documents to different agencies. Governments could also assist in this process by facilitating the collection and verification of documents prior to immigration.

4. Governments should play a lead role in making sure that all agencies and institutions that evaluate credentials abide by procedures that are fair, objective and transparent, and that adhere to international standards and best practices. Monitoring should be undertaken by offices autonomous of the government, and which are empowered to conduct regular audits and reviews

Overseas information and services

5. Information should be provided to immigrants and potential immigrants at the earliest stage possible. This information should include the requirements and options for the assessment of credentials, and for employment (and, if necessary licensure) in one's intended occupation. The information should be accessible, comprehensive, and specific to the locality to which the individual is destined.

6. The assessment and recognition of credentials and other skills (such as language) should begin prior to immigrants leaving their home country. Where possible, relevant service providers should offer on-line resources and self-assessment tools to individuals, and professional associations should offer the option to begin the licensing process overseas. When necessary and feasible, individuals should be able to enrol in language, and skills upgrading programs prior to departure. In order to ensure recognition of these programs, they should be offered by or in conjunction with recognized providers in the country of destination.

Training programs

7. Governments need to invest in and provide ongoing support to programs that assist in the training, upgrading of skills, and settlement of immigrants. Programs that assess and upgrade required skills (e.g. Bridging Programs) are particularly helpful. Language training at a level that provides proficiency in workplace communication is essential. Labour market program interventions should be open to all who need them, including the unemployed, the under-employed, temporary workers, and international students.

8. Where temporary migration programs exist, migrants should have access to programs and training in receiving countries that further their knowledge, education and skills, and which facilitate the transfer of knowledge and skills when they return to their home communities. Capacity should be built with sending communities and bilateral agreements should be in place to ensure that migrants' human, labour, and mobility rights are protected.

9. Programs that provide skills upgrading for immigrants should be designed to provide full recognition for education and training already achieved, and to offer programming in modular fashion so the training needed can be offered in a timely manner. Upon completion of such programs, individuals should be provided with a certificate or diploma by the training institution, so that employers will easily recognize the overall skills level that individuals have achieved.

10. Immigrants should be provided with access to low-cost loans so they can access upgrading and training programs. Governments can assist by guaranteeing such loans, as appropriate.

11. In the development and implementation of program interventions to assist in the labour market integration of immigrants, all relevant stakeholders (including community organizations, academic institutions, professional licensing bodies, individual immigrants, and employers) should be involved. Of particular importance is the involvement of employers. In Canada, collaboration among the various levels of government (federal, provincial/territorial, municipal) is of critical importance, given the respective jurisdiction over areas critical to the integration of immigrants.

12. In instances where the process of licensure or academic upgrading is lengthy, consideration should be given to providing employment opportunities in related professions, so that individuals are able to gain related work experience.

Public Education

13. Relevant stakeholders should engage in public education efforts to develop better understanding about the benefits and skills that immigrants bring, and about systems of education outside their own jurisdiction. These efforts should include initiatives to combat racism and discrimination.

14. Programs that bring together immigrants and employers, such as mentoring and internships, provide opportunities for immigrants to build networks and to demonstrate their skills in real workplace situations. These also provide opportunities for systemic change.

15. Training programs for employers should also be considered; focusing on cross cultural understanding and managing in a diverse workplace.

Licensing Bodies

16. Relevant authorities should review their policies and procedures regarding access to professional licensing to ensure that they are objective, fair and transparent. In many cases, legislation and regulations may not need to be changed, but rather interpreted in a manner that reflects the fact that applicants have gained their skills and experience in jurisdictions other than the one in which they wish to practice.

17. In determining the comparability of foreign qualifications for eligibility to practice in a profession, consideration should be given to prior experience on the job, as well as to academic qualifications.

Data collection

18. Relevant stakeholders should collaborate in the timely identification, collection, and sharing of information on immigration, labour market needs, labour market outcomes, migration patterns, and other similar information to help determine,

among other things, immigrant selection criteria, program needs, and program successes.

Endnotes

[i] Li, P. 2001. P. 27
[ii] GCIM. 2005. P. 6
[iii] GCIM. 2005. P. 6
[iv] Hiebert, D. 2006.
[v] Public Service Commission of Canada. 2007.
[vi] HRSDC. 2007.
[vii] HRSDC. 2007.
[viii] CIA. 2008.
[ix] Zietsma, D. 2007. P. 9
[x] HRSDC. 2007.
[xi] McIsaac, E., L. Manea & Z. Nasi. 2005. P. 9
[xii] Reitz, J. 2005. P.12
[xiii] Centre for Research and Information on Canada. 2003. As cited by Owen, T. 2005. P. 8
[xiv] The Pew Research Center for the People and the Press. 2002. P. 43
[xv] Nanos. 2008.
[xvi] CIC. 2007.
[xvii] CIC. 2007.
[xviii] Statistics Canada. 2007a.
[xix] Van Wyak, S. & I. Donaldson. 2006. P. 141
[xx] Canadian Heritage. 2004.
[xxi] Statistics Canada. 2007a.
[xxii] CIC. 2007.
[xxiii] Statistics Canada. 2007b.
[xxiv] Statistics Canada. 2004. P.30
[xxv] Statistics Canada. 2007b.
[xxvi] Zietsma, D. 2007. P. 15
[xxvii] Bloom, M. & M. Grant. 2001. P. 21
[xxviii] Reitz, J. 2001.
[xxix] Zietsma, D. 2007. P.13
[xxx] Interviews. 2008.
[xxxi] McIsaac, E. & B. Birrell. 2006. P. 108
[xxxii] Zietsma, D. 2007. P.13
[xxxiii] Jedwab, J. 2006. P. 99
[xxxiv] Sweetman, A. 2005.
[xxxv] Gilmore, J. & C. Let Petit. 2008. P. 20.
[xxxvi] Interview. 2008.
[xxxvii] Teelucksingh, C. & Galabuzi, G.E. 2005.
[xxxviii] McIsaac, E. & B. Birrell. 2006. P. 110
[xxxix] Statistics Canada. 2003a.
[xl] Li, P. 2003.
[xli] Teelucksingh, C. & Galabuzi, G.E. 2005. P. 4
[xlii] Galabuzi, G.E. 2006.
[xliii] OFC. 2008.
[xliv] Bloom, M. & M. Grant. 2001.
[xlv] Adams, T. L. 2007.
[xlvi] Interview. 2008.
[xlvii] Howlett, K. 2008.
[xlviii] Fernandez, S. 2006. P. 4
[xlix] CICIC. 2008.
[l] Interview. 2008.
[li] Interview. 2008.
[lii] Duncan, D et al. 2008. P. 13

[liii] Skills for Change & The Centre for Research and Education in Human Services. 2001.
[liv] PROMPT. 2007.
[lv] PROMPT. 2007.
[lvi] HRSDC. 2005.
[lvii] Fair Access to Regulated Professions Act, 2006.
[lviii] Fernandez, S. 2006. P. 12
[lix] Duncan, D et al. 2008. P. 12
[lx] Interview. 2008.
[lxi] Interview. 2008.
[lxii] Interview. 2008.
[lxiii] Adamowicz, K. 2004. P. 8
[lxiv] Birrell, B., Hawthorne, L. and S. Richardson. 2006. P. 211
[lxv] CIC. 2007.
[lxvi] Hawthorne, L. 2008. P. 9
[lxvii] Interview. 2008.
[lxviii] ENIC-NARIC. 2008.
[lxix] UNESCO. 2001.
[lxx] Provincial Assessment Committee. 1998.
[lxxi] ORA. n.d.c.
[lxxii] Fernandez, S. 2006. iii
[lxxiii] Fernandez, S. 2006. iii
[lxxiv] Interview. 2008.
[lxxv] Fernandez, S. 2006. P. 7
[lxxvi] Canadian Information and Networking Services. 2008.
[lxxvii] Interview. 2008.
[lxxviii] CIIP. n. d. c.
[lxxix] CIIP. n. d. c
[lxxx] Murray, K. 2007. P. 48.
[lxxxi] Interview. 2008.
[lxxxii] Interview. 2008.
[lxxxiii] Interview. 2008.
[lxxxiv] Duncan, D. et al. 2008. P. 25
[lxxxv] Interview. 2008.
[lxxxvi] Divis, J. n.d.c.
[lxxxvii] CIITE. 2008.
[lxxxviii] Riffell, M. 2006. P. xix
[lxxxix] CIITE. 2008.
[xc] Interview. 2008.
[xci] CIITE. 2008.
[xcii] CIITE. 2008.
[xciii] CIITE. 2008.
[xciv] Interview. 2008.
[xcv] Interview. 2008.
[xcvi] Canada News Centre. 2007.
[xcvii] Interview. 2008.
[xcviii] Interview. 2008.
[xcix] Alboim, N & The Maytree Foundation. 2002. P. 17
[c] OCASI. 2008.
[ci] McIsaac, E. & B. Birrell. 2006. P. 122
[cii] Interview. 2008.
[ciii] Interview. 2008.
[civ] SfC. 2008.
[cv] SfC. 2008
[cvi] Interview. 2008.
[cvii] SfC. 2008

[cviii] Interview. 2008.
[cix] OSAP. 2008.
[cx] McIsaac, E., L. Manea & Z. Nasi. 2005. P. 43
[cxi] McIsaac, E. & B. Birrell. 2006. P. 125
[cxii] McIsaac, E. & B. Birrell. 2006. P. 125
[cxiii] Career Edge Organization. 2007.
[cxiv] Fernandez, S. 2006. P. 3
[cxv] McIsaac, E. & B. Birrell. 2006. P. 126
[cxvi] Fernandez, S. 2006. P.20
[cxvii] McIsaac, E. & B. Birrell. 2006. P. 126
[cxviii] MCI. 2008.
[cxix] Interview. 2008.
[cxx] Kustec, S., E. Thompson & L. Xue. 2007. P.26.
[cxxi] Riffell, M. 2006. P. 4
[cxxii] Lopes, S. & Y. Poisson. 2004. P.5 & 14
[cxxiii] Hendrickson, B. & P. Nordstrom. Presented March 2007.
[cxxiv] CNA. 2005.
[cxxv] CNO. 2008.
[cxxvi] OFC. 2007a. P. 20
[cxxvii] CICIC. 2008.
[cxxviii] Interview. 2008.
[cxxix] CNFS. 2008. P. 12
[cxxx] Blythe, J., Baumann, A., Rheaume, A & K. McIntosh. 2006.
[cxxxi] Interview. 2008.
[cxxxii] Interview. 2008.
[cxxxiii] OFC. 2007a.
[cxxxiv] Interview. 2008.
[cxxxv] CNO. 2008.
[cxxxvi] Bourgeault, I.V. 2007. P. 97
[cxxxvii] Blythe, J., Baumann, A., Rheaume, A & K. McIntosh. 2006. P. 6
[cxxxviii] Interview. 2008.
[cxxxix] OFC. 2007a.
[cxl] Hawthorne, L. 2008.
[cxli] Labonte et al. 2006. P. 73
[cxlii] Ontario Immigration. p. 2
[cxliii] Bourgeault, I V. 2007. P.98
[cxliv] CAN. 2005.
[cxlv] Health Canada, 2005.
[cxlvi] Hawthorne, L. 2007.
[cxlvii] Health Canada. 2007.
[cxlviii] Interview. 2008.
[cxlix] Interview. 2008.
[cl] Interview. 2008.
[cli] OFC. 2007a.
[clii] Interview. 2008.
[cliii] Interview. 2008.
[cliv] CARE. 2008.
[clv] Interview. 2008.
[clvi] Interview. 2008.
[clvii] The G. Raymond Chang School of Continuing Education. 2008.
[clviii] York University. 2008.
[clix] Fernandez, S. 2006. P.2
[clx] Hawthorne, L. 2006. P. 8.
[clxi] Lemay, M. 2007. P. 82.
[clxii] OFC. 2007b. P.4

[clxiii] Interview. 2008.
[clxiv] Interview. 2008.
[clxv] OFC. 2007b. P. 21
[clxvi] Bauder, H. & E. Girard. 2007. P. 3
[clxvii] Lemay, M. 2007.
[clxviii] OFC. 2007b. P. 4
[clxix] CCPE. 2008.
[clxx] International Engineering Alliance. 2007.
[clxxi] OFC. 2007b. P. 19
[clxxii] Bauder, H. & E. Girard. 2007. P. 3
[clxxiii] Bauder, H. & E. Girard. 2007. P. 5
[clxxiv] Interview. 2008.
[clxxv] OFC. 2007b. P. 14
[clxxvi] Lemay, M. 2007. P. 82.
[clxxvii] OFC. 2007b. P. 4
[clxxviii] CAPE. 2007.
[clxxix] CAPE. 2007.
[clxxx] Bauder, H. & E. Girard. 2007. P. 7
[clxxxi] Canadian Labour and Business Centre. 2005. P.13
[clxxxii] Interview. 2008.
[clxxxiii] Engineers Canada. 2008.
[clxxxiv] Interview. 2008.
[clxxxv] Interview. 2008.
[clxxxvi] Interview. 2008.
[clxxxvii] Interview. 2008.
[clxxxviii] Interview. 2008.
[clxxxix] Interview. 2008.
[cxc] Interview. 2008.
[cxci] McIsaac, E. & B. Birrell. 2006. P. 122
[cxcii] SfC. 2008.
[cxciii] Ryerson University. n.d.c
[cxciv] OFC. 2007b. P. 18
[cxcv] Interview. 2008.
[cxcvi] EMCN. n.d.c.
[cxcvii] AUCC. 2006. P. 7
[cxcviii] Interview. 2008.
[cxcix] Interview. 2008.
[cc] CICIC. 2008
[cci] OFC. 2007b. P. 19
[ccii] OFC. 2007b. P. 22
[cciii] OCT. 2007.
[cciv] Interview. 2008.
[ccv] OTF. 2008.
[ccvi] OCT. 2007
[ccvii] Interview. 2008.
[ccviii] Teach in Ontario. 2008.
[ccix] Teach in Ontario. 2008.
[ccx] Interview. 2008.
[ccxi] Teach in Ontario. 2008.
[ccxii] SfC. 2008.
[ccxiii] SFU. 2007.
[ccxiv] ICTC. 2008
[ccxv] ICTC.2008.
[ccxvi] Interview. 2008.
[ccxvii] Hawthorne, L. 2008. P. 21

[ccxviii] Interview. 2008.
[ccxix] ICTC. 2008.
[ccxx] Interview. 2008.
[ccxxi] Bowlby, G. & S. Langlois. 2002.
[ccxxii] Statistics Canada. 2003b.
[ccxxiii] Statistics Canada. 2003b.
[ccxxiv] ICTC. 2008.
[ccxxv] Interview. 2008.
[ccxxvi] ICTC. 2008.
[ccxxvii] Interview. 2008.
[ccxxviii] Interview. 2008.
[ccxxix] ICTC. 2008
[ccxxx] Interview. 2008.
[ccxxxi] Interview. 2008.
[ccxxxii] Interview. 2008.
[ccxxxiii] Interview. 2008.
[ccxxxiv] Conference Board of Canada. 2008.
[ccxxxv] Interview. 2008.
[ccxxxvi] Interview. 2008
[ccxxxvii] CTHRC. 2008
[ccxxxviii] CTHRC. 2008
[ccxxxix] Interview. 2008.
[ccxl] Interview. 2008.
[ccxli] Interview. 2008.
[ccxlii] Interview. 2008.

