Centre for Canadian Language Benchmarks

Centre des niveaux de compétence linguistique canadiens

Enhanced Language Training Research Project

What's already out there?

A report on a national survey of benchmarked labour market programs and services prepared for the Centre for Canadian Language Benchmarks.

July 2004

Contents

Tables

Preface

The Centre for Canadian Language Benchmarks (CCLB) is a national, not-for-profit organization, primarily serving the adult English as a Second Language community in Canada. A Canada-wide combination of language training specialists, assessment service providers and federal and provincial government members makes up the CCLB Board of Directors. The CCLB is committed to maintaining and promoting excellent language proficiency standards based on the Canadian Language Benchmarks. [1]

As the organization mandated to maintain excellence in the use of the Canadian Language Benchmarks (CLB), the CCLB is called upon to advise and guide the design of CLB-referenced language training resources, programs and services, tools and research. The CCLB's ability to offer guidance and support to those using the CLB depends on their ability to stay current regarding the activities of practitioners in the field.

This project is the first effort to collect information about CLB-referenced programs, services, tools and research across the country, and to create a directory that lists and describes these activities. Although this research is limited to programs, services and tools for CLB 7-10, it offers a framework or model for a directory of CLB-referenced services in general.

Information about the programs, services, tools and research identified through this research project will be available online. It is hoped that this will be the beginning of a system for collecting and maintaining information about CLB-referenced activities. This directory could become a central point of contact for ESL practitioners across Canada. It also has the potential to become a resource for secondary stakeholders to learn about CLB-related activities and to make contact with organizations and individuals with CLB expertise. A directory of this kind not only facilitates efficiency and cost effectiveness, particularly for government sponsored programs, it is also an opportunity to identify best practices and gaps, which can inform policy.

Every effort was made to identify all programs, services, tools and research that fit the parameters of this research project. Any omission of such programs is unintentional. To report a program, service, tool or research that was not captured in this report but fits the parameters of the research project please contact a CCLB Project Manager. Contact information for CCLB staff can be found at www.language.ca

Andrea Strachan
ELT Project Manager

Toronto, Ontario June 30, 2004

---

[1] www.language.ca

Acknowledgements

For guidance and support for the research process

Rob Boldt, Manager
Program Design and Evaluation
Settlement and Multiculturalism Branch
Aboriginal, Multiculturalism and Immigration Programs
Ministry of Community, Aboriginal and Women's Services (MCAWS)
Government of British Columbia

Carolyn Dieleman, Manager of Language Training Programs
Language Training/Community Programs
Alberta Learning
Government of Alberta

Giovanna Pirro, Settlement and Integration Officer
Immigration Branch
Government Relations and Aboriginal Affairs
Government of Saskatchewan

Margaret Pidlaski, Director
Adult Language Training Branch
Immigration and Multiculturalism Division
Manitoba Labour and Immigration
Government of Manitoba

Peggy Frederikse, Senior Program and Policy Consultant
Access to Professions and Trades Unit
Ontario Ministry of Training, Colleges and Universities
Government of Ontario

Beverly Woznow, Project Executive
Investment and Immigration Business
Government of New Brunswick

Jean Smyth, Manager
Adult Education Division
Nova Scotia Department of Education
Government of Nova Scotia

Gary Petitpas, Manager, Provincial Nominee Program
Immigration Investment Development Inc.
Department of Development and Technology
Government of Prince Edward Island

Roy Barbour, Program and Policy Development Specialist
Department of Human Resources and Employment
Income Support Division
Government of Newfoundland

David Omilgoitok, Deputy Minister
Intergovernmental Affairs, Department of Executive and Intergovernmental
Affairs
Government of Nunavut

Brent Slobodin, Director
Labour Market Programs and Services
Yukon Government

Research Team

Reena Taviss, Vancouver, British Columbia (British Columbia)

Karen Hammond, Hammond & Associates Inc., Calgary, Alberta (Alberta)

Shelley Bates. Red River College, Winnipeg, Manitoba (Manitoba)

Lynda McPhee, Tisdale, Saskatchewan (Saskatchewan)

Karen Geraci, Toronto (Ontario South West)

Marisa Mazzulla, Toronto (Ontario South East)

Andrea Strachan, ardocs writers & consultants, Toronto (Greater Toronto Region)

Trudy Kennell, Ontario (Ontario North)

Katherine McNaughton, Sackville, Nova Scotia (Atlantic and Northern Regions)

Project Management & Coordination

Pauline McNaughton, CCLB Executive Director

Dale Schierbeck, CCLB Project Manager

Mark Collings, CCLB Projects Coordinator

Andrea Strachan, ELT Research Project Manager

Introduction
CCLB ELT Research Project

Background

Citizenship and Immigration Canada (CIC) supports the adaptation, settlement and integration of immigrants through the Immigrant Settlement and Adaptation Program (ISAP). ISAP aims to help immigrants settle and integrate into Canadian society through direct services to immigrants such as orientation, translation, interpretation, referral to community resources, counselling, general information and employment-related services. ISAP also supports some indirect services that aim to improve the delivery of settlement services such as workshops, research and development projects or staff training programs.

Citizenship and Immigration Canada also supports the Language Instruction for Newcomers to Canada (LINC) program, which helps immigrants through settlement-related language training. The LINC[2] language training system is based on the Canadian Language Benchmarks and is organized around the CLB Assessment (CLBA) and CLB-referenced curriculum guidelines. LINC programming focuses on the development of basic language skills, with the highest LINC level reaching CLB 7 in listening and speaking, and CLB 6 for reading and writing.[3].

Whereas ISAP programs offer a number of services to connect newcomers to their new society and LINC provides basic language skills for settlement, it has become increasingly apparent that language training for access to employment is also needed. Government and social research organizations report that immigration accounts for a significant portion of the net growth in the Canadian labour force. Today's immigrants are educated, and bring with them skills that the Canadian economy needs to flourish. In order to ensure immigrants' full integration into the labour force, and to enable newcomers to find employment relevant to their professions or skilled trades, the right supports, including the provision of labour market levels of language training must be in place.

