
EASI Strategy

**Employment Access for Skilled Immigrants:
A systems approach to facilitate the entry of
skilled immigrants into the British Columbia
labour market**

DRAFT June 24, 2002

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1. Introduction

In March 2002, the Looking Ahead Initiative and the Centre for Curriculum, Transfer and Technology (C2T2) facilitated a roundtable meeting of 60 key stakeholders to examine issues related to improving the access of immigrants to professions and trades through prior learning assessment and qualifications recognition. The stakeholder groups included regulatory organizations, professional and trade associations, post-secondary institutions, non-government organizations, business and government.

The background of the meeting was a common observation that immigrants faced numerous barriers in gaining access to employment in regulated professions and trades in British Columbia. Previous work by the Looking Ahead Initiative and other committees in BC has identified evidence of the growing significance of the immigrant population in the province, and the myriad issues related to their integration into the labour market. Additionally, there was recognition that given the looming skills shortages in virtually all occupational areas, BC could not afford to under-utilize the abilities of skilled immigrants. Indeed, it was acknowledged that the skills of all British Columbians would need to be recognized and that all will benefit from an effective and fair system of access.

A major focal point of the roundtable was the examination of a systems approach to these issues that has been developed by the Maytree Foundation and the Caledon Institute of Social Policy. The full text of this report, *Fulfilling the Promise: Integrating Skills into the Canadian Economy*, can be found at the following web site:

http://www.maytree.com/PDF_Files/FulfillingPromise.pdf

Participants found the model to be of great interest in addressing the broad array of issues facing immigrants.

The results of the roundtable included an initial plan of recommended actions and consensus to proceed to develop a made-in-BC strategy that would take a systems approach similar to that proposed by the Maytree Foundation. The proposed Action Plan can be found as Appendix A.

2. Vision

The Employment Access for Skilled Immigrants (EASI) Working Group envisages a system in which British Columbia values and benefits from the skills, training, education, and experience of skilled immigrants by expediting their entry into the BC labour market in their field of expertise.

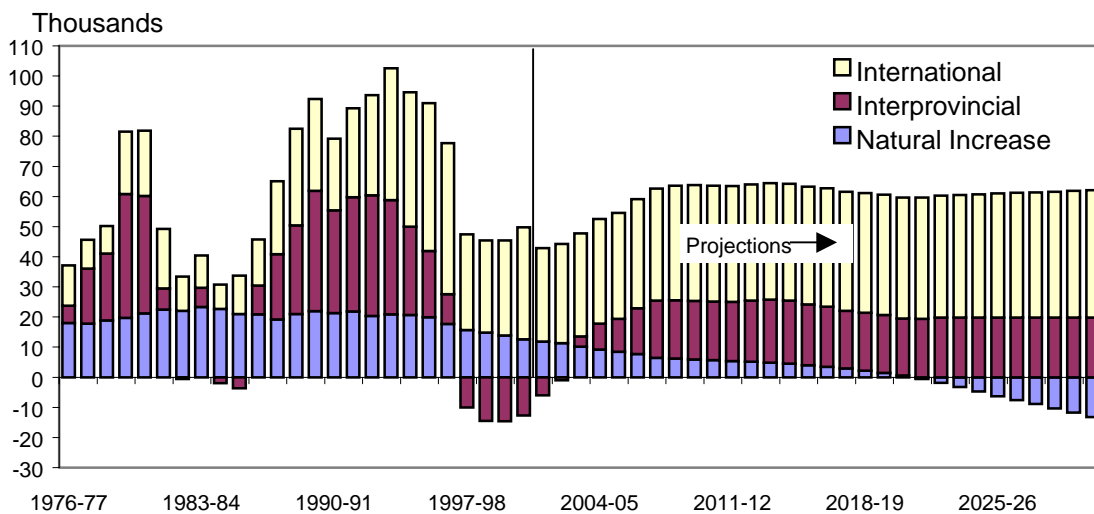
3. Context

Individuals who have attained credentials, skills, knowledge and experience outside of Canada should have access to labour market participation, career advancement, or further education and training in British Columbia

We all benefit when immigrants put their skills to work in the Canadian labour market. The economy is bolstered, skill shortages are alleviated, and immigrant families thrive in their new country. The difficulties immigrants face in entering their specialized fields in Canada have been well documented in other studies. This paper focuses on practical solutions and a systems approach for BC.