UNESCO Bibliography

Adamowicz, K. 2004. Developing Integrated Programming for Immigrant Professionals. Final Report from Phase I – Developing a Template for Integrated Bridging Programs for Internationally Educated Professionals. Edmonton Mennonite Centre for Newcomers. Accessed online: http://www.emcn.ab.ca/EMCN_Publications/Developing_Integrated_Programming_for_Immigrant_Professionals.pdf

Adams, T. L. 2007. Professional Regulation in Canada: Past and Present. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Alboim, N., Finnie, R. and R. Meng. 2005. The Discounting of Immigrants' Skills in Canada: Evidence and Policy Recommendations. *Choices,* Immigration and Refugee Policy (IRPP), Vol. 11, no. 2. ISSN 0711-0677

Alboim, N & The Maytree Foundation. 2002. Fulfilling the Promise: Integrating Immigrant Skills into the Canadian Economy. *Caledon Institute of Social Policy*. Accessed online: http://www.innovationstrategy.gc.ca/gol/innovation/site.nsf/vDownload/SectorReports_f/$file/maytree-e.pdf

Association of Universities and Colleges of Canada (AUCC). 2008. Website: http://www.aucc.ca/index_e.html

Association of Universities and Colleges of Canada (AUCC). 2006. Mapping Canadian university capacity, expertise and key issues related to foreign credential recognition for internationally-educated professionals. Final Report. Accessed online: http://www.aucc.ca/_pdf/english/reports/2006/foreign_credentials_report_30_11_06_e.pdf

Bauder, H. & Cameron, E. 2002. Cultural Barriers to Labour Market Integration: Immigrants from South Asia and the former Yugoslavia, *RIIM Working Paper Series*: 03: pg: 1-30.

Bauder, H. & Girard, E. 2007. Barriers Blocking the Integration of Foreign-Trained Immigrant Professionals: Implications for Smaller Communities in Ontario. University of Guelph.

Birrell, B., Hawthorne, L. and S. Richardson. 2006. Evaluation of the General Skilled Migration Categories. Commonwealth of Australia. ISBN 1 920996 01 X

Bloom, M. & M. Grant. 2001. Brain Gain: The Economic Benefits of Recognizing Learning and Learning Credentials in Canada. Conference Board of Canada.

Blythe, J., Baumann, A., Rheaume, A & K. McIntosh. 2006. Internationally Educated Nurses in Ontario:Maximizing the Brain Gain. Number 3. Nursing Health Services Research Unit (NHSRU). McMaster University. Accessed online: http://www.nhsru.com/documents/Series%203%20Internationally%20Educated.pdf

Bourgeault, I V. 2007. Brain Drain, Brain Gain and Brain Waste: Programs Aimed at Integrating and Retaining the Best and Brightest in Health Care. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Bowlby, G. & S. Langlois. 2002. High-tech boom and bust. Perspectives: 3(4). Accessed online: http://www.statcan.ca/english/freepub/75-001-XIE/00402/ar-ar_200204_02_a.html

Canada News Centre. 2007. Canada's New Government and SIAST partner to improve foreign credential recognition. Saskatoon, Saskatchewan. HRSDC. Accessed online: http://news.gc.ca/web/view/en/index.jsp?articleid=278789&

Canadian Association for Prior Learning Assessment (CAPLA). 2007. Canada's Qualification Recognition (QR): Chronology and Milestones. Accessed online: http://www.canadasportfolio.ca/ (in an appendix?)

Canadian Council of Professional Engineers (CCPE). 2008. Website: http://www.engineerscanada.ca/e/index.cfm

Canadian Council of Professional Engineers (CCPE). 2008b. The Engineering International-Education Assessment Program (EIEAP). Website. Accessed online: http://www.engineerscanada.ca/e/imm_education.cfm

Canadian Institute for Recognizing Learning. 2005. In Short Supply: Addressing Labour Shortages in the Tourism Sector through Immigration. A Report Prepared for the Canadian Tourism Human Resource Council by the Canadian Institute for Recognizing Learning. Accessed online: http://www.cthrc.ca/eng/pdf/In_short_supply.pdf

Canadian Heritage. 2004. Canadian Multiculturalism Act: R.S., 1985, c. 24 (4th Supp.). Accessed online: http://www.pch.gc.ca/progs/multi/policy/act_e.cfm

Central Intelligence Agency (CIA). 2008. The World Factbook. Accessed online: https://www.cia.gov/library/publications/the-world-factbook/index.html

Canadian Information and Networking Services. 2008. Website: http://www.canadainfonet.org/home/default.asp?s=1

Canadian Insitute for Health Information (CIHI). 2006. Highlights from the Regulated Workforce in 2005. Accessed online: http://secure.cihi.ca/cihiweb/products/ndb_workforce_highlights_regulated_nursing_canada_2005_e.pdf

Canadian Immigrant Integration Project (CIIP). n.d.c. Association of Canadian Community Colleges (ACCC). Website: http://ciip.accc.ca/

Canadian Labour and Business Centre. 2005. Engagement with Regional Stakeholders on Integrating Internationally-Trained Workers into the Workforce. Report on Five Canadian Roundtables: Fredericton, Hamilton, Victoria, Saskatoon, Windsor.

Canadian Nurses Association (CAN). 2005. Navigating to Become a Nurse in Canada. News Release. Accessed online: http://www.cna-nurses.ca/CNA/news/releases/public_release_e.aspx?id=177

Canadian Restaurant and Foodservices Association. 2006. Help Wanted: The Labour Shortage Crisis and Canada's Foodservice Industry. Accessed online: http://www.crfa.ca/research/reports/pdf/laboursh ortage.pdf

Canadian Tourism Human Resource Council (CTHRC). 2008. Website: http://www.cthrc.ca/eng/

Career Edge Organization. 2007. Career Bridge Comes of Age. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Canadian Information Centre for International Credentials (CICIC). 2008. Website: http://www.cicic.ca/en/index.aspx

Citizenship and Immigration Canada (CIC). 2008. Website: http://www.cic.gc.ca/english/department/index.asp

Citizenship and Immigration Canada (CIC). 2007. 2006 Facts and Figures. Accessed online: http://www.cic.gc.ca/english/resources/statistics/facts2006/index.asp

Colleges Integrating Immigrants to Employment (CIITE). 2008. Website: http://ciite.ca/html/phase2.asp

Conference Board of Canada. 2008. Canada's Tourism Industry: Industrial Outlook. Prepared for the Canadian Tourism Commission (CTC). Accessed online: http://www.corporate.canada.travel/docs/research_and_statistics/trends_and_outlook/industrial_outlook/Industrial_Outlook_Spring_2008_eng.pdf

Consortium national de formation en santé (CNFS). 2008. Discussion Paper: The Recognition of Internationally Educated Francophone Health Professionals.

College of Nurses of Ontario (CNO). 2008. Website: http://www.cno.org/index.html

Couton, P. 2002. Highly Skilled Immigrants: Recent Trends and Issues. ISUMA, Canadian Journal of Policy research, 3(2): 114.

Creating Access to Regulated Employment (CARE). 2008. Centre for Internationally Educated Nurses. Website: http://www.care4nurses.org/about/index.htm

Dawson, L. 2007. Brain Drain, Brain Circulation, Remittances and Development: Prospects for the Caribbean. The Centre for International Governance Innovation: The Caribbean Papers. Accessed online: http://www.cigionline.org/community.igloo?r0=community&r0_script=/scripts/folder/view.script&r0_pathinfo=/{7caf3d23-023d-494b-865b-84d143de9968}/Research/regional/caribbea/publicat/braindra&r0_output=xml

Divis, J. n.d.c. The international labour market: professional recognition of qualifications. Dutch ENIC/NARIC. Accessed online: http://www.unesco.org/education/studyingabroad/highlights/global_forum/presentations/divis.doc

Duncan, D. et. al. 2008. Improving Bridging Programs. Public Policy Forum: Building Better Government.

Edmonton Mennonite Centre for Newcomers (EMCN). n.d.c. Programs for Immigrant Professionals. Accessed online: http://www.emcn.ab.ca/Services/Programs_for_Immigrant_Professionals.pdf

Engineers Canada. 2008. From Consideration to Integration. Website: http://www.engineerscanada.ca/fc2i/e/about_whoweare.cfm#top

ENIC-NARIC. 2008. Canada. Website: http://www.enic-naric.net/index.aspx?c=Canada

Fair Access to Regulated Professions Act, 2006. 2007. S.O. 2006, CHAPTER 31. Accessed online: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_06f31_e.htm#BK0

FC2I Steering Committee. 2004. Phase II, From Consideration to Integration: Recommendations to help integrate International Engineering Graduates into the Canadian engineering profession and workforce. CCPE. Accessed online: http://www.engineerscanada.ca/fc2i/e/documents/FC2IreportEnglish.pdf

FC2I Steering Committee. 2003. Phase I, From Consideration to Integration: An environmental scan of the International Engineering Graduate experience before immigration and once in Canada. CCPE. Accessed online: http://www.engineerscanada.ca/fc2i/e/documents/FC2I_PhaseI_FullReport.pdf

Fernandez, S. 2006. Who Does What in Foreign Credential Recognition: An overview of credentialing programs and services in Canada. The Alliance of Sector Councils (TASC) and The National Visible Minority Council on Labour Force Development (NVMCLFD).

Froy, F. 2006. From Immigration to Integration: Comparing Local Practices. *Local Solutions to Global Change.* Organization for Economic Co-operation and Development.

Galabuzi, G.E. 2006. Canada's Economic Apartheid: The Social Exclusion of Racialized Groups in the New Century. Toronto: Canadian Scholars Press.

Gilmore, J. 2008. The Canadian Immigrant Labour Market in 2007. The Immigrant Labour Force Analysis Series. Statistics Canada. Catalogue no. 71-606-X2008003

Gilmore, J. & C. Le Petit. 2008. The Canadian Immigrant Labour Market in 2007: Analysis by Region of Postsecondary Education. Catalogue no. 71-606-X2008004. Accessed online: http://www.statcan.ca/english/freepub/71-606-XIE/71-606-XIE2008004.pdf

Global Commission on International Migration (GCIM). 2005. Migration in an interconnected world: New directions for action. Report of the Global Commission on International Migration. Switzerland. Accessed online: http://www.gcim.org/attachements/gcim-complete-report-2005.pdf

Government of British Colombia. 2003. Your Roadmap to Recognition Fact Sheets. Ministry of Economic Development. Accessed online: http://www.ecdev.gov.bc.ca/ProgramsAndServices/IQU/factsheets.htm (add to resource list/ key websites)

Hawthorne, L. 2008. The Impact of Economic Selection Policy on Labour Market Outcomes for Degree Qualified Migrants in Canada and Australia. *Choices,* Diversity, Immigration and Integration. Vol. 14, no. 5. Accessed online: http://www.irpp.org/fasttrak/index.htm

Hawthorne, L. 2007. Foreign Credential Recognition and Assessment: An Introduction. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Hawthorne, L. 2006. Labour Market Outcomes for Migrant Professionals: Canada and Australia Compared. Executive Summary, CIC, HRSDC and Statistics Canada.

Health Canada. 2007. About Health Canada: Off-Shore Assessment of Internationally Educated Nurses (IENs). Accessed online: http://www.hc-sc.gc.ca/ahc-asc/media/nr-cp/_2007/2007_174_bk-eng.php

Health Canada. 2005. Backgrounder: Integration of Internationally Trained Health Professionals. Website: http://www.hrsdc.gc.ca/en/cs/comm/hrsd/news/2005/050425bc.shtml

Hendrickson, B. & P. Nordstrom. Presented March 2007. Reducing the Learning Recognition Gap for Internationally Educated Nurses (IENs): Leading Change through

Prior Learning Assessment and Recognition (PLAR), presented at The Chair Academy – Training for Organizational Leaders, Jacksonville, Florida. Accessed online: http://www.mc.maricopa.edu/community/chair/conference/2007/papers/reducing_the_learning_recognition_gap.pdf

Hiebert, D. 2006. Skilled Immigration in Canada: Context, Patterns and Outcomes. Found in Evaluation of the General Skilled Migration Categories, March 2007, edited by B. Birrell, L. Hawthorne & S. Richardson.