Citizenship and Immigration Canada launched the Enhanced Language Training (ELT) Initiative in recognition of the fact that many highly skilled immigrants lack the language skills in either English or French to be able to use their skills optimally. This research project set out to discover labour market language training programs, services and tools currently available for newcomers. By identifying what programs are already in place, the CCLB will be better prepared

---

[2] The LINC program is available throughout Canada, although it is not known as "LINC" in all provinces. In British Columbia it is known as ELSA (English Language Services for Adults) and in Manitoba it is part of the province's ESL system. LINC was initially offered at three levels (LINC 1, 2 and 3) but is now available up to LINC 5 in some, but not all, provinces.
[3] Equivalency grid available at www.language.ca

to confidently recommend enhancements to the current system, and to identify best practices to inform the ELT Initiative's development.

Enhanced Language Training Initiative

The ELT Initiative is based on the principle that increasing the current levels of language training will help realize the human capital gained through immigration. The underlying belief is that in order to participate more fully in a wider range of contexts, and to function independently in educational, social and employment settings, immigrants need a higher level of language skills.

The objective of the ELT Initiative is to develop and deliver labour market levels of language training, including job-specific language training. The ELT Initiative provides funding for organizations to develop and deliver enhanced language training products and/or services. Projects funded under the ELT Initiative address labour market needs of each province by offering support in the development and delivery of higher-level programs for language training and assessment in the CLB 7-10 range.

Through the ELT Initiative:

- Higher levels of language training, Canadian Language Benchmarks (CLB) 7-10, will be developed and delivered in large centres to help meet the needs of immigrants who enter the country with basic or intermediate English skills but need higher levels of language ability;

- Job-specific language training will be developed and delivered to enable immigrants to find and retain jobs commensurate with their qualifications and skills; and

- CLB 1-10 will be developed and delivered in smaller centres that may not otherwise have the capacity to support those services."[4]

CCLB National Advisory Committee

The Canadian Language Benchmarks (CLB) are the language proficiency standards used by the English as a Second Language (ESL) stakeholder community in Canada. The CLB are a common point of reference for language proficiency of adult immigrants. The CLB framework has been adopted across Canada. The use of CLB standards in programs and services developed and delivered through the ELT Initiative will ensure continuity of service across providers of settlement and integration programs and services.

The Centre for Canadian Language Benchmarks (CCLB) is the organization that promotes excellence in the use of the Canadian Language Benchmarks. The CCLB has been called upon to provide Citizenship and Immigration Canada (CIC) with national, multi-stakeholder, inter-governmental advisory support in order to increase the effectiveness of the ELT Initiative. In order to do this the CCLB established a National Advisory Committee.

---

[4] Citizenship and Immigration Canada *Enhanced Language Training (ELT) Call for Proposals (CFP) – Development Projects 2004-2005*

CCLB ELT Research Project

The ELT research project identified programs, services and resources for CLB 7-10 that are focused on labour market needs of Canada's provinces and territories. The project comprised a survey of programs and services currently available in each province/territory, a review of CLB materials in use, a listing of research related to CLB with a subsequent annotation and a labour market profile for each province/region where ELT may be offered in future (refer to the next section for a more detailed description of the project mandate and methodology).

The results of the CCLB ELT Research Project (ELT Research) provides the CCLB National Advisory Committee with accurate, recent and relevant information to support their review of proposed initiatives.

The ELT research uncovered significant gaps in the delivery of language training for newcomers with advanced language skills. These gaps differ from province to province, and from large urban to smaller centre delivery. Notable was the lack of resources and supports for language training programs to do the work they have identified as key to immigrant success. These research findings support the need for the ELT Initiative.

At the same time, contacts described successes, challenges and solutions which are also varied, but which already address some of the labour market needs of the provinces through the integration of skilled immigrants into the economy. Successes captured in this research offer recommended approaches for new programs.

The following sections of this report describe the project findings:

CCLB ELT Research Project Methodology describes the approach to the project work, including the parameters for data collection, the manner in which the data was collected, and the project timeline.

What's the need? Labour Market Profiles offers a current view of the provincial and territorial labour market conditions.

What's out there? Programs & Services describes programs and services discovered through the project.

How are programs delivered? Program Design & Evaluation reports on how programs and services are organized, delivered and evaluated.

Which CLB resources are used? CLB Tools & Resources describes CLB-aligned tools available and used in the programs and services contacted during this research.

What seems to be working? Identified Challenges & Solutions describes challenges and successes reported by programs and services surveyed as well as successful solutions.

What's Missing? Gaps Analysis offers provincial perspectives on gaps and a summary of gaps across the country.

What can we learn from this research? Recommendations for Labour Market Language Training CLB 7-10 discusses the findings of the research in terms of lessons learned and recommendations for the future. This section will provide information useful for committee members when considering ELT programs and services.

CCLB ELT Research Project
Highlights

Labour Market Trends

An analysis of the labour market profiles confirms the following trends in most provinces and regions:

- Population is aging, and the rate of growth of the younger population is slowing.

- Sector councils and research organizations report that skills shortages currently exist or will appear in skilled trades and professional occupations.

- Larger urban centres attract the largest number of immigrants.

- The majority of immigrants in the skilled work category have formal trade certificates and apprenticeships, and/or non-university certificates or diplomas.

- Immigrants are not getting jobs in the occupations for which they are trained.

- There is a reliance on immigration to fill the labour market needs of Canadian provinces.

- Inter-provincial migration is an important consideration for smaller provinces such as Manitoba, Saskatchewan and in the Atlantic Region.

- An important federal/provincial initiative for attracting and retaining skilled immigrants to different regions of Canada is the Provincial Nominee Program (PNP).

- In the Northern Region, the economic focus is on building infrastructure and creating employment for the local population; immigration is not a priority.