Canada's population is aging; its fertility rates are decreasing; and its training systems are not producing the numbers of skilled workers needed for the labour force. By the year 2011, it is estimated that 100% of Canada's net labour force growth will be dependent on immigration. The Conference Board of Canada recently concluded that from four to six billion dollars annually is lost to the Canadian economy as a result of unrecognized qualifications, and that immigrants are among those who experience the most serious problems in achieving recognition of their learning. Attracting and integrating skilled immigrants to BC's labour market has taken on a new urgency.

British Columbia Total Population Components of B.C. Population Change



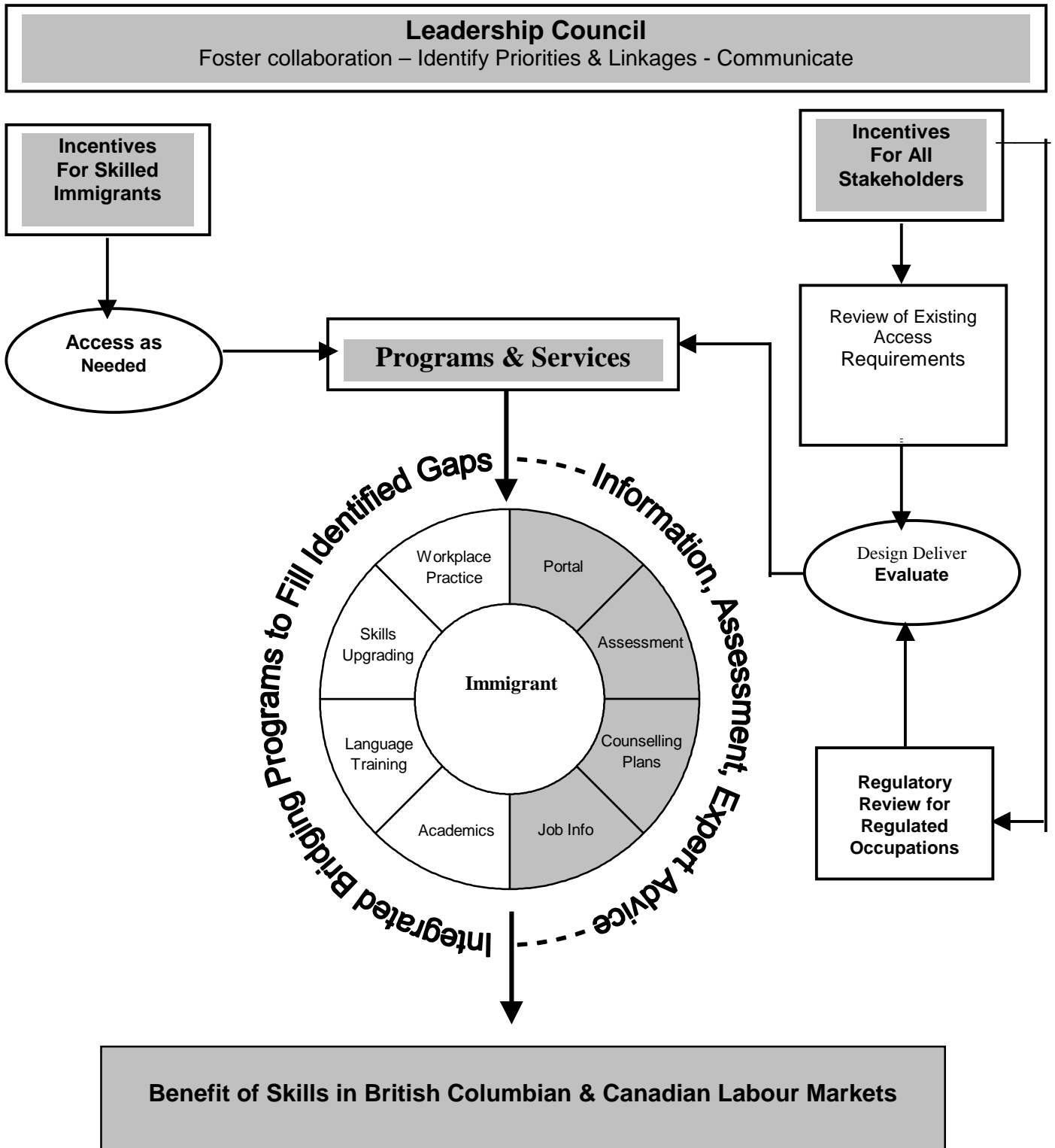
Source: BCSTATS

4. Proposed Approach

To achieve its vision, the Working Group proposes that solutions be designed as part of an overall system instead of the current ad hoc approach. Incentives should be put into place so that all players collaborate in the design, delivery, and evaluation of effective programs and services. This system would value and recognize the credentials, skills, knowledge and experience of immigrants, focusing on ways to efficiently fill identified gaps.