Howlett, K. 2008. Premiers sign labour, trade accord. The Globe and Mail. July 17, 2008.

Human Resources and Social Development Canada (HRSDC). 2007. Looking Ahead: A 10-Year Outlook for the Canadian Labour Market (2006-2015). Accessed online: http://www.hrsdc.gc.ca/en/publications_resources/research/categories/labour_market_e/sp_615_10_06/LA06-Supply-29Jan07.pdf

Human Resources and Social Development Canada (HRSDC). 2005. Backgrounder: Foreign Credential Recognition. Accessed online: http://www.hrsdc.gc.ca/en/cs/comm/hrsd/news/2005/050425bb.shtml

Information and Communications Technology Council (ICTC). 2008. Website: http://www.ictc-ctic.ca/en/

International Engineering Alliance. 2007. Website: http://www.washingtonaccord.org/

Jedwab, J. 2006. Canadian Integration: The Elusive Quest for Models and Measures. *Canadian Diversity/é*, issue on 'Integration of Newcomers, International Approaches', Winder 2006, 5:1, edited by U. George.

Kustec, S., E. Thompson & L. Xue. 2007. Foreign Credentials: The Tools for Research. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Labonte et al. 2006. The Brain Drain of Health Professionals from Sub-Saharan Africa to Canada. African Migration and Development Series No. 2. Southern African Migration Project. Accessed online: http://www.queensu.ca/samp/sampresources/samppublications/mad/MAD_2.pdf

Lemay, M. 2007. From Consideration to Integration: Canadian Engineering and International Engineering Graduates. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Li, P. 2003. Destination Canada: Immigration Debates and Issues. Oxford: Oxford University Press.

Li, P. 2001. The Market Worth of Immigrants' Educational Credentials. Canadian Public Policy, Vol. XXVII, No. 1, 2001.

Lopes, S. & Y. Poisson. 2004. Bringing Employers Into the Immigration Debate. Survey and Conference, *Public Policy Forum.*

McGuire, M. 2004. A Report on Issues, Barriers and Best Practices Related to PLAR and the Advancement of Internationally Educated Nurses and Practical Nurses into Professional Nursing Education, Registered Nurse Licensure and Employment. Prepared for the PLAR Research Project at Mount Royal College. Calgary, Alberta. Accessed online: http://wwwacad.mtroyal.ca/plarproject/en/plar/reports/PLAR_issues_barriers_bestpractices_en.pdf

McIsaac, E. & B. Birrell. 2006. Integrating Immigrants in Canada (Ch.2), In From Immigration to Integration: Local Solutions to a Global Challenge. 2006, edited by Organisation for Economic Co-Operation and Development (OECD).

McIsaac, E., L. Manea & Z. Nasi. 2005. Local Integration of Immigrants into the Labour Market. Background Report – Canada. Prepared for the OECD-LEED Programme.

Medical Council of Canada. 2008. Self Administered Evaluating Examination (SAEE). Website. Accessed online: https://www.mcc.ca/SelfAdministered/english/Introduction.html

Ministry of Citizenship and Immigration (MCI) Ontario. 2008. Ontario Public Service (OPS) Internship Program for Internationally Trained Professionals. Accessed online: http://www.citizenship.gov.on.ca/english/working/internship/

Ministry of Health and Long Term Care. 2008. Ontario Continues to Open More Doors for Internationally Trained Doctors: McGuinty Government Takes Next Stps to Help More Families Get Access to Physiscians. News. Accessed online: http://www.health.gov.on.ca/english/media/news_releases/archives/nr_08/jun/nr_20080606.html

Murray, K. 2007. Canadian Immigration Integration Project: A Switch in Time. *Canadian Issues*, issue on 'Foreign Credential Recognition', Spring 2007, edited by L. Hawthorne.

Nanos, N. 2008. Nation Building Through Immigration: Workforce Skills Comes Out on Top. Policy Options. Accessed online: http://www.irpp.org/po/archive/jun08/nanos.pdf

Office of the Fairness Commissioner (OFC). 2008. Annual Report (2007-2008). Accessed online: http://www.fairnesscommissioner.ca/pdfs/ofc_annual_report_2007-2008_english_online.pdf

Office of the Fairness Commissioner (OFC). 2007a. Study of Registration Practices of the College of Nurses of Ontario. Ontario. Accessed online: http://www.fairnesscommissioner.ca/pdfs/college_of_nurses_of_ontario_english.pdf

Office of the Fairness Commissioner (OFC). 2007b. Study of Registration Practices of the Professional Engineers Ontario. Ontario. Accessed online: http://www.fairnesscommissioner.ca/pdfs/professional_engineers_ontario_english.pdf

Office of the Fairness Commissioner (OFC). 2007c. Study of Registration Practices of the Ontario College of Teachers. Ontario. Accessed online: http://www.fairnesscommissioner.ca/pdfs/ontario_college_of_teachers.pdf

Organization for Economic Co-Operation and Development (OECD). 2008. A Profile of Immigrant Populations in the 21st Century: Data from OECD Countries. Accessed online: http://www.oecd.org/document/27/0,3343,en_2649_37415_40110299_1_1_1_37415,00.html

Ontario College of Teachers (OCT). 2007. Transition to Teaching: First through Fifth Year Ontario Teacher Experience in the 2006-2007 School Year. Accessed online: http://www.oct.ca/publications/PDF/transitions07_e.pdf

Ontario Council of Agencies Serving Immigrants (OCASI). 2008. Website: www.ocasi.ca

Ontario Regulators for Access (ORA). n.d.c. Website: http://www.regulators4access.ca/index.htm

Ontario Student Assistance Program (OSAP). 2008. Website: https://osap.gov.on.ca/eng/not_secure/apply_eligibility_12.htm

Ontario Teachers Federation (OTF). 2008. Response of the Ontario Teachers' Federation to the College of Teachers' Consultation on Prior Learning Assessment and Recognition (PLAR). Accessed online: http://www.otffeo.on.ca/en/newsroom/documents/PLAR.pdf

Owen, T. 2005. The Labour Market Experience of Immigrants. World Education Services. Accessed online: http://lifelong.oise.utoronto.ca/papers/pOwenPaper.pdf

Picot, G. & A. Sweetman. 2005. The deteriorating economic welfare of immigrants and possible causes: Update 2005. Statistics Canada, Analytical Branch research paper series. Catalogue no. 11F0019MIE2005262

Policy Roundtable Mobilizing Professions and Trades (PROMPT). 2007. Website: http://www.promptinfo.ca/index.asp

Policy Roundtable Mobilizing Professions and Trades (PROMPT). 2004. In the Public Interest. Accessed online: http://www.promptinfo.ca/Library/Docs/In%20the%20Public%20Interest%20Full.pdf

Provincial Assessment Committee. 1998. Alliance of Credential Evaluation Services of Canada, General Guiding Principles for Good Practice in the Assessment of Foreign Credentials. Accessed online: http://www.canalliance.org/PDFs/GuidingPrinciples.pdf

Public Service Commission of Canada. 2007. Planning for Public Service Renewal. Accessed online: http://www.psc-cfp.gc.ca/abt-aps/rprt/esr-rrd/ch01-eng.htm

Reitz, J. 2005. Tapping Immigrants' Skills: New Directions for Canadian Immigration Policy in the Knowledge Economy. Immigration and Refugee Policy (IRPP) Vol. 11, no. 1. ISSN 0711-0677

Reitz, J. 2003. Immigration and Canadian Nation-Building in the Transition to a Knowledge Economy. University of Toronto. Accessed online: http://www.utoronto.ca/ethnicstudies/Reitz_June2002.pdf

Reitz, J. 2001. Immigrant skill utilization in the Canadian labour market: Implications of human capital research. *Journal of International Migration and Integration.* 2(3): 347-78.

Riffell, M. 2006. Recognizing the Prior Learning of Immigrants to Canada: Moving Towards Consistency and Excellence. Canadian Association for Prior Learning Assessment. ISBN 0-9781782-0-3

Ryerson University. n.d.c. Internationally-Educated Engineers Qualifications Bridging Program (IEEQB). Faculty of Engineering, Architecture and Science. Toronto, ON. Accessed online: http://www.feas.ryerson.ca/ieeqb_program/ieeqb_brochure.pdf ()may go back with addition

Ryerson University Continuing Education. 2008. The Chang School. Website: http://ce-online.ryerson.ca/ce_2008-2009/default.asp?id=1 (may go back)

Samuel, J. 2004. Are there Barriers to Access to Professions and Trades for the Foreign-trained in Ontario? Toronto: Ontario Human Rights Commission.

Shakir, U. 2008. Access to professions & trades in the non-profit sector:
A nightmare or a dream? *Trends & Issues.* HR Council for the Voluntary & Non-profit Sector. Accessed online:
http://atwork.settlement.org/sys/atwork_offsite_frame.asp?anno_id=2007246)

Simon Fraser University (SFU). 2007. PQP Helping Foreign Teachers to Teach in B.C. Accessed online: http://www.educ.sfu.ca/news/pqp.html

Skills for Change & The Centre for Research and Education in Human Services. 2001. Making a Change Together: Access to Professions and Trades for Foreign Trained People in Ontario. Queen's Printer for Ontario, Ministry of Training Colleges and Universities. Accessed online: http://www.skillsforchange.org/library/pdfs/making_a_change_together_2001.pdf

Skills for Change (SfC). 2008. Website: http://www.skillsforchange.org

Statistics Canada. 2007a. Immigration in Canada: A Portrait of the Foreign-born Population, *2006 Census*: Findings. Catalogue no: 97-557-XWE2006001, Accessed online: http://www12.statcan.ca/english/census06/analysis/immcit/index.cfm

Statistics Canada. 2007b. Study: Canada's immigrant labour market. *The Daily*. Accessed online: http://www.statcan.ca/Daily/English/070910/d070910a.htm

Statistics Canada. 2006. Immigration and citizenship, 2006 Census. Catalogue no. 97-557-XIE

Statistics Canada. 2005a. Longitudinal Survey of Immigrants to Canada: A Portrait of Early Settlement Experiences. Catalogue no. 89-614-XIE. Accessed online: http://www.statcan.ca/english/freepub/89-614-XIE/89-614-XIE2005001.pdf

Statistics Canada. 2005b. Population projections of visible minority groups, Canada, provinces and regions. Catalogue no. 91-541-XIE. Accessed online: 2001-2017 http://www.statcan.ca/english/freepub/91-541-XIE/91-541-XIE2005001.pdf

Statistics Canada. 2004. Longitudinal Survey of Immigrants to Canada: Process, Progress and Prospects. Catalogue no. 89-611-XIE. Accessed online: http://www.statcan.ca/english/freepub/89-611-XIE/89-611-XIE2003001.pdf

Statistics Canada. 2003a. Ethnic Diversity Survey: portrait of a multicultural society. Catalogue no. 89-593-XIE, Accessed online: http://dsp-psd.pwgsc.gc.ca/Collection/Statcan/89-593-X/89-593-XIE2003001.pdf

Statistics Canada. 2003b. The Daily: A profile of workers in information technology. Accessed online: http://www.statcan.ca/Daily/English/030724/d030724b.htm

Statistics Canada. 2003c. Longitudinal Survey of Immigrants to Canada: A Regional Perspective of the Labour Market Experiences. Catalogue no. 89-616-XIE, Accessed online: http://www.statcan.ca/english/freepub/89-616-XIE/89-616-XIE2006001.pdf

Sweetman, A. 2005. Canada, In Immigration as Labour Market Strategy: European and North American Perspectives, edited by J. Niessen and Y. Schibel. Brussels: Migration Policy Group. Accessed online: http://www.migpolgroup.com/multiattachments/2547/DocumentName/CanadaImmigrationLabourMarketStrategySweetman.pdf

Teach in Ontario. 2008. Website: http://www.teachinontario.ca/en/whatistio.htm

Teelucksingh, C. & G. E. Galabuzi. 2005. Working Precariously: The impact of race and immigrants status on employment opportunities and outcomes in Canada. Centre for Social Justice, Canadian Race Relations Foundation (CRRF). Accessed online: http://www.labourcouncil.ca/amillionreasons/WorkingPrecariously.pdf

The G. Raymond Chang School of Continuing Education. 2008. Gateway for International Professionals: Bridging Programs. Website: http://ce-online.ryerson.ca/ce_2008-2009/program_sites/program_gateway.asp?id=2675

The Pew Research Center for the People and the Press. 2003. Views of a Changing World. Accessed online: http://people-press.org/reports/pdf/185.pdf

The Pew Research Center for the People and the Press. 2002. What the World Thinks in 2002. Global Attitudes Project. Accessed online: http://pewglobal.org/reports/pdf/165.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2001. Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications (adopted by the Lisbon Recognition Convention Committee at its second meeting, Rīga, 6 June 2001). Accessed online: http://www.cicic.ca/docs/lisboa/recommendation-foreign-qualifications.en.pdf

Van Wyck, S. & I. Donaldson. 2006. Challenges to Diversity: A Canadian Perspective. *Canadian Diversity/é*, issue on 'Integration of Newcomers, International Approaches', Winder 2006, 5:1, edited by U. George.

Winnemore, L. & J. Biles. 2006. Canada's Two-Way Street Integration Model: Not Without Its Stains, Strains and Growing Pains. *Canadian Diversity/é*, issue on 'Integration of Newcomers, International Approaches', Winder 2006, 5:1, edited by U. George.