- Barriers faced by skilled immigrants in accessing employment in their intended occupations have been documented in a number of reports. Barriers to regulated employment include lack of understanding of the registration/certification requirements (pre- and post-immigration), credentialing procedures, professional examination, and Canadian work experience requirements. Barriers to non-regulated employment include lack of Canadian experience and unfamiliarity with the labour market and successful job search procedures.

- Initiatives to connect immigrants to employment are evident in every province (with the exception of the North). Bridging initiatives offer

immigrants in regulated occupations a path to certification. Sector-specific technical upgrading programs are beginning to appear in community colleges.

- **The language training component, key to successfully overcoming all of the other barriers, tends to be disconnected from other initiatives.**

Programs and Services

Of the 103 programs included in the ELT database,

- 62% programs/services are CLB-referenced;

- 35% programs/services are not CLB-referenced but labour market focused;

- 15% programs/services are in the "high intermediate to advanced" range, requiring CLB 7 or higher for entry.

- 8% programs/services that are CLB-referenced are in the CLB 7-10 range;

- 3% programs/services did not identify CLB.

Program and service characteristics:

- Health care is by far the most well served sector in terms of sector-specific programs and services.

- There are also multiple programs across Canada for engineering, accounting and finance and education.

- Higher level programs are found mostly in Ontario, many connected to the bridging initiatives in that province.

- The vast majority of occupation-specific programs come out of Red River College in Winnipeg, Manitoba.

- Generic job search, employment preparation, business, workplace and professional communications programs are in the majority and represent a third of all available programs (31%).

Program Features

- 18 programs did not have a language component, but were labour market focused and/or for CLB 7-10;

- 55 programs offered resume writing and job search support;

- 42 programs offered work experience;

- 33 programs offered work placements;

- 27 programs had a resource centre;

- 19 offered job shadowing;

- 16 offered mentorships;

- 5 offered internships;

Program outcomes

- Program outcomes included Increased confidence, improved language and communication skills, occupation-specific terminology, improved proficiency, fluency, language skills, accuracy and improved task-based performance.

- Many outcome statements relate to "soft skills", particularly for job search programs.

- English for Specific Purposes (ESP) programs offer the clearest language outcome statements.

- Bridging projects are best at linking professional or trade communication competencies to the language training outcomes of the program.

Funding & Partnerships

- Governments are the most prevalent funding source and partner for programs and services. This is followed by post-secondary institutions, immigrant serving agencies and regulatory bodies. There are few instances of employer partners recorded in the database.

- Community colleges and universities demonstrate partnerships with key stakeholders such as regulators and sector councils.

Use of CLB

- 1 program/service stated their benchmarking process was based on research;

- 10 programs/services reported using existing CLB-referenced materials;

- 13 programs/services reported developing new CLB-referenced programs;

- 45 program/services reported aligning existing resources and programs to the CLB.

- Many programs/services either plan to align existing programs to the CLB, or are currently working on the alignment of their programs to the CLB.

Location

- 55 program are offered in an academic setting, with the majority of those (34) being offered at community colleges, and 8 being offered at universities;

- 53 programs are offered in a community setting. 28 of those are offered at community service agencies;

- 33 programs are offered in a work setting. Of those, 22 represent in-house training;

- 2 programs were offered online.

Scheduling

- The majority of programs (51%)are offered full-time and during the day;

- 33% of the programs/services are offered part-time;

- 15% of the programs/services did not identify if they offered full-time or part-time programs;

- 31% of the programs/services are offered in the evenings;

- 20% are offered on the weekends;

- Approximately 10% of all programs offered the choice between day, evening and weekend;

- 5% programs offered the choice between day and evening;

- 10% programs offered the choice between evening and weekend.

Program Evaluation

Program evaluation strategies were surprisingly weak.

- 47 had external evaluations, and most of these were funder audits of some kind;

- 10 programs/services conducted follow-up or tracking of clients;

- 3 reported employment as a success indicator;

- 70 conducted internal evaluations;

- Of these 70 internal evaluations, 38 relied on client and instructor feedback.

CLB Tools & Resources

- 34 tools were annotated in the tools database;

- 18 are curriculum documents, 8 are assessment and placement tools, 6 are resources for instructors and 2 are study guides;

- 8 tools were not CLB-referenced, but were labour market and CLB 7-10;

- 17 tools (50%) are based on the Canadian Language Benchmarks 2000;

- 11 tools are based on the Canadian Language Benchmarks 1996;

- CLB-referenced tools can be found across Canada, illustrating the national use of the CLB.

Identified Challenges and Solutions

Challenges and solutions identified can be summarized as:

- Funding/financing (to formalize curriculum, for students, faculty, for research and development of new programs);

- Financial support for immigrants to participate in training programs that are intensive and job-related (for example, grants, loans and paid internships);

- Resources (computer hardware and software, support for benchmarks use and benchmarking, time to address client needs, time to formally develop materials, a standardized curriculum and instructor friendly assessment tools);

- Instructor support (for example, professional development);

- Other programs (need for pre-course, bridge to the bridge);

- Collaboration (with other agencies, certification bodies, departments and employers);

- Stable funding to run programs.

Summary of Gaps in Language Training Programming

Canadian regions have different needs, but there are common gaps:

- Provinces and territories currently offer LINC up to different levels. Those provinces/regions that offer LINC 1-3 or 1-4 identify the need to make the additional level(s) available to their immigrants.

- LINC providers would like to offer more employment-related programming in the lower levels.

- Research on language requirements for different occupations is lacking.

- The use of the CLB in language training programs needs to be encouraged and supported through professional development activities and additional funding for research and development.

- Existing and emerging research related to the development and delivery of labour market, CLB-referenced programs do not have a systematic distribution network.

- Specialized courses in cross-cultural communication, clarity of speech and occupation-specific language skills are not readily available through government-supported language training initiatives.