The system would be supported by sustainable, practical programs and services that respect jurisdictional responsibilities and allow for local labour market conditions or occupational variations. To increase the labour market entry in one's specialized field, opportunities would be available to begin assessing qualifications and filling gaps prior to arriving in Canada. Programs and services should be transparent and accessible, expediting labour market entry without compromising public interest or safety. They should build on best practices and existing infrastructure and incorporate new technology.

Systems Approach to Facilitate Labour Market Entry for Skilled Immigrants



5. System Components

The paper proposes a “systems approach” to facilitate the labour market entry of skilled immigrants in their field of expertise. The system would be composed of the following fundamental components:

- A. A Leadership Council to foster collaboration, identify priorities, linkages and communicate results.
- B. Information, Assessment and Expert Advice:
 - 1. Internet Portal and Components
 - 2. Academic Qualifications and Prior Learning Assessment
 - 3. Career Counselling and Learning Plans
 - 4. Occupational Information
- C. Integrated Bridging Programs to fill identified gaps:
 - 1. Academic Bridging Courses
 - 2. Labour Market Language Training
 - 3. Technical Skills Upgrading
 - 4. Opportunities for Workplace Practice
- D. Incentives for Stakeholder Participation and Collaboration

The system components are interdependent. The right mix and quality of programs and services will not exist without collaboration from the relevant stakeholders. Full collaboration is unlikely to be achieved without incentives. A leadership council can both foster collaboration and provide oversight over the system as a whole.

A. LEADERSHIP COUNCIL - STRENGTHENING STRATEGIC LINKAGES AND PROCESSES

A leadership council is proposed that would provide an ongoing, multi-stakeholder venue to “champion”, provide advice, identify priorities, foster collaboration, and report on results of the system.

B. INFORMATION, ASSESSMENT & EXPERT ADVICE

Access by skilled immigrants to accurate, up-to-date information is essential to make immigration decisions and pursue employment in their specialized fields. Assessors will ascertain how the immigrants’ credentials, skills, knowledge and experience compare to Canadian requirements, and the specific gaps they need to fill. Expert advice and access to relevant bridging programs can expedite the filling of those gaps, whether academic, language, technical skills, or knowledge of Canadian workplace practices.

B1. Internet Portal and Components

An Internet portal is proposed to ensure skilled immigrants have access, both overseas and in Canada, to relevant, current, up-to-date information and tools to facilitate their decision-making and labour market entry. The portal will include:

- services and resources available for immigrants in BC
- information on post secondary institutions, regulatory bodies and government initiatives
- local labour market information.

B2. Assessment Services

Enhanced collaboration in academic credential assessments is proposed to achieve Canada-wide coverage, customized services, and opportunities to begin overseas. Recognition of international prior learning and qualifications reduces barriers and turns these into economic and social assets for BC.

B3. Career Counselling and Learning Plans

A network of career counsellors at educational institutions and specialized community agencies is proposed to provide advice and learning plans in bridging to employment. For some regulated occupations, acknowledged subject matter experts would supervise formal, individual learning plans.

B4. Occupational Information

Accurate, relevant and specific occupational and labour market information will be provided pre-entry and on arrival in BC. One-on-one or group counselling would help skilled immigrants navigate the system and gain valuable contacts, exposure, and opportunities.

C. INTEGRATED BRIDGING PROGRAMS TO FILL IDENTIFIED GAPS

C1. Academic Bridging Courses

Educational institutions would be encouraged to offer individual academic bridging courses to fill identified gaps, without requiring a person to take a full diploma or degree program.

C2. Labour Market Language Training

Reorientation and expansion of the English Language Services for Adults (ELSA) program are proposed so that language assessment and training are relevant to the workplace.

C3. Technical Skill Upgrading

It is proposed that opportunities be made available for skilled immigrants to upgrade their technical skills based on the results of competency-based assessments.

C4. Opportunities for Workplace Practice

It is proposed that courses, co-op placements, and mentorship relationships, provide opportunities for skilled immigrants to gain knowledge of and experience in Canadian workplace practices. It is proposed that bridging programs be integrated where feasible.