York University. 2008. Faculty of Health: School of Nursing. Bachelor of Science in Nursing (BScN) Website: http://www.atkinson.yorku.ca/NURS/post.htm

Zietsma, D. 2007. The Canadian Immigrant Labour Market in 2006: First Results from Canada's Labour Force Survey. Statistics Canada. Catalogue no. 71-606-XIE2007001

Appendices

Appendix A – CICIC Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in English in Canada [1]

ACADEMIC QUALIFICATIONS
Knowledge and skills required for enrolment in an educational institution or practice in an occupation. Academic qualifications are usually obtained through formal study in a recognized educational institution and are documented. In the absence of documentation, academic qualifications may be established through prior learning assessment and recognition (PLAR)

ACADEMIC RECORD
A file containing academic information on each student at an institution. It may include such information as a student's program of study, transfer credits awarded, names of credit and non-credit courses completed, course grades and grade-point average, repeated courses, prior learning assessments, disciplinary actions, and appeals.

ACCEPTANCE
The willingness to allow credentials obtained outside a jurisdiction or institution to be used for entry into an educational program of study or occupation, but without the formal or official granting of an equivalency. In some occupations, acceptance takes the form of provisional licensing. The term acceptance is most often used in European Union countries.
See also: Equivalency; Recognition

ACCREDITATION
A process of quality assurance through which accredited status is granted to an educational institution or program of study by responsible authorities. It means that standards of education established by professional authorities have been met. In Canada, individuals and educational institutions are not accredited. The term applies only to educational programs of study. The process usually includes self-assessment by the program under review and on-site visits by qualified, external reviewers from government and/or nongovernmental agencies. Degrees, diplomas, or certificates emanating from non-accredited programs do not have the same status as those issued by accredited programs and may not be recognized at all. A program's accreditation status is normally subject to periodic review and may be withdrawn by relevant professional authorities.

ACCREDITING BODY
The authority that is acknowledged as having the responsibility of granting accreditation to formal education programs. Accrediting bodies can be (but are not necessarily) mandated by legislation or by regulatory bodies and can consist of government representatives, stakeholder representatives, external academic experts, and professional regulatory bodies.

ADMISSION

[1] CICIC. 2008.

An educational institution's or occupational body's formal acceptance of a person to enter a program or occupation.

ADVANCED STANDING
The waiving of the requirement to complete a course or unit of coursework. Formal credit for the waived coursework is not normally given.
See also: Credit Transfer; Transfer Credit (External)

APPLIED DEGREE
An undergraduate degree offered by postsecondary institutions normally requiring four years of full-time study. Degrees are primarily in technology fields, emphasize technical applications, and frequently involve fieldwork or practical training.

APPRENTICESHIP
A workplace-based training program involving in-school studies and supervised on-the-job training, during which the apprentice learns the knowledge, skills, tools, and materials of an occupation. Apprenticeship may be regulated by legislation or custom, according to an oral or written contract that imposes obligations on the apprentice, sponsor, and workplace. Occupations may require a term of apprenticeship as a condition of licensing.

APPROVAL
A process by which a governmental agency or other body establishes basic standards for the review of educational programs. Approval is distinguished from accreditation in that the approval process is generally not a voluntary process, and the standard-setting entity is usually governmental (whereas accreditation bodies may include non-governmental components). [Canadian Nurses Association]

ARTICLING
A one-year period of paid workplace training as part of a formal educational program in law.

ARTICULATION AGREEMENT
An agreement between two institutions that authorizes studies undertaken in specific programs at one institution to be credited toward direct entry into or advanced standing in specific programs at another institution.

ASSESSMENT
The identification and measurement of learning, credentials, and other forms of qualifications required for entry into programs of study or occupations. Assessment may include testing, examinations, or other prescribed activities.

ASSOCIATE DEGREE
An undergraduate degree offered by colleges and university colleges, normally requiring two years of full-time study.

BACHELOR'S DEGREE

An undergraduate degree offered by universities, normally requiring three or four years of full-time study.

BLOCK TRANSFER
The transfer and granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessments.

BRIDGING PROGRAM
A program of study involving courses designed specifically to provide individuals with skills and knowledge required for entry into an occupation or a higher-level educational institution. It supplements learning outside a jurisdiction or at another institution and may consist of workplace training and occupation-specific skills acquisition, as well as language training.

BURSARY
A financial award made to students based on an assessment of financial need.

CALENDAR
A book of rules, regulations, policies, programs, and courses for a specific institution.

CERTIFICATE
A document attesting to the successful completion of an educational course or program that is normally less than four semesters in length. A certificate may also qualify holders for entry into an occupation (e.g., Certificates of Qualification in the skilled trades).
See also: Credential; Diploma

CERTIFICATION
Documented recognition by a governing body that a person has attained occupational proficiency.
Renewal: Certificate holders may be required to undergo periodic renewal procedures involving reassessment, retesting, and/or proof of continuing and upgraded education or training.
Revocation: Certification may be revoked if requirements are not met.

CHALLENGE EXAM
A method of assessment developed by subject matter experts and/or faculty to award credit for previously acquired learning. It measures learning through a variety of written and nonwritten evaluation methods including examinations and demonstrations.
See also: Portfolio; Prior Learning Assessment and Recognition

CLINICAL TRAINING
A period of on-the-job, generally supervised, training included in a professional or vocational qualifying program of study. May be required in addition to academic qualifications for entry into a trade or profession.
See also: Apprenticeship; Internship

COMPETENCY
A measurable skill or set of skills, level of knowledge, and behavioural practices obtained through formal, non-formal, or informal learning; ability to perform occupation-specific tasks and duties.

COMPETENCY ASSESSMENT
Measurement of skills, level of knowledge, and behaviours obtained through formal or non-formal education, work experience, or other means, with the purpose of establishing applicant's possession of requirements for a trade or profession or for a program of study, or to identify training needs. Competency assessment may be in the form of examinations or task-based performance testing.
See also: Assessment; Prior Learning Assessment and Recognition

COMPETENCY-BASED MODULE
Sets of short training sessions that teach discrete associated skills and knowledge that in combination constitute a training program. Used for training and evaluation purposes.

CONTINUING COMPETENCE
The ability over time to integrate and apply the knowledge, skills, judgment, and personal attributes required to practise an occupation safely and ethically. Occupational bodies may require members to verify that they have met continuing competence standards.

COOPERATIVE EDUCATION
Educational programming in which classroom instruction is alternated with semesters of work placement and performance evaluation in workplaces related to the field of study.

COURSE
A single unit of study offered by educational institutions.

COURSE DESCRIPTION
A documented description of a course. It may include learning outcomes, objectives, content, texts and other resources, and student evaluation methods.

CREDENTIAL
Documented evidence of learning based on completion of a recognized program of study, training, work experience, or prior learning assessment. Degrees, diplomas, certificates, and licences are examples.
See also: Certificate; Diploma

CREDENTIALING
Pertaining to the recognition of qualifications through the issuance of formal documentation.

CREDIT

A unit of recognition indicating successful completion of study, training, or a defined competency as documented in an academic record.

CREDIT TRANSFER
Acceptance or recognition of credits by a host institution from another institution within or outside the jurisdiction.
See also: Advanced Standing; Transfer Credit (External)

CRITERION
An objective and measurable indicator relating to skill level, knowledge, and/or competency. Most often standards refer to a set of criteria and required levels.

CURRENCY
The period of time during which something is valid, accepted, or in force.

CURRICULUM
List of subjects composing a structured training and/or education program organized into a course, courses, or work experiences which develop the knowledge, skills, and abilities of learners.The curriculum has an implicit or explicit set of goals and objectives with respect to learning outcomes.

DACUM
An acronym for Developing a Curriculum, a model used in competency-based training for developing learning activities that generate specific skills required by an occupation.

DEGREE
A title awarded by a university or other authorized academic institution for successful completion of a program of academic study.

DESIGNATION
Term used to select or denote educational institutions, programs, or courses of study according to set criteria of eligibility (e.g., for student financial assistance programs, certain designated institutions are accessible to students for financial aid purposes). This term also sometimes refers to restricted occupational titles. In the context of apprenticeship, designation refers to a trade that has been formally recognized through provincial/territorial legislation for apprenticeship training and certification.

DIPLOMA
Title awarded upon or document attesting to the successful completion of a program of postsecondary academic and/or vocational training and education. (Ontario: Document of recognition awarded by a board of governors of a College of Applied Arts and Technology to a student who has completed an approved program of at least four semesters' duration or the equivalent.)
See also: Certificate; Credential

DIPLOMA SUPPLEMENT

A document produced by national institutions in European countries that is appended to credentials and that provides a description of the nature, level, context, content, and status of studies pursued and successfully completed by an individual. Attached to the diploma supplement is a description of the national higher education system within which the individual named on the original qualification graduated.

DISCIPLINE
A grouping of several related fields of study that forms the basis for organizing educational programs.

DOCTORATE
A graduate degree that is one level higher than a master's degree.

E-LEARNING
Distance learning conducted through the Internet.

ENTRANCE REQUIREMENTS
A set of criteria stipulating education and other types of training or experience for eligibility to enter an educational program or occupation. May include minimal levels of achievement and/or scores on examinations.

EQUIVALENCY
A term used to describe and/or determine a relationship of parity between one system, jurisdiction, or institution and another with respect to the value and significance of courses, diplomas, certificates, licences, and/or degrees. Ideally, these relationships are mutual so that holders of equivalent credentials are treated in the same way by institutions and occupations.
See also: Acceptance; Recognition

EVALUATION
See Assessment.

EXEMPTION
The waiving of specific courses as requirements for completion of a formal program of study based on an assessment of prior studies or prior learning through work or other life experience. Exemptions are granted on a case-by-case basis and result in advanced standing. Students may be required to replace exempted courses with alternatives.

EXPERIENTIAL LEARNING
Learning acquired through doing. Can be acquired in formal and non-formal education programs or through informal work and life experience.

FORMAL LEARNING
Learning acquired in educational institutions.

GRADUATE STUDIES

Studies normally taken following an undergraduate degree (most often a master's or doctoral degree).

INFORMAL LEARNING
Learning acquired through work and life experience, using unstructured methods and settings.

INTERNSHIP
A supplementary period of practical, supervised, on-the-job training designed to give practitioners the required skills and knowledge for entry into a trade or profession. An intern is an advanced student or recent graduate in a professional field who is getting practical experience under the supervision of experienced workers.

JOINT PROGRAM
An educational program developed and delivered by two educational institutions and resulting in credits being awarded by both institutions. It can also refer to an educational program developed and delivered by two different areas within the same institution.

LANGUAGE REQUIREMENT
Stipulated requirement for applicants to demonstrate oral and/or written language skills and general comprehension prior to entry into an educational institution or a trade or profession. Minimum standards may be set by the institution, trade, or profession, and may include trade- or profession-specific comprehension skills.

LANGUAGE TESTING
Process of determining oral and written language skills, as well as general comprehension, based on achievement scores in a written and/or oral examination. Sometimes used as part of certification process or for entry into an academic institution or for membership in a trade/professional body.

LEARNING OUTCOME
A statement of what a person knows and can do as a result of learning. It is often used in connection with academic courses and programs and can also be used to describe knowledge and skills acquired through work and life experiences.

LETTER OF PERMISSION
A letter issued to a student by a postsecondary institution stating that credit for a course taken at another institution will be granted upon receipt of a transcript confirming successful completion of the course.

LICENCE
A document used by some trades and professions to signify that the licence-holder meets competency and other requirements and is entitled to practise. Although generally used within a regulatory system prohibiting practice without a licence, there are occupations for which licensing is voluntary. Licences may also be granted to services and facilities (as in a licensed day-care facility).

LICENSING BODY
An authority charged with the exclusive right to determine eligibility for and to issue licences in a specific occupation or set of occupations. Licensing bodies set the minimum standards of practice for many professions.
See also: Regulatory Agency; Right to title

LICENSURE
Mandatory procedures for determining licence eligibility, granting licences, and protecting the public regarding licensed occupations.

LIFELONG LEARNING
All learning that is acquired throughout a person's life, including formal, non-formal, and informal learning.

MAINTENANCE
The process of renewing standards, updating curricula, and upgrading professional/ occupational development of certificate and licence holders for the purposes of keeping their professional and occupational practice and standards current.

MASTER'S DEGREE
A graduate degree offered by universities. It normally follows an undergraduate degree and takes one to two years of full-time study.

MENTORSHIP
A service associated with educational programs and licensing/registration processes, through which individuals obtain ongoing advice and assistance from persons experienced in their field of study or occupation.

MOBILITY
The extent to which a worker is able to move freely from one jurisdiction to another and to gain entry into an academic institution or occupation without undue obstacles or hindrances.

NON-FORMAL LEARNING
Learning acquired in structured programs outside formal educational institutions.

OCCUPATION
A group of related job activities consisting of sets of knowledge, skills, and related tasks.
See also: Profession; Trade

OCCUPATIONAL STANDARDS
Identification of relevant tasks, knowledge and/or skills, and performance levels associated with a particular occupation. Benchmarks for skills and knowledge against which the practice of an occupation is measured. Generally established by the regulatory body governing the occupation.

PLACEMENT RECOMMENDATION
Judgment made regarding an applicant's appropriate level within an educational institution and based on an evaluation and assessment of prior credentials. Does not constitute formal equivalency or recognition.

PORTABILITY
The condition of transferability and recognition of a credential between one jurisdiction or institution and another. (Also called TRANSFERABILITY)

PORTFOLIO
Formally presented documentation and other supporting evidence that demonstrates and provides validation of learning achieved from prior experience and that articulates the learning toward course or program requirements.
See also: Challenge Exam; Prior Learning Assessment and Recognition

POSTGRADUATE STUDIES
Studies normally taken following completion of the highest-level credential available in a field of study (e.g., postdoctoral).

POSTSECONDARY EDUCATION
Formal education at a higher level than secondary school.