- **Language assessment tools that are occupation-specific and in the higher CLB are lacking.**

Recommendations

Contacts in the fields identified the following supports as needed:

- Funding/financing (to formalize curriculum, for students, faculty, for research and development of new programs);

- Resources (computer hardware and software, support for benchmarks use and benchmarking, time to address client needs, time to formally develop materials, a standardized curriculum and instructor friendly assessment tools);

- Instructor support (for example, professional development);

- Other programs (need for pre-course, bridge to the bridge);

- Collaboration (with other agencies, certification bodies, departments and employers).

Needs, Gaps and Recommendations

The ELT Research identifies the following gaps in programs/services available:

- ELT programs are desperately needed. Labour market focused programs/services available for CLB 7-10 are limited. Only 9 programs fit the ELT research criteria completely. Only 40 programs across Canada would have been included in the ELT database if the criteria for inclusion had been observed more closely. This finding reinforces the need for the ELT Initiative.

- CLB use must be encouraged. CLB are being used as a way to describe pre-requisites for programs and services, but not always as the basis for their programs. There is interest in referencing programs and services to the CLB, but programs/services need financial support and resources to do so.

- Language Training for CLB 5-7 is also needed. There is a gap in language training programs and services for CLB 5-7, particularly in areas where LINC does not reach Level 5. This is interesting given the fact that most programs in the database are for CLB 5.

CCLB ELT Research Project
Project Methodology

ELT Research Project Mandate

The ELT Research Project mandate was to conduct an extensive review of previous and current language training projects (such as bridging projects), programs, services and tools relevant to the Enhanced Language Training (ELT) Initiative.

ELT Research Project Objectives

The ELT Research Project goal was to provide the CCLB National Advisory Committee (ELT Committee) with current accurate information about initiatives related to the proposed ELT model.

The specific objectives of the project were to:

1.   Conduct labour market research to:

   a)   Provide a description of current labour market trends in each province/region;

   b)   Identify issues specifically linked to immigrant access to employment; and

   c)   Recommend areas for further study and analysis.

2.   Conduct an extensive review of previous and current language training projects (such as bridging projects), programs, services and tools relevant to the Enhanced Language Training Initiative and report on:

   a)   Lessons learned and best practices (to inform the development of recommendations for best practices in the use of the CLB as the national standard for language training);

   b)   Tools and materials (e.g., assessment tools, curriculum guidelines) currently available including those which may need to be enhanced;

   c)   Areas for further study or enquiry (to inform the use of the CLB as the national standard for language training).

ELT Research Project Methodology

The research project methodology was built on the following set of assumptions:

- Standard templates were used for data collection and reporting.

- Standard templates targeted and limited data to defined points or categories of information.

- Data was collected and analyzed from a provincial and regional perspective.

- Data was collected via phone, Internet, email and mail.

- Data was collected from multiple stakeholders (government, industry, union, professional associations and trainers).

- Data gathering included the collection and review of published documents that match the project's parameters.

- Data collection was guided by, and vetted through, a provincial representative on the National Advisory Committee.

- Source data were clearly and consistently referenced.

ELT Research Project Scope

The scope for the ELT Research Project was defined firstly by the parameters of the ELT Initiative, and secondly by the need to have information that is accurate and current. The parameters for data collection are described next.

Parameters for Data Collection Methodology

Data collection was controlled by the following parameters:

- Source data are as current as possible, i.e., labour market research from 2000 or later and CLB research referenced to the Canadian Language Benchmarks 2000;

- CLB research referenced to the 1996 Working Document that has a significant impact on current programs;

- Projects, programs, services and tools from 1999 or later.

Parameters for Labour Market Data Collection

Statistical reports, studies and other related documents were collected and summarized into a provincial labour market profile for each province. In conducting research for the labour market profile, each provincial researcher looked for the following information:

- Current and forecast labour market shortages in each province;

- Immigration numbers and profiles for each province;

- Language requirements for certification/registration in key sectors/occupations for which labour market shortages exist or are forecast in the province;

- Language requirements for successful employment in these key sectors/occupations;

- Immigrants' challenges and successes in labour market integration;

- Employers' challenges and successes in integrating immigrants.

Parameters for Language Training Data Collection

The collection of data for the research project was limited to a sampling of projects, programs, research, services and tools that directly facilitate immigrant entry into the labour market and develop higher level language skills (CLB 7-10).

Target projects, programs, research, services and tools included those that facilitate entry into the labour market. Specifically:

- Employment-focused projects, programs, services or tools that contain a language training component referenced to CLB 7-10;

- Employment-focused projects, programs, services or tools that are, in terms of course design or program outcomes, referenced to CLB 7-10;

- English for specific purposes (ESP), English for occupational purposes (EOP) programs for CLB 7-10;

- Job search, resume writing and other pre-employment activities and which are equivalent to CLB 7-10;

- Occupation-, sector-, or job-specific language training projects, programs, services or tools for CLB 7-10;

- Orientation for new immigrant entrepreneurs whose language skills are equivalent to CLB 7-10;

- Professional or trade certification/registration assistance/preparation projects, programs, services or tools for CLB 7-10;

- Work placements, co-op programs, internships or other in-the- workplace activities for individuals who demonstrate language skills at CLB 7-10;

- Workplace language, communication or related training for CLB 7-10;

- Projects, programs, services or tools as described above which are currently available for lower CLB (LINC, ELSA) but which are effective and potentially adaptable for CLB 7-10;

- Projects, programs, services or tools as described above which are not referenced to the CLB but which are effective and potentially adaptable for CLB 7-10;

- Provincial research on the projects, programs, services and tools described above.

- Provincial research related to the use of the CLB as the national standard for language training from 1996 or later.

The following programs were excluded:

- Programs offered through private schools, universities and other fee-paying programs with a focus on international students (unless the programs have proven to have been accessed by immigrants for purposes related to the ELT Initiative);

- Programs that focus on aboriginal peoples;

- Programs that focus on visitors to Canada;

- Programs that focus on youth;

- Programs that are not CLB-referenced;

- Programs that are not employment-focused.