D. INCENTIVES FOR STAKEHOLDER PARTICIPATION AND COLLABORATION

It is proposed that incentives be put in place to stimulate participation and collaboration by employers, educational institutions, regulators, credential assessors, professional associations, community based training and settlement agencies, and skilled immigrants. For example, immigrants could be offered access to loans for academic bridging programs. Employers could be offered tax credits, or benefit from increased access to potential recruits.

D1. Review Existing Access Requirements

It is proposed that regulators, educators and employers be encouraged to review access requirements to ensure standards and practices for foreign-trained professionals are relevant and fair.

6. Example Case Studies

The following examples illustrate how a systems approach might work.

Two case studies have been developed to provide illustrative examples of how an immigrant may move through the systems model in ideal circumstances. Each immigrant would follow a different path through the various elements, yet it is important to see how the elements interconnect and build on each other.

Some of the identified options used in the examples do currently exist, but access to these options is limited because of a number of factors.

In the first case study, Jana Jakowicz would ideally move through these various options in 4 to 5 years. Currently, it is more realistic for someone in her situation to take up to 10 years to follow the same path.

In the second case study, if it were not for the various elements offered by the systems model, Jose Ramirez would continue to be working in his uncle's auto repair shop in Central America.

- **Foreign Educated Nurse**

Jana Jakowicz has been living in the Vancouver area with her family for five years. She has a nursing degree and worked for three years as a nurse in her home country in Eastern Europe. Jana's English language level is quite low—she would be assessed in BC at intermediate level.

Upon arrival in Vancouver, Jana accessed the following programs and services:

- *Language Training* — Jana took government-supported ELSA language classes at a private language school. By the time she had exhausted all of her ELSA classes, her language level had been raised to the upper-intermediate level. She was unable to afford additional classes at the language school, so she put her name on the waitlist for free classes at a local college. While waiting for an opening, Jana accepted a low-paying janitor job in a residential care facility.
- *Training* — One of the care attendants at the facility told her about an ESL and residential care training program offered by a community-based immigrant serving agency and a community college. Jana was able to save some money from her job and together with some federal government support she was able to take the training course.
- *Career Counselling* — Before being accepted into the training program, Jana was required to see an employment counselor at a local community-based agency to develop an action plan. This plan included a medium-term goal of becoming a residential care attendant and a long-term goal of having her nursing qualifications and skills recognized by the regulatory body.
- *Occupational Information* – Jana is also required to do research about the local labour market before she can be given financial support by the government.
- *Workplace Practice Opportunities* – The training program Jana is taking offers some work experience. Following the training, she begins to work as a residential care attendant in a local hospital.
- *Assessment Services* — Jana becomes aware of the assessment services offered by ICES from her colleagues at the hospital. ICES informs her to go directly to the nursing regulatory body. They review her credentials, advise her that she needs to take some additional courses and bring her language level up to a higher level.
- *Academic Courses and English Language Training* — Jana enrolls in a TOEFL course at a local deliverer of language training. She also takes the academic courses at a local college that is offering the exact modules she needs. She returns to the nursing body, and they qualify her as a nurse in Canada. She applies for a nursing position at her hospital and is the most qualified individual in that competition.

- **Foreign Trained Mechanical Engineer/Automechanic**

Jose Ramirez and his family want to emigrate from a Central American country to Vancouver. Jose has a number of years of auto mechanic experience from working in his uncle's auto repair shop. When he completed high school, he took a local college program and has a diploma in mechanical engineering. Jose's English language level is quite high—he would be assessed in BC at an advanced level.

Jose accesses the following programs and services prior to emigrating:

- *Internet Portal* – Jose is able to find out information on labour market information, value of his education, and information on engineers.
- *Assessment* – Jose learns that an engineer in Canada is not the same thing as a mechanical engineer in his country, and that he would be considered an auto mechanic in Canada.
- *Occupational Information* – Jose also learns that there is high demand in service repair shops (e.g. oil change shops) where the pay is low, and that if he wants to move into higher paying jobs, where there is medium demand, he will need further education in BC.
- *Labour Market Language Training, Technical Skills Upgrading and Workplace Practice Opportunities* – Jose researches various training opportunities at community-based, private and public schools.