PRACTICUM
A unit of work undertaken by a student that involves the practical application of previously studied theory and the collection of data for future theoretical interpretation.

PREREQUISITE
A course that must be completed before a more advanced course can be taken.

PRIOR LEARNING ASSESSMENT AND RECOGNITION
Identification and measurement of skills and knowledge acquired outside formal educational institutions. Assessments are most often used to grant academic credit or determine eligibility to practise a trade or profession. Recognition is based on an assessment of skills and knowledge obtained through work and other life experiences. Prior Learning Assessment and Recognition may also include determination of future goals and individual training needs.
See also: Challenge Exam; Portfolio

PROFESSION
An occupation that typically requires a bachelor's degree and in some cases a period of postgraduate study. Professions are normally self-regulating, with members adhering to a code of ethics and standards. However, profession and professional have a wide variety of more common usages that include semi-professional and technical occupations as well as creative and performing arts occupations.
See also: Occupation; Trade

PROFESSIONAL ASSOCIATION/ ORGANIZATION
A body in which membership is based on common occupational interests. Membership is voluntary in some professional bodies and mandatory in others. Activities range from advocacy on behalf of members to formal regulatory responsibilities. Activities generally include the protection of their members' interests, hosting conferences and meetings, information dissemination, professional development and training, and publishing. Membership may imply adherence to a code of professional conduct and discipline.

PROFESSIONAL DEVELOPMENT
Studies completed by individuals to enhance knowledge and skills in their fields of practice.

PROGRAM
An integrated group of courses or learning activities in a particular field of study, completion of which leads to an academic credential.

PROVISIONAL LICENCE
A licence that permits practice in an occupation on a temporary basis. It may contain restrictions on the practice or conditions that must be met for the holder to qualify for a permanent licence.

QUALIFICATION
Possession of knowledge, skills, and experience for entry to an educational program or practice in an occupation.

QUALITY ASSURANCE/QUALITY ASSESSMENT/QUALITY CONTROL
Planned and systematic review process of an institution or program to determine that acceptable standards of education, scholarship, and infrastructure are being met. Some regulatory bodies also have structured quality assurance or continuing competency programs.

RECOGNITION
Formal acceptance of a student's knowledge, skills, or former academic studies and the granting of advanced standing or credit. May also apply to formal acceptance of an educational institution by another institution or public authority.
See also: Acceptance; Equivalency

RED SEAL TRADES
Trades for which common interprovincial standards have been established, allowing opportunity of portability of credentials as related to the designated trades. These trades are designated by the Interprovincial Standards Program under the authority of the Canadian Council of Directors of Apprenticeship, the body which is also responsible for setting standards in the trades. A nationally registered trademark symbol adopted for the Interprovincial Standards Program to signify interprovincial qualification of tradespersons at the journeyperson level, the Red Seal is a passport that exempts the

holder from further examinations, when moving between participating provinces and territories.

REGISTRATION
Formal entry following admission into an educational institution; acceptance into a professional body in compliance with regulations governing the profession.

REGULATION
Governance of a trade or profession with regard to entry requirements, occupational standards and ethics, credentials, licensure, discipline, professional development, continuing competence, compliance with legislative provisions, portability, etc.

REGULATORY AGENCY
An organization that has legislated authority to carry out the governing legislation of a profession.

RESERVED TITLE
Occupational title not required for practice of a trade or profession or certain parts of a trade or profession, but available to individuals who can satisfy the regulating body that they have achieved a certain skill level, and can be used only by individuals who are members of the regulatory body. Offered as evidence that the regulating body has scrutinized the practitioner's credentials, that the practitioner has satisfied the standards set by the regulating body, and that he/she agrees to uphold the standards maintained in the profession or trade.

RESIDENCY
A specific amount of time that must be spent or number of courses or credits that must be completed by a student at a specific institution in order to receive his or her credential.

REVOCATION
Cancellation of a certificate or licence or withdrawal of permission to offer an educational program. Certificate or licence holders may be subject to disciplinary measures by the issuing body, including cancellation of the certificate or licence. Permission to offer an educational program may be withdrawn if the institution no longer meets the faculty or program requirements set by the program's accrediting body.

RIGHT TO TITLE
A provision in legislation that authorizes use of a professional title.
See also: Reserved title; Licensing Body

SCHOLARSHIP
A financial award made to students based on an assessment of academic performance and other education-related activities (e.g., participation in community or volunteer activities).

SKILL

Ability to perform a task or set of tasks, as acquired through formal or informal education and/or training, work and life experience, or other means; identifiable in an occupation specific context, and measurable through a variety of instruments.

SKILL LEVEL
The amount and type of education and training required to enter and perform the duties of an occupation, taking into account as well the type of experience required to practise the profession or occupation, considering its complexity and its responsibilities.

STANDARD
The desirable and achievable level of performance for tasks, knowledge, and skills required for entry into an educational institution or admission to a trade or profession.

STANDARD SETTING
The process of identifying the pertinent tasks, knowledge, and skills within an educational program, profession, or trade and establishing the required performance levels.

STANDARDIZED TESTING
Measurements designed to assess knowledge and skills, and intended to be applied on a uniform basis, for the purpose of entry into a trade or profession. A set of questions or exercises is administered to an individual, measuring his/her performance and comparing it to that of a large group of individuals for the purpose of evaluating the individual's degree of learning, knowledge, skills, or competencies. Standardized testing may be used to measure success in an academic or training program or qualifications to enter a trade or profession.

SUBSTANTIAL EQUIVALENCY
Comparability in program content and educational experience. It implies reasonable confidence that individuals possess the academic competencies needed to enter a program of study or begin professional practice at the entry level.

SYLLABUS
A written description of a program of study and its courses.

TECHPREP
A program of study developed by the education sector in partnership with the private sector that begins in high school, continues at a postsecondary institution, and culminates in a credential in a vocational occupation. It may also link a community college program to a four-year college/university or apprenticeship program.

TRADE
Occupations generally regarded as requiring one to three years of postsecondary education at a community college or university; or two to four years of apprenticeship training; or two to three years of on-the-job-training, or a combination of these requirements. A licence/certificate may be required to practise the trade.

See also : Occupation ; Profession

TRANSCRIPT
The official document or record of a student's enrolment, progress, and achievement within an education institution. The transcript identifies courses taken (title and course number), credits and grades achieved, and credentials earned.

TRANSFER CREDIT (EXTERNAL)
Advanced standing for individual courses awarded on the basis of successful completion of courses at another educational institution.
See also : Advanced Standing ; Credit Transfer

TRANSFERABILITY
See Portability.

TRANSNATIONAL EDUCATION
All types of educational courses, programs, or services in which the learners are located in a country different from the one where the awarding institution is based.

UNDERGRADUATE STUDIES
First level of studies at a university (bachelor's degree program).

VALIDATION
Sometimes used interchangeably with ?verification,? ?certification,? and ?recognition.? Also used to indicate bona fide origins of documented credentials. Another use of the term refers to validity of standards in the sense of ?credibility.? Validation is the stage of development of standards during which they are subjected to scrutiny to assess the validity of their content or the confirmation by a larger group of knowledgeable individuals that the tasks, sub-tasks, and enabling objectives of an occupational analysis, which was developed by a skilled group of practitioners, are representative and reflect actual occupational requirements.

VERIFICATION
Confirmation of credentials.

VOCATIONAL QUALIFICATIONS
Credentials related to formal training courses and/or practical, on-the-job preparation for entry into a trade.

Appendix B – UNESCO Interview Participants, By Organization / Affiliation

Alliance of Credential Evaluation Services of Canada (ACESC)
Canadian Council of Professional Engineers (CCPE)
Canadian Information Centre for International Credentials (CICIC)
Canadian Tourism Human Resources Council (CTHRC)
Chang School, Ryerson University
Citizenship and Immigration Canada (CIC), FCR
Colleges Integrating Immigrants to Employment (CIITE)
College of Nurses of Ontario (CNO)
College of Physiotherapists of Ontario
Foreign Credential Referral Office (FCRO)
Human Resources and Social Development Canada (HRSDC)
Information Communications Technology Council (ICTC)
Local Agencies Serving Immigrants (LASI)
Maytree Foundation
Ministry of Citizenship and Immigration (MCI)
Ontario College of Teachers (OCT)
Office of the Fairness Commissioner (OFC)
Professional Engineers Ontario (PEO)
Skills for Change (SfC)
Toronto Region Immigrant Employment Council (TRIEC)

Appendix C – Glossary of Acronyms

AAAC – Association of Accrediting Agencies of Canada
ACAS – Academic Credentials Assessment Service Manitoba
ACCC – Association of Canadian Community Colleges
ACESC – Alliance of Credential Evaluation Services of Canada
AIT – Agreement of Internal Trade
APT – Access to Professions and Trades
AUCC – Association of Universities and Colleges of Canada
B.C. – British Columbia
CAPLA – Canadian Association of Prior Learning Assessment
CAN – Canadian Nurses Association
CAPE – Council for Access to the Profession of Engineering
CCPE – Canadian Council of Professional Engineers
CEAB –Canadian Engineering Accreditation Board
CEC – Canadian Experience Class
CEFAHQ – Centre d'expertise sur les formations acquises hors du Québec
CELBAN – Canadian English Language Benchmarks Assessment for Nurses
CES – Comparative Education Service
CIC – Citizenship and Immigration Canada
CICIC – Canadian Information Centre for International Credentials
CIIP – Canadian Immigration Integration Project
CIITE – Colleges Integrating Immigrants to Employment
CMEC – Council of Ministers of Education, Canada
CNO – College of Nurses of Ontario
COU – Council of Ontario Universities
CPNRE – Canadian Practical Nurse Registration Examination
CRNE – Canadian Registered Nurse Examination
CRTO – The College of Respiratory Therapists of Ontario
CTHRC – Canadian Tourism Human Resources Council
EI – Employment Insurance
EIEAP – The Engineering International-Education Assessment Program
ELT – Enhanced Language Training Program
EMCN – Edmonton Mennonite Centre for Newcomers'
ENIC-NARIC – European Network of Information Centres and National Academic Recognition Information Centres
ETIP – Engineering Technologists Integration Program
FCR – Foreign Credential Recognition
FCRO – Foreign Credential Referral Office
FC2I – From Consideration to Integration
FSWP – Federal Skilled Worker Program
HRSDC – Human Resources and Social Development Canada
ICAS – International Credential Assessment Service of Canada
ICES – International Credential Evaluation Service
ICN – International Council of Nurses
ICT – Information and Communications Technology

ICTC – Information Communications Technology Council
IEEQ – Internationally Educated Engineer Qualification
IEEQB – Internationally-Educated Engineers Qualifications Bridging Program
IEGs – International Engineering Graduates
IEHPI – Internationally Educated Health Professionals Initiative
IENs – Internationally Educated Nurses
IEN-DP – Diagnostic for the National Assessment of International Nurse Applicants Project
IEP – Internationally Educated Professionals
IIP – Individual Integration Plan
IQAS – International Qualifications Assessment Services
IRPA – Immigration and Refugee Protection Act
IT – Information and Technology
ITP – Internationally Trained Professionals
ITWI – Internationally Trained Workers Initiative
LASI – Local Agencies Serving Immigrants
LCP – Live-n Caregiver Program
LINC – Language Instruction for Newcomers to Canada
LSIC – Longitudinal Survey of Immigrants to Canada
MCI – Ministry of Citizenship and Immigration
MOU – Memorandum of Understanding
MRA – Mutual Recognition Agreement
NGO – Non-Governmental Organization
NOC – National Occupational Classification
OACETT – Ontario Association of Certified Engineering Technologists
OCASI – Ontario Council of Agencies Serving Immigrants
OCT – Ontario College of Teachers
ONAPT – Ontario Network for Access to Professions and Trades
OPS – Ontario Public Service
ORA – Ontario Regulators for Access
OSCE – Objective Structured Clinical Examination
OTF – The Ontario Teachers' Federation
PEO – Professional Engineers Ontario
P.Eng – Professional Engineer
PGWP – Post-Graduate Work Permit
PLAR – Prior Learning Assessment and Recognition
POE – Preliminary Online Equivalency
PNP – Provincial Nominee Program
PQP – Professional Qualifications Program
PROMPT – Policy Roundtable Mobilizing Professions and Trades
REE – Record of Education and Experience
RN – Registered Nurse
RNFIL – Recognition of Non-Formal and Informal Learning
RPN – Registered Practical Nurse
RTW – Ready-to-Work
SAEE – Self-Administered Evaluating Examination

SfC – Skills for Change
SFU – Simon Fraser University
SUFA – Social Union Framework Agreement
TASC – The Alliance of Sector Councils
TCSA – Toronto City Summit Alliance
TFW – Temporary Foreign Worker
TFWP – Temporary Foreign Worker Program
TMV – Toronto, Montreal and Vancouver
TRIEC – Toronto Region Immigrant Employment Council
WES – World Education Services

Appendix D – Immigration Categories in Canada (2007 Data)

Canada – Permanent Residents by Category	2007
Spouses and partners	44,891
Fiancé(e)s	7
Sons and daughters	3,338
Parents and grandparents	15,814
Others	2,180
Family class	**66,230**
Skilled workers – principal applicants	41,253
Skilled workers– spouses and dependants	56,604
Entrepreneurs – principal applicants	581
Entrepreneurs – spouses and dependants	1,579
Self-employed – principal applicants	203
Self-employed – spouses and dependants	373
Investors – principal applicants	2,024
Investors – spouses and dependants	5,419
Provincial/territorial nominees– principal applicants	6,329
Provincial/territorial nominees– spouses and dependants	10,766
Live-in caregivers– principal applicants	3,433
Live-in caregivers– spouses and dependants	2,684
Economic immigrants	**131,248**
Government-assisted refugees	7,574
Privately sponsored refugees	3,588
Refugees landed in Canada	11,700
Refugee dependants	5,094
Refugees	**27,956**
Other immigrants	**11,323**
Total	**236,758**