ELT Research Project Data Collection

The research project methodology included a series of questionnaires and an in-depth review of current research in the areas of immigration and labour market in the provinces and territories. The primary research tool for program, tool and service information was the telephone interview.

A preliminary list of contacts was generated in consultation with provincial representatives. Researchers conducted outreach to a variety of stakeholders to identify whether any additional programs/services could be identified.

Consultations

The ELT research team consulted with stakeholders involved in relevant language training programs, bridge to employment programs and labour market information and research organizations. Consultations were conducted with:

- Provincial and regional government representatives (for a list of known programs/services, tools and research in the province/region);

- ESL teachers, professionals, learners and assessors

- Managers/owners of ESL training organizations/programs;

- Funders of newcomer immigrant assistance programs and services;

- Organizations that advocate for better access to professions and trades;

- Employment organizations;

- National sector councils;

- Licensing and regulatory bodies;

- Professional and trade associations;

- Training and post-secondary institutions;

- Social research organizations.

A list of programs to consult within each province/region was created in consultation with the provincial and regional representatives. Researchers used this list as a lead and also conducted an environmental scan of additional programs, services, tools and research available.

Standardizing Data Collection

In an effort to streamline a research project conducted by individual researchers across Canada and to maintain consistency in the information gathered for the final analysis and reporting, a number of steps were taken to standardize the data collection:

- The project parameters were clearly stated, then reviewed and approved by provincial and regional representatives and ELT researchers;

- Data collection "Reporting Forms" were designed, then reviewed and approved by provincial and regional representatives and ELT researchers;

- A template for the reporting of labour market information was prepared and pre-approved by the provincial and regional representatives and researchers;

- A template for the reporting of programs and services was prepared and pre-approved by the provincial and regional representatives and researchers;

- A template for the reporting of tools was prepared and pre-approved by the provincial and regional representatives and researchers;

- A database was designed for the input and easy transfer of this information from the various regions of the country.

Early on in the project it became apparent that although the telephone interview was a good way to gather information from some practitioners, it was not convenient for others. The data collection template for programs/services was adapted into a survey/questionnaire that was used as an additional way to collect data.

See Appendix E for the Labour Market Reporting Form, and Appendix B for Programs/Services Reporting Form, Tools Reporting Form and Research Reporting Form.

ELT Database

The various templates were used as the basis of the development of a database in which researchers could input data collected. The use of a database allowed for data to be collected in a uniform manner, and for the data to be transmitted electronically amongst the researchers.

The ELT database was designed in MS Access. MS Access is widely available (all researchers had access to the program) and easy to use. Migration of data is possible between MS Access and SQL (web-based platform), making the transfer of data to a web-based system fairly straightforward. A user-friendly data input interface was programmed and a User's Manual prepared. The database files were then sent to each researcher for use, and returned upon completion of their data collection. Finally all files were merged and sent to the web-based system.

ELT Research Project Work Plan

The initial timeline for the ELT Research Project was March 15 – May 30, 2004. Early on in the project it became apparent that the work would take longer than originally proposed, so the project was extended to June 30, 2004. The following table summarizes the work conducted:

Table 1: Work Plan

	Activities
March 2004	Determine the scope of the project and set parameters for data collection
	Consult with provincial and regional representatives regarding scope of the project and parameters for data collection, and to obtain a list of stakeholder contacts.
	Conduct research and outreach, and prepare a list of contacts for programs, services, tools, research, reports, etc. that fit within the research parameters.
April 2004	Consult with provincial and regional representatives and provincial researchers regarding reporting forms to establish mutually acceptable standard formats.
	Research labour market information.
	Prepare a database schema containing all aspects of the data to be collected, develop a survey questionnaire for the interviews, and develop a database for data collection.
	Consult with provincial and regional representatives regarding the provincial and regional labour market profiles.
May 2004	Prepare provincial and regional labour market profiles, and vet completed profiles with provincial/territorial representative(s).
	Conduct information interviews to gather data about projects, programs, services and tools that fit within the research parameters. Locate, collect and analyze papers, studies and reports that fit within the research parameters.
	Re-evaluate the project scope.
	Contact relevant stakeholders (during information interviews or aside from those) to request materials/tools that fit within the research parameters.

Table 1: Work Plan

	Activities
June 2004	Complete information interviews to gather data about projects, programs, services and tools that fit within the research parameters.
	Collect and compile all provincial and regional databases.
	Generate reports from data collected and prepare a final report.
	Compile data and re-purpose database into an online searchable database.
	Prepare project report.

ELT Research Project Challenges & Learnings

Timeline

In a project involving the review and input of an advisory board/committee and a number of different researchers, board/committee members and project teams commitment to timely feedback is essential. Sufficient time must be allocated for consultations. In this project we learned that at least two weeks are needed for consultations involving review and revisions. Future projects need to schedule at least two weeks for tasks requiring review and feedback.

Similarly, practitioners contacted for interviews had competing priorities, which made securing a 30-45 minute interview challenging. Having multiple options for data collection was one way to facilitate the data collection process. Persistence, patience and flexibility yielded the best results, but the time involved was much longer than anticipated. Telephone contact remains the best way to ensure a response.

Project Tasks

The labour market profiles and the database of labour market language training programs CLB 7-10 were two distinct tasks. This meant that provincial and regional researchers had two tasks to accomplish in a short time. In future the two distinct tasks might be separated into project phases allowing researchers to focus on one task at a time.

Research Parameters

The main challenge of the project was the absence of programs that precisely fit the parameters, and the lack of flexibility of the parameters. The project team discovered the need to expand the search beyond the original research parameters as few, if any programs fit the early parameters. Parameters were relaxed, so that programs that demonstrated features of value to the ELT Initiative could be included. For this reason, a number of programs and services for lower CLB are evident in the database.

The project team identified a number of projects that did not fit the criteria for this project but were notable. These are listed in the Programs/Services section.