Jose and his family make the decision to immigrate because they have family members in Vancouver, and he feels that he can get a job and go to school part-time at one of the various options he has explored. When Jose arrives in Vancouver, he accesses the following programs and services:

- *Career Counselling* – Jose goes to an immigrant-serving agency where he discusses his plans for employment and training. The agency works with him to develop an action plan which identifies that he needs some training that will familiarize him with Canadian automechanics and the associated language.
- *Labour Market Language Training (LMLT)* – Although Jose is not eligible for ELSA English language training because his language level is higher than the level being offered, the government has reinstated LMLT which will provide Jose not only with some advanced English language training but also the skill specific language he needs to get a job as an auto mechanic. The LMLT program is being offered by a community-based immigrant-serving training organization. He decides to take the course even though he must pay part of the course fees (the remainder of the fees are covered by the federal government), because he realizes that the job he will get as a result of this course will be better than the low paying service repair shop he had anticipated accepting.
- *Occupational Information* – Jose is required to do some labour market research before the federal government will support his training.
- *Workplace Practice Opportunity* – The LMLT program Jose is taking offers some work experience. Because his skills are so good, he is placed with a well established foreign car auto mechanics company.
- *Technical Skills Upgrading* – Jose's employer is very pleased with his work and encourages him to become an apprentice. So Jose takes some courses at a

trades school and eventually becomes a fully licensed automechanic. He eventually opens up his own repair shop.

APPENDIX A

PROPOSED ACTION ITEMS ASSOCIATED WITH THE SYSTEM (Developed on March 6, 2002)

A. Leadership Council - Strengthening Strategic Linkages and Processes

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Develop a Strategic Plan for BC	<ul style="list-style-type: none"> ▪ Strike a working group ▪ Consider Maytree model and Halifax declaration 	2 reps each from PSE, regulators, ngos, employers and government	June 30, 2002
Coordination of Funding and Access to funding nationally---begin with BC	<ul style="list-style-type: none"> ▪ Different stakeholders, different needs ▪ BC and National coordination – national body needed Centralized designated management group under CIC or contract agency ▪ Create national body with groups as constituents ▪ Similar to HRDC-funded national body for articulation 	All stakeholders and their national bodies	Set up: 6 months
Advance and Expand the Looking Ahead Initiative. Keep the momentum and leadership alive.	<ul style="list-style-type: none"> ▪ Seek funding from public and private sources; ▪ Use contacts and networks to develop support ▪ Strategic approach model ▪ Keep issues on Provincial Agenda 	Steering Committee and all interested constituents here today; Provincial stakeholders	Now, over the next 6 months.
Expert Information sessions to continue work done at this roundtable (ongoing)	<ul style="list-style-type: none"> ▪ Identify who can continue this process; ▪ Obtain a pool of resources; ▪ Use Roundtable model and build on/expand. ▪ Various locations 	Everyone is involved	Every 6 months (depending on involvement)
Develop and broaden a stakeholder network	<ul style="list-style-type: none"> ▪ Develop an electronic distribution list to keep stakeholders informed and updated ▪ Link to PLA Centre ▪ Identify the strategic advantages and opportunities that will benefit development of BC model 	Looking Ahead MCAWS C2T2	On-going On-going
Develop strategic partnership with Maytree	<ul style="list-style-type: none"> ▪ Follow up discussions with Maytree ▪ Determine how it fits into national model ▪ Learn from other jurisdictions 	Looking Ahead	ASAP

B. Information, Assessment and Expert Advice

B1. Internet Portal & Components

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Develop database of existing services and resources for immigrants, regulatory bodies, post secondary institutions, businesses, community agencies and government	<ul style="list-style-type: none"> ▪ Start from C2T2's on-line resource. ▪ Identify contents of database; ▪ Collect information through forums and listservs; start with skill shortage areas ▪ Link to internet portal 	All stakeholders <ul style="list-style-type: none"> ▪ Federal (CIC; HRDC) ▪ Provincial Government (e.g. MCAWS) ▪ Working group in Looking Ahead Initiative ▪ Regulatory bodies for professions and trades ▪ Consultants and immigration agencies ▪ Educational Institutions ▪ Service Groups 	<ul style="list-style-type: none"> ▪ Begin Immediately.
Provide well-informed and updated information available to immigrants both pre and post-entry	Internet Portal: <ul style="list-style-type: none"> ▪ Maintain, advertise and promote awareness of the portal ▪ Have links to regulatory bodies and their internet sites ▪ More effective information dissemination overseas ▪ Printed info for those with no internet ▪ Existing test banks can be made available on the internet 	All stakeholders (see above)	1 year; Subsequent year and ongoing.
Develop a national information portal on foreign credentials and local labour market conditions	<ul style="list-style-type: none"> ▪ Develop international transfer credit guide ▪ Need a leader/manager ▪ Need agreement to participate 	All stakeholders (see above)	12 months
Educate newcomers about PLA and QR in Canada	Access internet portals	Website of Canadian Information Centre on International Credentials (CICIC)	In Progress