Canada –Temporary Foreign Workers and Foreign Students	2007
Foreign Workers	**165,198**
Foreign Students	**74,009**

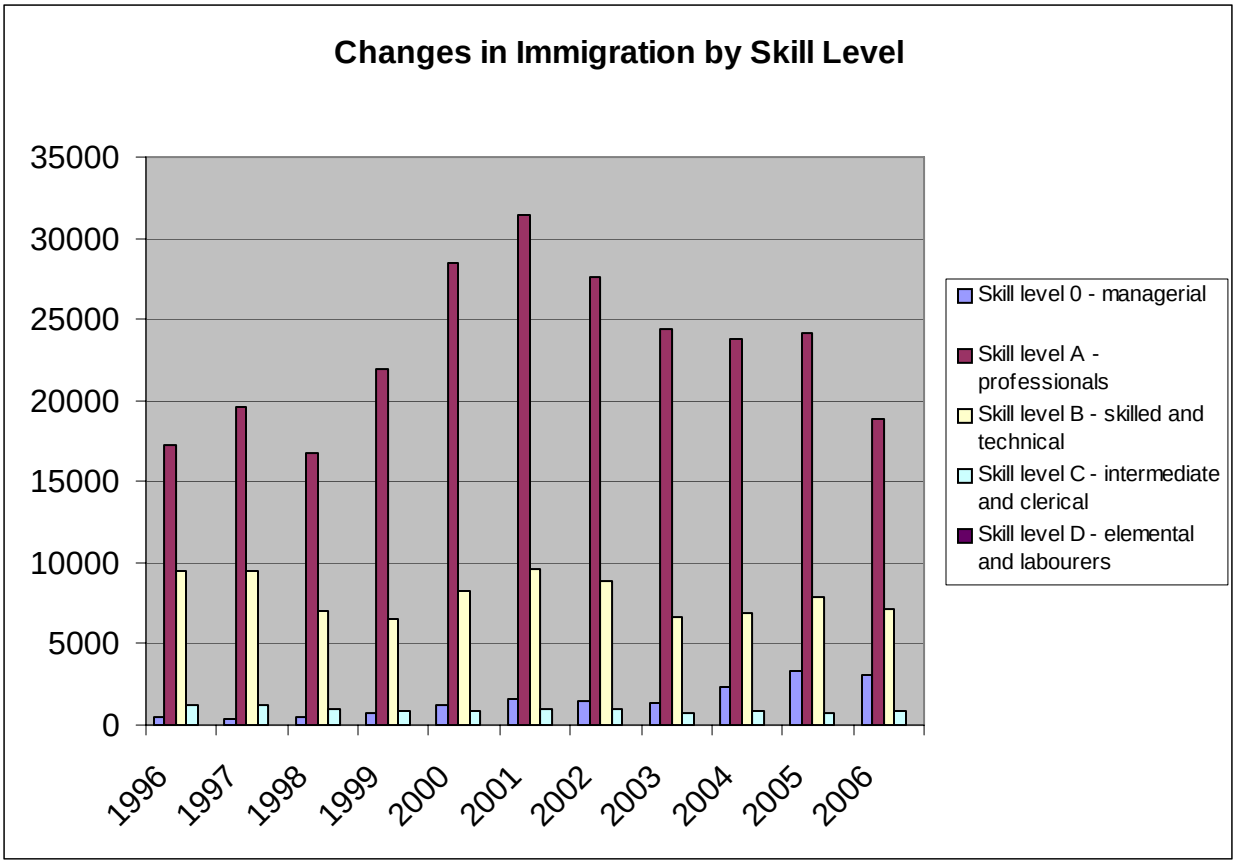
Source: CIC Facts and Figures, 2007

Appendix E – Selection Criteria for the Federal Skilled Worker Program (FSWP)

Education	Maximum 25 points
Ability in English and/or French	Maximum 24 points
Experience	Maximum 21 points
Age	Maximum 10 points
Arranged employment in Canada	Maximum 10 points
Adaptability	Maximum 10 points
Total	Maximum 100 points
Pass mark	67 points

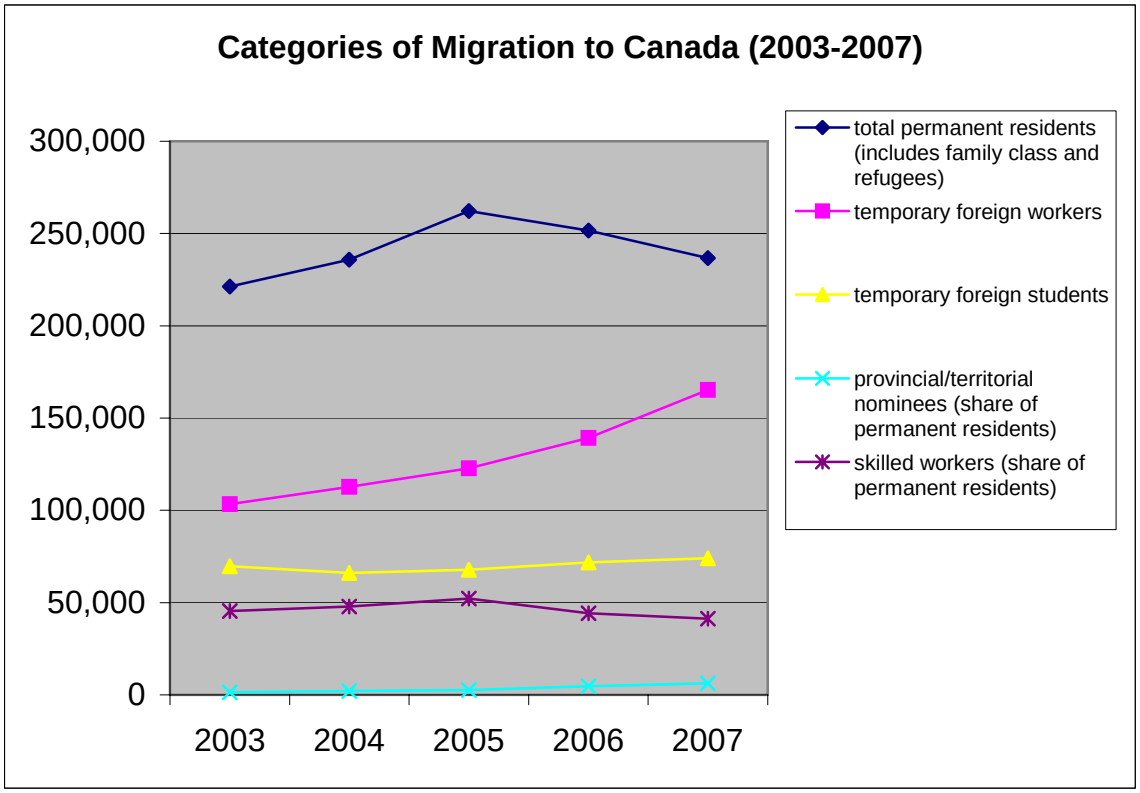
CIC, 2008, http://www.cic.gc.ca/english/immigrate/skilled/apply-factors.asp

Appendix F – Changes in Immigration by Skill Level, 1996-2006



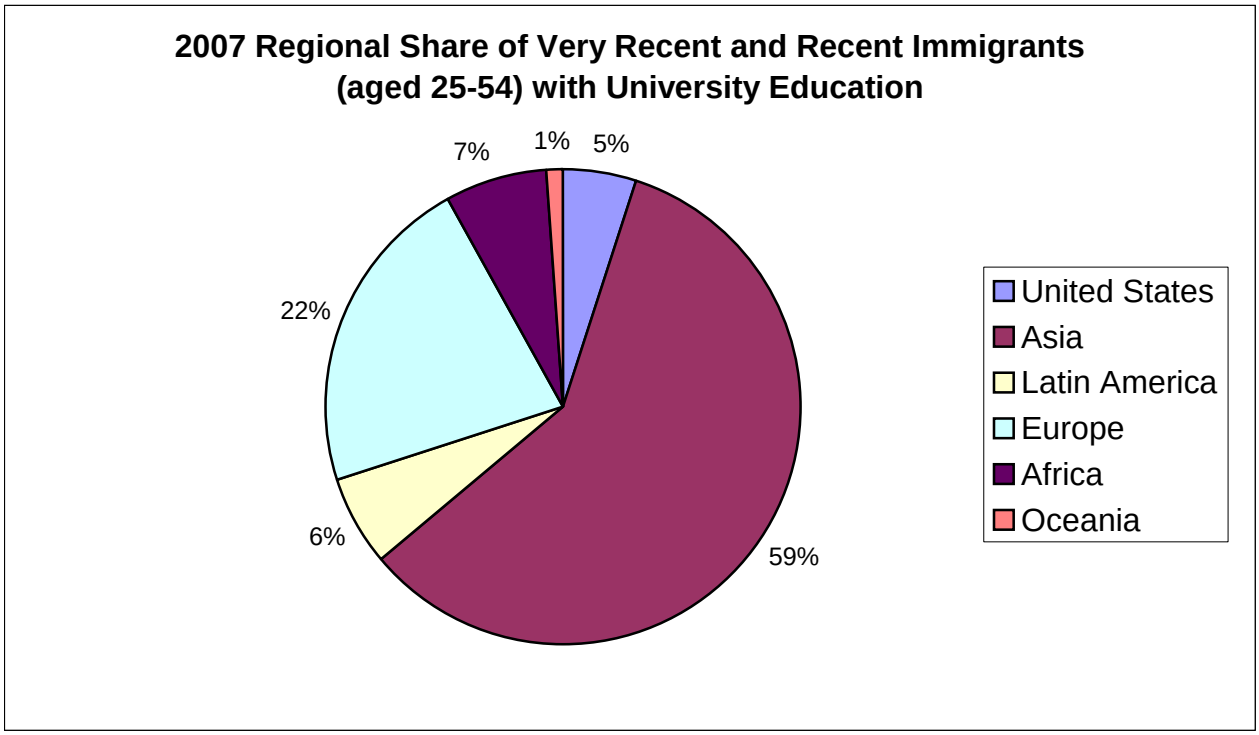
Source: CIC Facts and Figures, 2006

Appendix G – Categories of Migration to Canada, 2003-2007



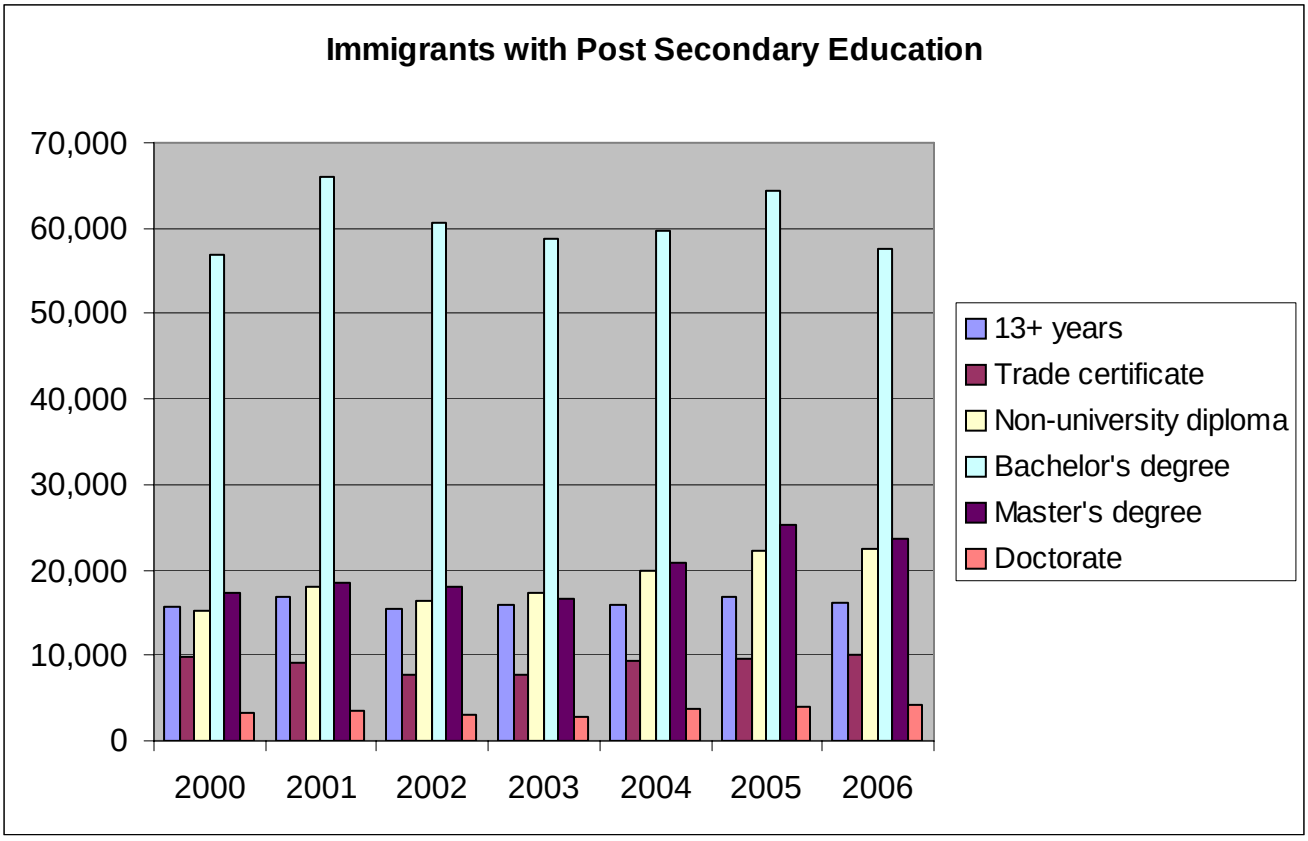
Source: CIC Facts and Figures, 2007

Appendix H – 2007 Regional Share of Very Recent and Recent Immigrants (aged 25-54) with University Education and Breakdown of Post-Secondary Education of Immigrants (2000-2006)[2]