Use of Templates

Although templates were developed in an effort to streamline and standardise the data collection, the information received from each province/region differed greatly, particularly for the labour market profiles, where regional differences were clear in the emphasis placed on different aspects of the economy and immigration policy.

Use of a Database

Multiple-choice questions were used for some of the data collection, but open-ended questions were also used. The drawback of the database for the information we were collecting was the space limitations for each data cell. On the other hand, having little space for notes helped researchers narrow in on the main points of the interview. Concise information can be more easily manipulated and reported.

Another challenge in the use of the database was the lack of time for thorough testing. Should the database be further developed, the project team recommends:

- Use of an online database for input of data;

- More flexible fields for information on program scheduling, occupational focus, programming and ranges of CLB;

- Clearer description of what is meant by evaluation strategies;

- A section for tool description, and peer review of tools;

- Include labour market language training programs at all CLB;

- Increase space available in a number of fields to allow collection of more information.

Overview of ELT Research Data Collected

The following table summarizes the information collected through the ELT Research Project. This table must be prefaced by the following qualifications:

- The database shows 86 contacts, but much outreach was conducted in order to find eligible programs. The contact log for Ontario, for example, indicates that more than 121 organizations were contacted, but only 38 programs/services fit within the parameters of the project.

- 103 Programs/Services were included in the database but not all of these fit the ELT Research criteria completely. For example, of the 103 programs in the database, 64 are CLB-referenced, and of those, only 10 are CLB 7 or higher.

- Tools collected include assessment, curriculum and other resources. Of the 33 tools annotated, 18 are curricula, 8 are resources, and 6 are assessment

tools. A number of tools were also identified in the Programs/Services database.

- The research included in the database was broadened from CLB-referenced research to include documents regarding immigrant integration into the economy in recognition of the labour market aspect of the ELT initiative.

Table 2: Summary of Entries in Database

Province	Contacts	Programs	Tools	Research
British Columbia	10	20	0	4
Alberta	14	11	9	3
Saskatchewan	2	2	0	3
Manitoba	12	26	3	18
Ontario	43	38	19	5
Atlantic[5]	7	7	2	3
North[6]	0	0	0	0
TOTAL	97	103	33	64

The sections that follow present the findings in detail. Data has been categorized and analysed to address the specific objectives of the project. Reports generated from the database appear in the Appendices. The online database will provide greater flexibility in reviewing the information.

---

[5] The Atlantic region comprised New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland.
[6] The North region comprised Nunavut, Northwest Territories, and the Yukon.

What's the need?
Labour Market Profiles

The objectives of the labour market research component of the ELT Research Project was to:

- Provide a description of current labour market trends in each province/region;

- Identify issues specifically linked to immigrant access to employment; and

- Recommend areas for further study and analysis.

This section contains a summary of labour market trends and issues linked to immigrant access to employment, identifies gaps in labour market research related to immigrants, and recommends areas for further research and analysis.

Summary of Labour Market Trends Across Canada

An analysis of the labour market profiles confirms the following trends linked to immigrant access to employment in most provinces and regions:

- The population is aging, and the rate of growth of the younger population is slowing;

- Sector councils and research organizations report that skills shortages currently exist or will appear in skilled trades and professional occupations;

- There is a reliance on immigration to fill the labour market needs of Canadian provinces;

- The majority of immigrants in the skilled work category have formal trade certificates and apprenticeships, and/or non-university certificates or diplomas;

- Immigrants are not getting jobs in the occupations for which they are trained;

- Larger urban centres attract the largest number of immigrants;

- Inter-provincial migration is an important consideration for smaller provinces such as Manitoba, Saskatchewan, and in the Atlantic Region;

- An important federal/provincial initiative for attracting and retaining skilled immigrants to different regions of Canada is the Provincial Nominee Program (PNP);

- In the Northern Region, the economic focus is on building infrastructure and creating employment for the local population; immigration is not a priority, with the exception of importing specialized skills for diamond extraction and other specialized work;

- Barriers faced by skilled immigrants in accessing employment in their intended occupations have been documented in a number of reports. Barriers to regulated employment include lack of understanding of the registration/certification requirements (pre- and post-immigration), credentialing procedures, professional examination and Canadian work experience requirements. Barriers to non-regulated employment include lack of Canadian experience and being unfamiliar with the labour market and successful job search procedures;

- Initiatives to connect immigrants to employment are evident in every province (with the exception of the North). Bridging initiatives offer immigrants in regulated occupations a path to certification. Sector-specific technical upgrading programs are beginning to appear in community colleges;

- **The language component, key to successfully overcoming all of the other barriers, tends to be disconnected from other initiatives.**

Gaps in Labour Market Language Training and Related Research

Each provincial and regional researcher submitted a gaps analysis evident through the labour market research. A summary of the provincial and regional analyses and recommendations appears here. Labour Market Profiles appear in Appendix F.

British Columbia

In British Columbia there is little research related to specific language learning needs of immigrants. For example, research that explores specifically what types and levels of language are required for each employment sector does not exist. Existing research is targeted primarily to job specific skill readiness without reference to language requirements and soft skills (workplace cultural knowledge and interpersonal communication skills).

There is also little research on the integration of CLB into labour market language training in British Columbia.

Research funded by the Settlement and Multiculturalism Branch of Ministry of Community, Aboriginal and Women's Services is addressing these gaps. A list of projects currently underway appears in the British Columbia Labour Market Profile. See Appendix F.

Alberta

The research revealed extensive documentation of provincial labour market realities and challenges including the participation of immigrants in the labour

market. These materials are easily accessible in a range of formats (print, online) and most are written in a plain-language, user-friendly format.

The research included a description of federal programs and services contributing to economic integration of immigrants in Alberta. It did not, however, reveal detail on strategic directions at the federal level. Further research would be required to scope out this information.