B2. Academic Qualifications & Prior Learning Assessment

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Promote "Proof of Education" video on credential recognition in Canada	<ul style="list-style-type: none"> ▪ Advertise and promote to immigrants and those who serve them 	<ul style="list-style-type: none"> ▪ ICES ▪ Immigrant serving organizations 	6 months
Improve assessment processes in QR and PLA for the workplace to facilitate better integration of skilled immigrants	<ul style="list-style-type: none"> ▪ Develop assessment standards and processes (tools/procedures) 	<ul style="list-style-type: none"> • In QR, ICES and ACESC • Regulatory Bodies • In PLAR, colleges and regulatory bodies through C2T2, APT group, BCCAT 	In progress
Better train those who assess international academic credentials	<ul style="list-style-type: none"> ▪ Develop training program to offer to educational institutions, regulatory bodies, etc. 	<ul style="list-style-type: none"> ▪ International Credential Evaluation Service (ICES) 	Foundations Workshop – Done in April 2002

			Advanced Workshop Under development (6 months)
Expand inclusiveness of Prior Learning Assessment Processes to include Regulatory Bodies	<ul style="list-style-type: none"> Bring regulatory bodies into PLAR coordinators group. 	<ul style="list-style-type: none"> C2T2 regulatory bodies PLAR Coordinators Group 	6 months
Facilitate a process to develop best practice strategies to assess foreign credentials and workplace skills	<ul style="list-style-type: none"> Identify needs based on regulatory bodies' self-identifying who of them have a need; Bring practitioners together to identify outcomes Work on a variety of ways to authentically assess credentials 	<ul style="list-style-type: none"> Professions in the industry facilitated by experienced and trained stakeholders 	Service as needed; could be done immediately
Maintain ICES to support labour market priorities	<ul style="list-style-type: none"> Maintenance of ICES work, articulation agreements Lobbying, strategic info and analysis 	<ul style="list-style-type: none"> Steering Committee of Stakeholders 	current

B3. Career Counselling and Learning Plans

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME

B4. Occupational Information

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Provide pre-entry Information---accurate, timely, relevant and accessible	<ul style="list-style-type: none"> PC in every embassy with key links: HRDC regional labour market info, regulatory links Trained counselors overseas to assist Mentorship links---country of origin to country of destination 	CIC Lobbyists to CIC through national body	

C. Integrated Bridging Programs to Fill Identified Gaps

C1. Academic Bridging Courses

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Develop modular, short courses including orientation to Canada courses and social/psychological supports	<ul style="list-style-type: none"> ▪ Labour market info, refresher, upgrading courses ▪ Distance learning ▪ Self-assessment tools and learning ▪ Guided study ▪ Mentorship 	Service organizations Institutions Regulators	1-3 months
Increase number and types of bridging programs and access to them	<ul style="list-style-type: none"> ▪ Provide greater funding and funding model flexibility ▪ Create partnerships between educational institutions, regulatory bodies and employers 	MAE, Ministry of Health, HRDC, business, others noted in action column	Now to new fiscal Year; 1 year and on-going
Fund and support effective competency based programs	<ul style="list-style-type: none"> ▪ Better communication ▪ Acceptance of competence based programs ▪ Support from all parties, reduce risk ▪ Funding – cost effective measures ▪ Assessment and training should work together ▪ Internet portal ▪ Access to specified training 	Provincial and federal government MAE, Ministry of Health, HRDC, regulatory bodies, educational institutions, front-line staff who give info	