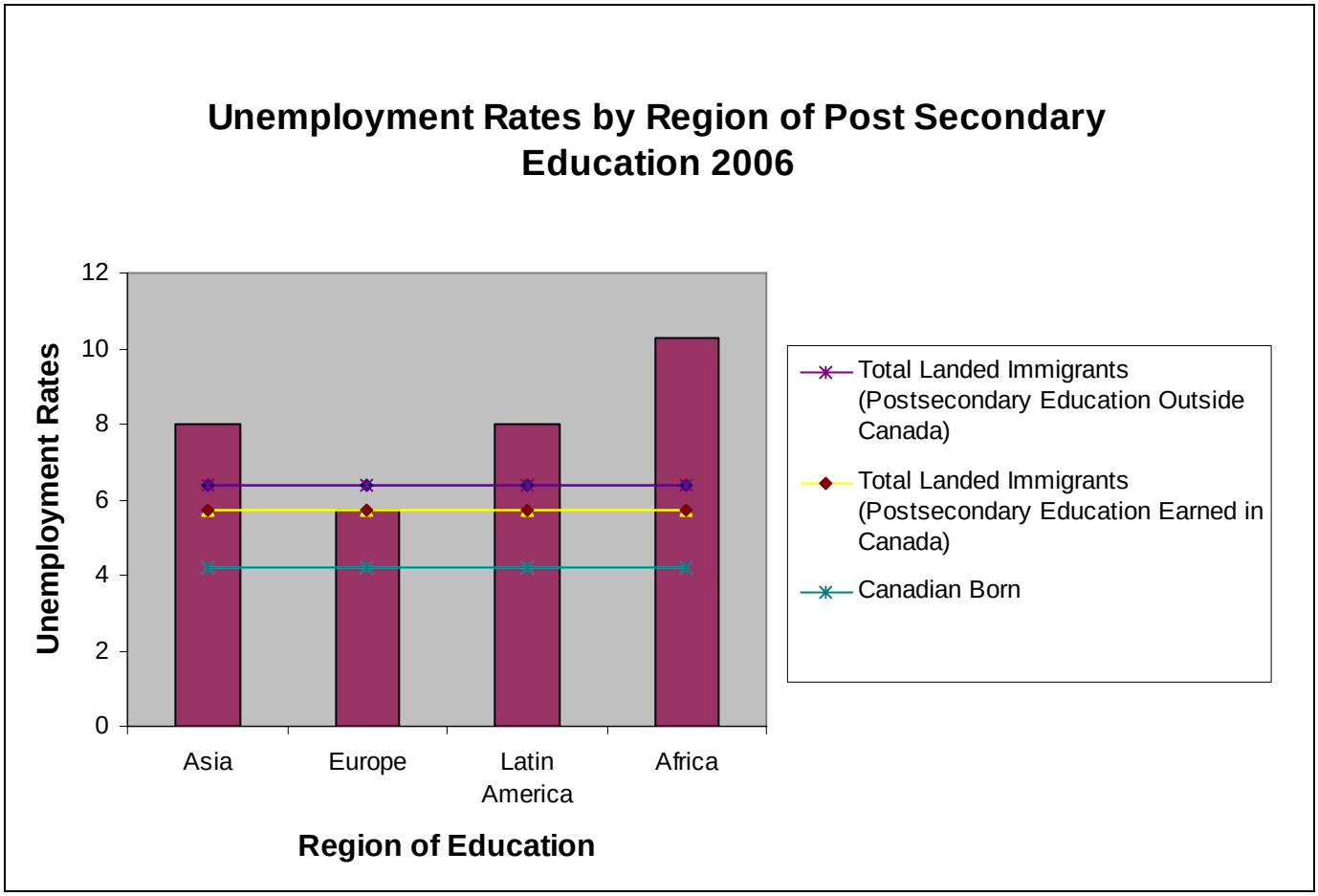
Source: Statistics Canada, Labour Force Survey, 2007

[2] Very recent means less than 5 years in Canada, and recent is less than 10 years in Canada.

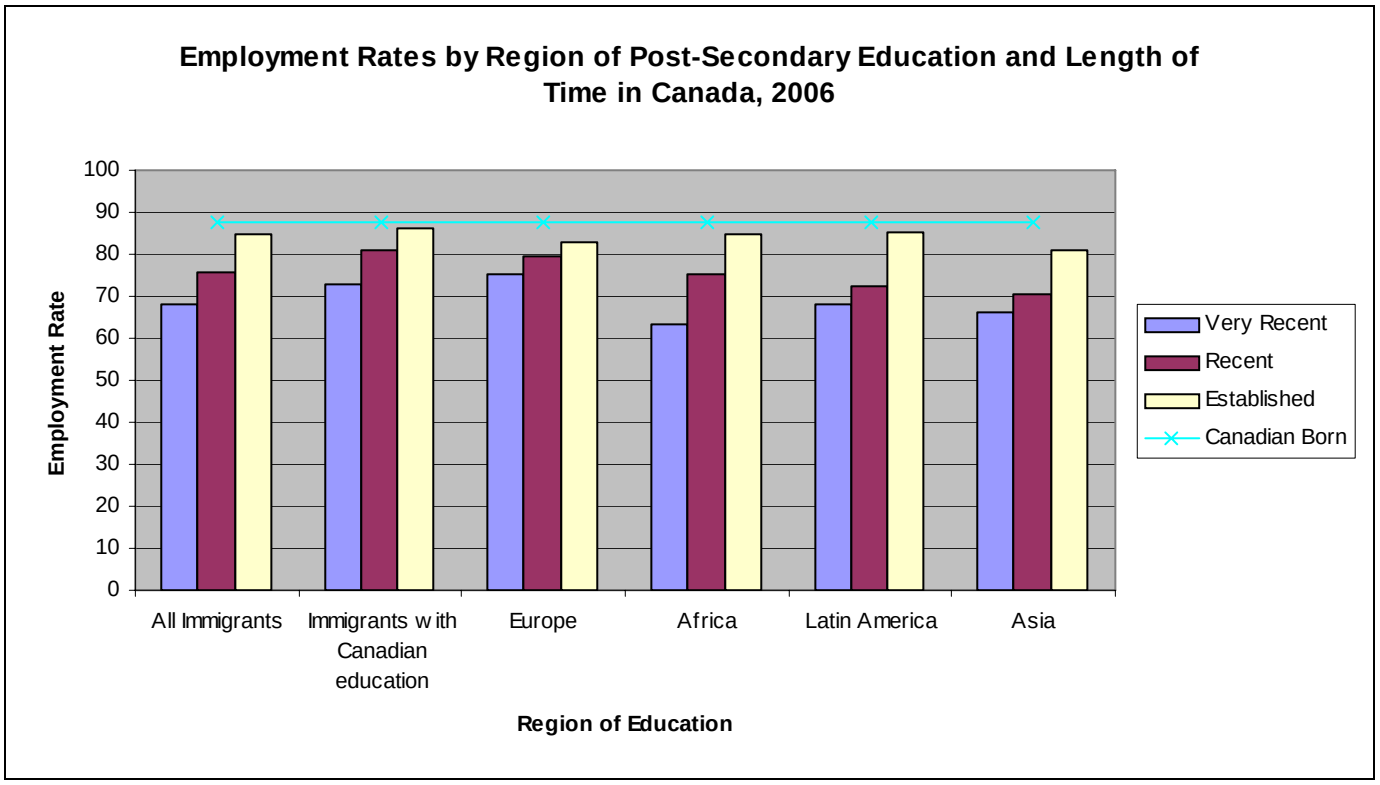


Source: Statistics Canada: 2006 Facts and Figures

Appendix I – Labour Market Outcomes by Region of Post-Secondary Education and Length of Time in Canada, 2006



Source: Statistics Canada, Labour Force Survey, 2007



Source: Statistics Canada, Labour Force Survey

Appendix J – Provincially Mandated Credential Evaluation Services

- Alberta – International Qualifications Assessment Service (IQAS), which also serves Saskatchewan and the North West Territories[3]

→ http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/4512.html

- British Columbia – International Credential Evaluation Service (ICES)

→ http://www.bcit.ca/ices/

- Manitoba – Academic Credentials Assessment Service (ACAS)

→ http://www.gov.mb.ca/labour/immigrate/work/recognition/acas.html

- Ontario – World Education Services (WES)

→ http://www.wes.org/ca/

- Quebec – Centre d'expertise sur les formations acquises hors du Québec (CEFAHQ)

→ http://www.immigration-quebec.gouv.qc.ca/en/education/comparative-evaluation/index.html

[3] The Government of Saskatchewan and the Northwest Territories provides this service through an interprovincial agreement with the Government of Alberta.

Appendix K – Key Websites

Government Websites

- Foreign Credential Recognition Office (FCRO) – www.credentials.gc.ca
- Working in Canada – www.workingincanada.gc.ca
- Going to Canada – www.goingtocanada.gc.ca
- Government of Canada – www.canada.gc.ca
- HRSDC Foreign Credential Recognition (FCR) – http://www.hrsdc.gc.ca/en/workplaceskills/credential_recognition/index.shtml
- Citizenship and Immigration Canada (CIC) – www.cic.gc.ca
- Ontario Immigration – www.ontarioimmigration.ca
- Ministry of Citizenship and Immigration Ontario – http://www.citizenship.gov.on.ca/

Pre-Departure

- Canadian Immigration Integration Project (CIIP) – http://ciip.accc.ca/

Credential Evaluation/ PLAR Websites

- World Education Services (WES) – www.wes.org/ca
- WES Preliminary Online Equivalency – http://www.wes.org/ca/evaluations/preliminary.asp
- Alliance of Credential Evaluation Services of Canada (ACESC) – http://www.canalliance.org/indexe.stm
- Canadian Association of Prior Learning Assessment (CAPLA) – www.capla.ca
- Canadian Information Centre for International Credentials (CICIC) – www.cicic.ca

Other Resources

- Canadian Information and Networking Services – www.canadainfonet.org
- Career Bridge – http://www.careerbridge.ca/
- Hire Immigrants Project – http://www.hireimmigrants.ca/
- The Mentoring Partnership – http://www.thementoringpartnership.com/index.asp
- TRIEC – http://www.triec.ca/index.asp
- Skills for Change – www.skillsforchange.org
- COSTI – http://www.costi.org/
- JVS – http://www.jvstoronto.org/
- LASI World Skills – http://www.ottawa-worldskills.org/
- SkillsInternational.ca www.skillsinternational.ca
- Settlement.org www.settlement.org
- Colleges Integrating Immigrants to Employment (CIITE) – http://www.collegeconnect.on.ca/ciite/pages/general_main.asp
- Ontario Public Service (OPS) Internship Program for Internationally Trained Professionals – http://www.citizenship.gov.on.ca/english/working/internship/
- Global Experience Ontario (GEO) – http://www.ontarioimmigration.ca/english/geo.asp

Oversight

- Office of the Fairness Commissioner – http://www.fairnesscommissioner.ca/en/

Nursing

- College of Nurses of Ontario (CNO) – http://www.cno.org/
- Canadian Nurses Association (CAN) – http://www.cna-nurses.ca/cna/default_e.aspx
- Medical Council of Canada – http://www.mcc.ca/en/
- York University Post Registered Nurse Program – http://www.atkinson.yorku.ca/NURS/post.htm
- Ryerson Chang School, Nursing – http://ce-online.ryerson.ca/ce_2008-2009/program_sites/program_gateway.asp?id=2190
- Health Force Ontario – http://www.healthforceontario.ca/

Engineering

- Professional Engineers Ontario (PEO) – http://www.peo.on.ca/
- Ryerson's Internationally Educated Engineers Qualification Bridging (IEEQB) program – http://www.ryerson.ca/feas/ieeqb_program/
- Engineers Canada – http://www.engineerscanada.ca/
- Council for Access to the Profession of Engineering (CAPE) – http://www.capeinfo.ca/
- From Consideration to Integration (FC2I) – http://www.engineerscanada.ca/fc2i/e/index.cfm
- SfC offers an Engineering Your Future (EYF) – http://www.skillsforchange.org/eyf/index.html
- Edmonton Mennonite Centre for Newcomers' ETIP – http://www.emcn.ab.ca/Career_Services/Programs/ETIP
- University of Manitoba's IEEQ Pilot Program – http://umanitoba.ca/faculties/engineering/programs/ieeq/

Teaching

- Ontario College of Teachers (OCT) – http://www.oct.ca/home.aspx
- Ontario Teachers' Federation (OTF) – http://www.otffeo.on.ca/
- Teach in Ontario – http://www.teachinontario.ca/
- Simon Fraser, Professional Qualification Program (PQP) – http://www.educ.sfu.ca/pdp/pqp/

Tourism

- Canadian Tourism Human Resource Council (CTHRC) – http://www.cthrc.ca/

ICT

- Information Communications Technology Council (ICTC) – http://www.ictc-ctic.ca/

Appendix L – Principles of Good Practices on Foreign Credential Evaluation/Recognition from Canadian Organizations

The Alliance of Credential Evaluation Services of Canada
http://www.cicic.ca/502/good-practice.canada
"General Guiding Principles for Good Practice in the Assessment of Foreign Credentials" created using Lisbon Convention principles in an attempt to promote fair, credible, and standardized methods for assessing foreign credentials.