A clear description of what occupation-specific skills (especially skills related to regulated occupations) immigrants to Alberta bring with them was difficult to ascertain. The researcher found statistics describing level or type of education and some limited notes regarding intended occupation, but no clear description of how many immigrants to Alberta possessed foreign credentials in specific occupations. Indeed, across Canada this information is gathered on a "self-reporting" basis.

Although it was beyond the scope of this research to interview sector councils and industry associations to define occupation-specific language training gaps or needs from a sectoral perspective, this too would provide informative data.

Finally, one of the references consulted pointed to a gap in research or information for immigrants themselves, identifying a need for more appropriate and accessible province-specific information on how to access professions and trades or the labour market. This too may warrant further research.

Saskatchewan

Although there has been some research done on the Saskatchewan labour market in general, there has been very little research specific to immigrants' integration into the labour market, with the exception of the *Meeting Needs and Making Connections* report.

The *Meeting Needs and Making Connections* report identified limited language skills, in particular language skills for the labour market, as the most significant barrier faced by immigrants in the province in advancing their employment and career prospects. Employers also identified limited language skills as an issue. The report summarized the results of an extensive quantitative and qualitative information gathering and consultation process on immigrant settlement needs and retention. Immigrants and refugees (200 in-province and 72 out-of-province), as well as employers (50; half of which had hired immigrants in the past) were interviewed as part of the study.

Many questions remain unanswered:

- What skills are immigrants presently bringing to Saskatchewan, especially in relation to specific occupations?

- What issues are preventing them from obtaining employment in those specific occupations? Language training? Credential recognition?

- Where are they learning about employment opportunities?

- What opportunities are employers being given to identify positions for immigrants? What obstacles are employers facing in recruiting, hiring and retaining immigrants?

- What partnerships will work best to provide higher level language training?

For Saskatchewan to succeed economically, it is vital that the gaps in the skilled workforce available in the province be filled. In order to achieve that goal, the province must attract more immigrants and make the workplace accessible. The provision of higher level language training and occupation specific language training is essential to meeting the present and upcoming needs of the provincial labour market.

Manitoba

Although a number of facts were available on Manitoba immigration, there was a dearth of information on the impact immigration is having on the Province's economy. Although a number of contacts attested to the fact that many immigrants were unemployed or underemployed, there was no data to substantiate the participation rates of immigrants. Information about labour force growth from immigration was not available from any of the contacts and sources searched.

Immigration statistics for Family Class and Refugees streams were not as readily available as those for the Economic Class. For example, information on the education and skills that immigrants bring to Manitoba was available only for the Economic Class. Therefore, the education and skills of more than 40% of the individuals coming to Manitoba (i.e., Refugees and Family Class) were not represented. Statistics for all classes of immigration would have better reflected current realities.

The lag in consistently current statistics led to some conflicting pieces of information for this summary. For example, available information on skill shortages identified manufacturing as a growth industry from 1992-2002. However, a recent two-part article in the Winnipeg Free Press questioned the viability of manufacturing in Manitoba. In another available labour market document, nursing was identified as a skill shortage. Not so, suggests a very recent article in the National Post. According to the Winnipeg Region Health Authority (WRHA), the situation has improved so dramatically that the WRHA has abandoned efforts to recruit nurses from foreign countries.

In the review of government documents, a number of provincial government initiatives and services target professional and highly skilled immigrants emerged. As Manitoba finds itself with a skill shortage in almost all sectors, programs that assist in matching the often under-utilized human capital of highly skilled and professional immigrants to employment opportunities in Manitoba are critical.

Manitoba's labour market appears to be characterized by three factors: skill shortages; low unemployment; and low population growth

High rates of unfilled jobs and low levels of unemployment increase the cost of doing business as employers have the burden of recruiting talent and retaining

current employees. There is an urgency to develop skills in Manitoba's youth and to attract the talent needed to fill these skill shortages. As Manitoba's population continues to decrease and skill shortages accompanied by low unemployment continue to persist, immigration will no doubt be a critical factor in addressing these declines. The challenge for Manitoba is to find strategies to attract skilled immigrants and to involve them in the workforce by reducing employment barriers. A number of themes emerged from interviews with programs, services, and provincial government contacts that help to inform this challenge.

More support for labour and industry in identifying trends and skill shortages is needed. There is a critical information lag in these areas that makes it difficult for government and industry to plan and prepare effectively for these events.

More creative ways to link employers, service providers and immigrants is required to help make the transition to employment less cumbersome not only for skilled immigrants and professionals, but also for employers.

Profiling the English language demands and employment skills within sectors would provide current and valuable information for both employers and immigrants about the knowledge, skills and attitudes needed in the workplace. The information would help immigrants to self assess their readiness for employment. It would also provide workplaces with a clear set of criteria against which employers can reliably determine employment readiness.

The continuation and expansion of ESP and Bridging programs that fast-track professional and highly skilled immigrants into their chosen fields by providing language instruction and cultural communication, certification information, professional networking and internships offers the most effective and efficient way to achieve labour market integration. There are a number of excellent models to build and expand on in Manitoba.

Ontario

While the general trend appears to be towards improving immigrants' access to the labour market, there continues to be little investment in those areas identified through a number of environmental scans and studies. Most reports recommend a common or at least streamlined credential assessment system, better access to labour market information and knowledge about the realities of the Canadian workplace both prior to immigrating and once landed in Canada. Higher level language training, including workplace or occupation specific language instruction, as well as increased access to bridging or mentorship programs or services are mentioned frequently. Some argue that financial support should be available to ease the transition of immigrants into training, education, bridging or mentorship programs and employment.

MTCU's *The Facts are In!* reported on the job search and employment experiences of internationally trained professionals in Ontario through data gathered in interviews with the individuals. The report concluded that the following factors contributed to the success of internationally trained professionals in finding and keeping employment:

- Information about jobs, licensing requirements and labour market conditions both prior to arriving in Canada and once settled;

- Good language skills, occupational vocabulary, knowledge of Canadian work context, acquired both in the home country and through taking courses once in Canada;

- Academic credential assessment; and

- Employment in their exact profession early in the job search process.