C2. Labour Market Language Training

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME

C3. Technical Skills Upgrading

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Increase number and types of bridging programs and access to them	<ul style="list-style-type: none"> ▪ Provide greater funding and funding model flexibility ▪ Create partnerships between educational institutions, regulatory bodies and employers 	MAE, Ministry of Health, HRDC, business, others noted in action column	Now to new fiscal Year; 1 year and on-going
Fund and support effective competency based programs	<ul style="list-style-type: none"> ▪ Better communication ▪ Acceptance of competence based programs ▪ Support from all parties, reduce risk ▪ Funding – cost effective measures ▪ Assessment and training should work together ▪ Internet portal ▪ Access to specified training 	Provincial and federal government MAE, Ministry of Health, HRDC, regulatory bodies, educational institutions, front-line staff who give info	

C4. Opportunities for Workplace Practice

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Work with employer recruitment strategies to offer opportunities	<ul style="list-style-type: none"> ▪ Hold Career Fair for Immigrants ▪ Focus on areas of skill shortage ▪ Partner with industry/educators ▪ Connect people with jobs ▪ Inform counselors. 	Industry, educators, regulatory bodies, immigrants, agencies counselors	As soon as possible---hook up with an existing fair

D. Incentives for Stakeholder Participation and Collaboration

STRATEGIC GOALS	ACTIONS	PROPOSED PARTICIPANTS	TIMEFRAME
Use Provincial Nominee Program as a control group for particular sectors to check how Maytree model works	<ul style="list-style-type: none"> ▪ Buy-in by other parties- incentives ▪ Flexibility of training by institutions 		
Education campaign with stakeholders	<ul style="list-style-type: none"> ▪ Public awareness and information targeted to employers, labour ▪ Anti-racism 	Federal and Provincial Government; employer associations, labour associations, service organizations	

Priority Goals and Actions Selected On March 6, 2002 (drawn from the above Action Items)

Strategic Goal	Actions	Who should be Involved	Timeframe
1. Develop a Strategic Plan for BC	<ul style="list-style-type: none"> ▪ Strike a working group ▪ Consider Maytree model and Halifax declaration 	2 reps each from PSE, regulators, ngos, employers and government	June 30, 2002
2. Coordinate Funding	<ul style="list-style-type: none"> ▪ Different stakeholders, different needs ▪ BC and National coordination – national body needed 	Federal and Provincial bodies	6 months
3. Draw Skilled Individuals into the Workplace, address skill shortages by facilitating assessment processes	<ul style="list-style-type: none"> ▪ Develop assessment processes (tools/procedures) ▪ Develop training in the delivery of processes; ▪ C2T2 to bring regulatory bodies into PLAR coordinators group. Expand mandate of C2T2. 	In QR, ICES and ACESC already in lead; In PLAR, colleges and regulatory bodies through C2T2, APT group, BCCAT	In progress 6 months
4. Work with employer recruitment strategies to offer PLAQR opportunities	<ul style="list-style-type: none"> ▪ Hold Career Fair for Immigrants in critical skill areas ▪ National clearing house---virtual career fair 	Employers, immigrants, regulatory bodies, counselors, agencies, post secondary institutions, government	Within the year 2002
5. Develop modular, short courses including orientation to Canada courses and social/psychological supports	<ul style="list-style-type: none"> ▪ Labour market info, refresher, upgrading courses ▪ Distance learning ▪ Self-assessment tools and learning ▪ Guided study ▪ Mentorships including pre-entry 	Service organizations Institutions Regulators	1-3 months
6. Develop a national information portal on foreign credentials and local labour market conditions; need leader/manager, agreement to participate	<ul style="list-style-type: none"> ▪ Develop international transfer credit guide ▪ Develop international transfer credit guide ▪ Challenge exams on internet ▪ Training and assessment on internet ▪ Pre-entry labour market info in consulates 	Federal CIC; HRDC; Province; educational institutions, regulators, service groups; trades, ITAC; CIC funded	12 months

GLOSSARY:

ACESC	Alliance of Credential Evaluation Services of Canada
APT	Access to Professions and Trades
BCCAT	British Columbia College on Admissions and Transfer
C2T2	Centre for Curriculum, Transfer and Technology
CIC	Citizenship and Immigration Canada
CICIC	Canadian Information Centre for International Credentials
EASI	Employment Access for Skilled Immigrants
ELSA	English Language Services for Adults
HRDC	Development Canada
ICES	International Credential Evaluation Service

ITAC	Industry Training Apprenticeship Commission
MAE	Ministry of Advanced Education
MCAWS	Ministry of Community, Aboriginal and Women's Services
PLA	Prior Learning Assessment
PLAR	Prior Learning Assessment and Recognition
PSE	Post-secondary Education
QR	Qualification Recognition