Colleges Integrating Immigrants To Employment
http://ciite.ca/phase2/ca_as_project_report.pdf
Guiding principles and guidelines for practice for academic recognition was created by CIITE to facilitate expedient practices to recognize foreign credentials and experience for Advanced Standing and/or Transfer Credit in Ontario colleges. (See Appendix 2 in document)

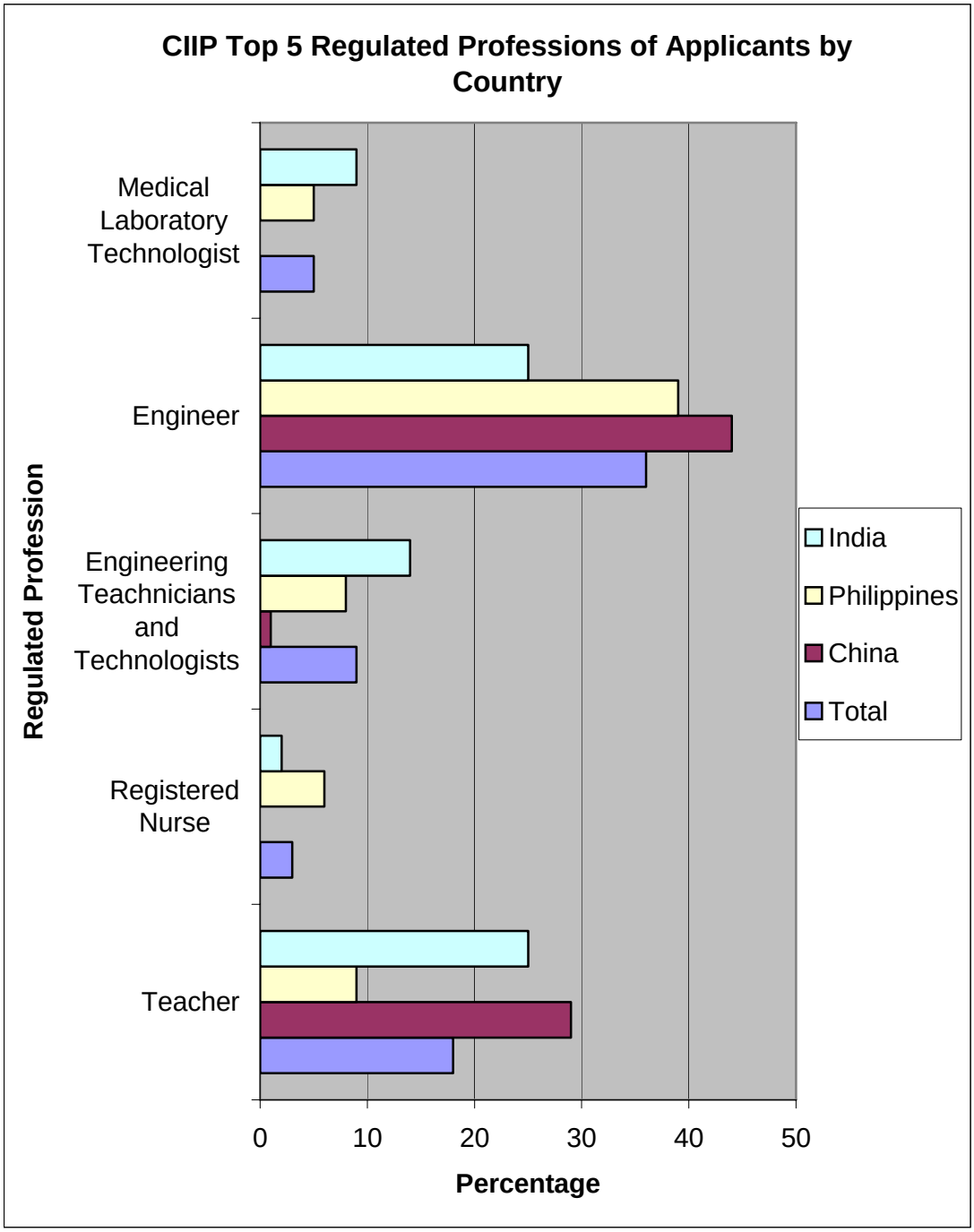
Office of the Fairness Commissioner
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_06f31_e.htm
Fair Access to Regulated Professions Act, 2006: outlines the fair registration practices and guidelines for regulatory bodies, as well as the responsibility and guidelines of the Office of the Fairness Commissioner.

Ontario Regulators for Access
http://www.regulators4access.ca/html/reguidemay04.pdf
The "Regulators Guide for Promoting Access to Professions by International Candidates" provides a guiding resource for regulators in Ontario's self-regulated professions to evaluate internationally educated and trained professionals and support their entry to practice.

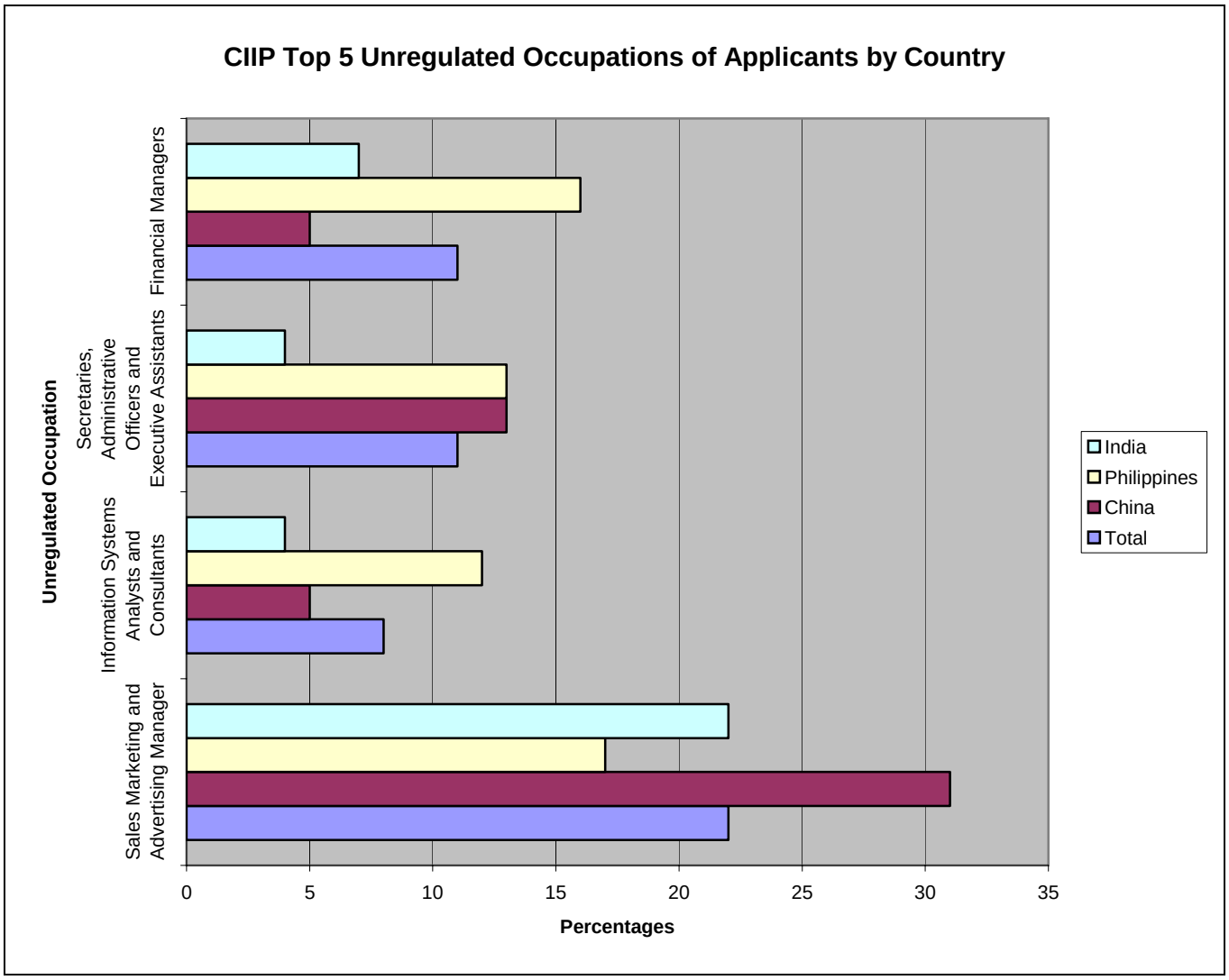
Inter Professional Council of Quebec
http://www.professions-Quebec.org/index.php/en/element/telecharger/id/2846
"Principles for the Recognition of Equivalence of Credentials and Training Acquired Outside Quebec" outlines guiding principles that support fair credential assessments and the recognition of prior learning.

Canadian Association of Prior Learning Assessment
http://www.capla.ca/download.php?PDF=RPL_of_Immigrants_to_Canada
Recognizing the Prior Learning (RPL) of Immigrants to Canada: Moving Towards Consistency and Excellence
http://www.capla.ca/download.php?PDF=FCR
Summary Report: Feasibility of Developing a National Framework/Model to Assess Immigrant Learning

Appendix M – CIIP Top 5 Regulated and Unregulated Professions of Applicants by Country

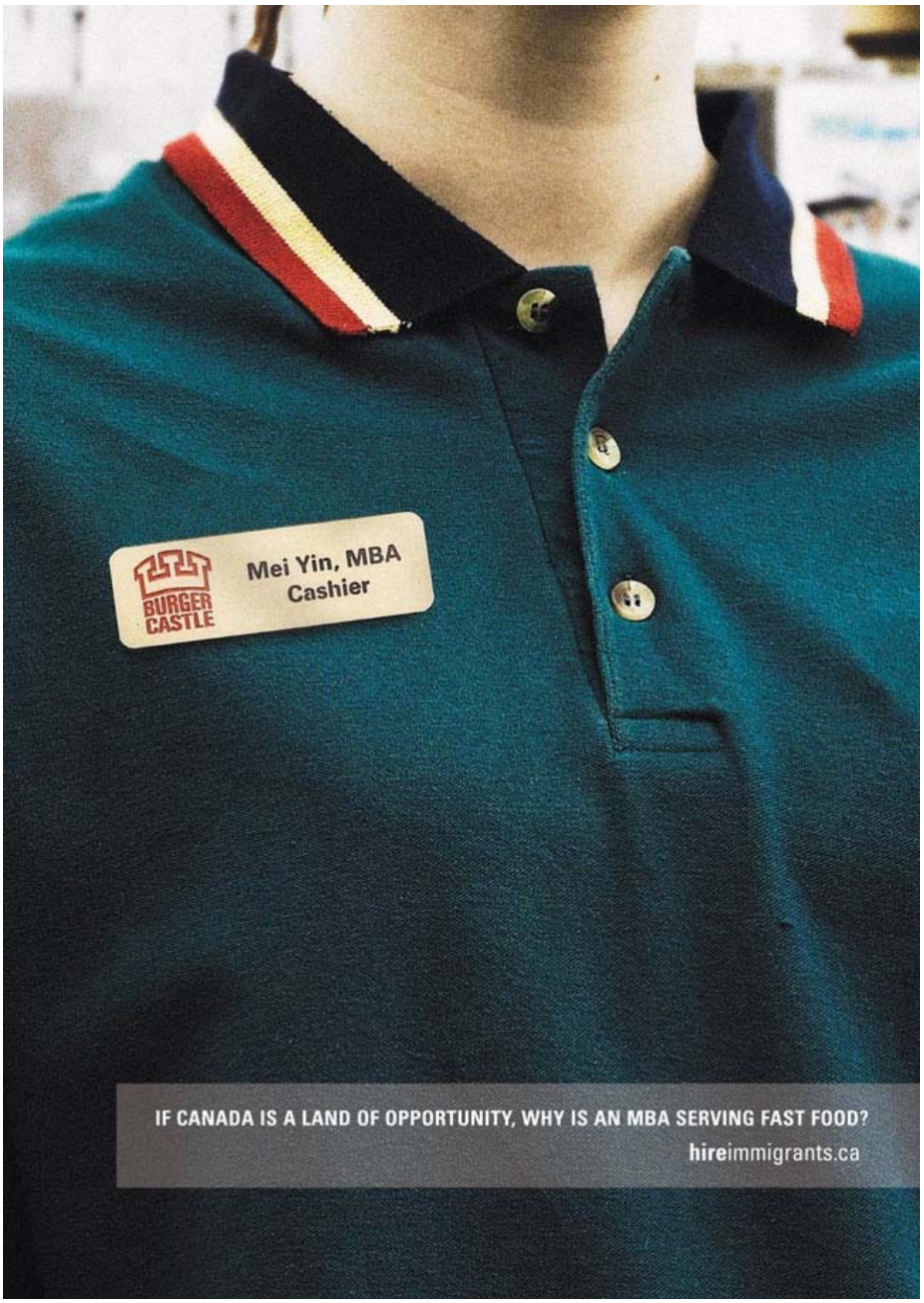


Source: CIIP Statistics Report, April 2007 – March 2008



Source: CIIP Statistics Report, April 2007 – March 2008

Appendix N – TRIEC's Hireimmigrants.ca Advertising Campaigns



Source: canadianmarketingblog.com

See links below for more campaigns:
http://www.hireimmigrants.ca/resources/?resource=media
http://www.hireimmigrants.ca/why/

Before you skip that resume, you should know the INSEAD business school in Singapore

ranked higher than Yale and Dartmouth.

Finance graduates from schools like the INSEAD business school in Singapore are in demand around the world. These skilled immigrants bring an invaluable international perspective to their companies. Take advantage of this powerful hiring opportunity.

Do yourself a favour. Hire a skilled immigrant.

hireimmigrants.ca
a TRIEC Program

Ontario
Funded by the Government of Ontario

Source: Financial Times, Global MBA Rankings, 2007