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

**submitted by FuturEd Inc. to**

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

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## Setting the Stage

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

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

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

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

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

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

## Benchmarks for Practices in Existing Programs

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

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

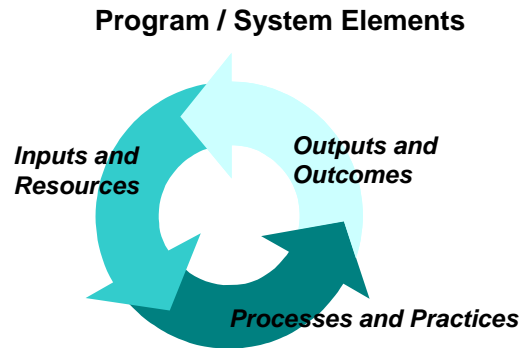
- 27 - introduction to Canadian workplace culture
- 27 - work experience or job shadowing
- 26 - vocation-specific language training
- 22 - technical training or review in field of expertise
- 14 - CLB minimum requirement
- 14 - mentoring component
- 10 - evaluation of foreign credentials
- 6 - CLB minimum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

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

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

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

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



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

## Quality Benchmarks for Bridging Programs May 2004

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

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

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

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

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

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

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

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

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

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

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

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

**2.1. Pre-program processes and practices should include:**

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

**2.2. Actual programs should offer:**

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

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

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

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

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

## Evaluation Framework for Bridging Programs

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

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

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

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

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

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

## **1. Context For FuturEd Observations And Recommendations**

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

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

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

## **2. Benchmarks For and Evaluation Of Bridging Programs**

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

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

### 3. Improving Policies for Skilled Immigrants

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

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

#### **4. Improving Bridging Programs and Services**

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

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

#### **5. Improving Partnerships and Engaging Employers**

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

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

- 5.3. Consider non-traditional delivery of training and mentorships:
  - Initial face-to-face meetings with online contact afterwards
  - Monthly occupation-specific group meetings or breakfast meetings for social contact
  - Presentations and seminars held at BCITP or agencies
  - Structured networking opportunities
  - Structured volunteering opportunities
  - Mobile training in smaller communities
  - Simulations
- 5.4. Use a variety of locations for the entire project or parts of the project:
  - On the job training
  - Union shop training
  - College partners (ESL and technical)
  - Community agencies for recruitment and assessment
  - Online components (especially mentorships)
- 5.5. Create a portal for matching skilled immigrants with employers:
  - Resumes posted online
  - Job postings online
  - Current labour market information (ensure use of portal overseas)
  - Initial interviews through neutral agency (e.g., immigrant serving agencies) to weed out unqualified applicants
  - Work with embassies to disseminate portal information more freely overseas
- 5.6. Use the ePortfolio as a management / communication tool for recruitment and skills gap analysis by employers.
- 5.7. Promote and facilitate multi-stakeholder gatherings to foster non-formal and informal learning for all participants.

## 6. Evaluation Recommendations

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

- 6.1. Plan for both formative evaluation (after years one and two) and summative evaluation after three years.
- 6.2. Use a combination of types for both formative and summative purposes – i.e., impact analysis (what has changed?), ROI calculation (costs and returns?), quality assessment (effectiveness, efficiency and adequacy?).
- 6.3. For practical purposes, standards-based evaluation against the internal standards is adequate for Bridging programs. It can be blended with the impact analysis as set out above. – i.e., the program objectives are the planned impacts.
- 6.4. For internal purposes, plan for and undertake ROI analysis in the knowledge that it may turn out to be “negative.”
- 6.5. Establish an evaluation budget at the outset.

6.6. To gather useful data in the easiest way:

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

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

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

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

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

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- University of Adelaide, Australia. The Integrated Bridging Program (IBP) for International Research Students.  
<http://www.adelaide.edu.au/graduatecentre/resed/ibp.html#eval>.

## Appendix A

### Glossary of Terms

#### **English for Specific Purposes - ESP**

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

#### **English in the Workplace**

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

#### **Credential Evaluation Services**

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

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

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

## Appendix B

### Program and Service Inventories

#### INVENTORY OF CANADIAN BRIDGING PROGRAMS

##### ONTARIO

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

##### ALBERTA

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

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

#### **BRITISH COLUMBIA**

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

#### **NATIONAL**

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

#### **INVENTORY OF CANADIAN FOREIGN CREDENTIAL EVALUATION SERVICES**

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

**INVENTORY OF CANADIAN BRIDGING PROGRAMS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



































