Maytree Foundation's *Fulfilling the Promise* report recommends a number of initiatives aimed at increasing access to the labour market for internationally trained immigrants. Among the report's recommendations are:

- Incentives for stakeholders to collaborate on programming and services for immigrant-serving populations;

- Enhanced academic credential assessment, information, expert advice and bridging projects;

- Renovation of federal language assessment and programming with workforce orientation; and

- Implementation of a leadership council.

The Canadian Labour and Business Council (CLBC) identified gaps and barriers that internationally trained professionals face in four professions: teachers, engineers, masons and nurses. Respondents gave a range of responses. While some responses varied by profession, there was some agreement that a lack of information on the credential assessment process, as well as a perception of burdensome bureaucracy and documentation requirements make the process more difficult. All professions cited lack of Canadian work experience and lack of Canadian employer contacts as significant barriers. CLBC identified specific solutions to alleviate barriers.

While some regulatory bodies actively foster access to their profession, they identify the need to do more. In particular, regulators are looking into lack of pre-immigration licensing information, lack of knowledge of Ontario workplace practices, lack of occupation-specific language and difficulty in finding bridging programs and work placements. Some regulators cite a desire for enhanced communication across regulatory bodies, and an opportunity to learn from what others have tried and found successful.

Language programming surfaces as a strong recommendation from all sectors. In particular, reports suggest the need for occupationally specific or at least workforce oriented language training, at levels higher than those currently available through the federal LINC program. *The Facts Are In!* reports that of interviewees who reported excellent English skills in their profession, 39.6% were working in the exact profession for which they were trained, compared to just 9.4 % who reported their abilities as poor or fair.

Atlantic Canada

The research shows that there are many gaps throughout Atlantic Canada with regards to services and programs offered to assist immigrants in integrating into

the community. Most service centres are in larger urban areas and immigrants in rural communities lack the benefits that these service providers offer. This results in a secondary migration to urban centres and possibly outside of the region; a trend this region is trying to discourage with provincial nominee programs. In addition, the services that are provided are not consistent throughout the region, due to lack of funding and resources.

Service providers across the region all recognized the need for more accurate and swift recognition of foreign credentials. Given the projected labour market shortages due to negative natural population increases, attrition and out-migration, labour market opportunities for immigrants need to be enhanced to reduce the number of qualified professionals in Atlantic Canada who are unable to work. A consistent process to recognize and market their credentials would enable newcomers to work in their chosen fields. Having a process in place and a method of benchmarking credentials would attract more immigrants to the region. Despite being an excellent way of obtaining some Canadian work experience for immigrants, the effectiveness of the workplace training programs would increase by being able to provide financial support to the participants during the six-week placement.

Skills profiles of all Atlantic Province immigrants, the levels of their education, and immigrant unemployment and underemployment rates were unavailable or unobtainable at the time this report was completed. Sources consulted expressed the need and value in having access to this data.

At the federal level, initiatives and objectives related to increasing immigration or services are limited to the provincial nominee programs. At the provincial level, the need for immigrants and what they have to offer the labour market and community economy is recognized and valued. Details of concrete immigration policies for all four provinces were not available at the time of this research although publication is widely anticipated.

Canada's North

The research shows that there are very few services available to immigrants in Canada's three territories because immigrant numbers tend to be low and there is not an urgent need for services. Most available programs focus on aboriginal representation in the labour force and therefore did not fall under the parameters of this research project.

In Nunavut, no programs specifically offered to immigrants were identified. Under the Inuit Employment Plan the government's focus is on meeting their goals of employing Inuit in 85% of positions by 2020 and the lack of immigrants in this territory makes immigrant services non-essential.

In the Northwest Territories, the increased activity and potential of the diamond industry in the region has brought the value of immigration to the attention of government officials and private employers.

Arslanian Cutting Works NWT Ltd. is a company that has brought immigrants to the Northwest Territories to cut/polish the stones mined in the Northwest Territories. English as a Second Language programs lasting 6-8 weeks are

provided upon their arrival. Language skills covered are basic settlement needs and the program is only offered when a new group arrives.

Aurora College in the Northwest Territories offers LINC classes from literacy to LINC 5. Classes are multi-level, four mornings a week and two evenings, September to June. Class size ranges from 12–18 students and attendance averages a few months because students of all levels are able to find employment within a short period of time. Some labour market skills are covered in the higher levels, mainly resume-writing, cover letters and interview skills.

The Yukon is the only territory with a nominee program but no labour market related services for immigrants were identified within the scope of this project. Yukon College offers LINC classes from literacy to LINC 5 from September to April.

Various pieces of information were not available at the time of the research and primarily because of low immigration levels it is not being collected for publication.

Provincial Labour Market Profiles

The Labour Market Profile for each province and region was gleaned from labour market research developed and approved by the appropriate regional, territorial or provincial representative. The information is organized based on the reporting template developed at the beginning of the project. For a copy of the Labour Market Reporting Form see Appendix E.

The Labour Market Profiles for the ELT Research Project appear in Appendix F.

Complete regional and provincial labour market research appears in Appendix G.

Summary of Identified Gaps in Labour Market Research

Provincial researchers identified the following gaps in the research available on the relationship between immigrants and the labour market:

- Skills profiles of immigrants, including the levels of their education were not available in all provinces;

- Immigrant unemployment and underemployment rates were generally unavailable. Statistics regarding immigrant unemployment or underemployment are needed to substantiate the participation rates of immigrants;

- Consistently current statistics on labour market shortages are needed;

- Information about labour force growth from immigration is needed;

- Current research on labour market needs and gaps in training for immigrants is needed;

- Support from labour and industry in identifying trends and skills shortages and in profiling the English language demands and employment skills within sectors is required;

- Sector councils and industry associations' participation in defining occupation-specific language training gaps or needs from a sectoral perspective is needed;

- Appropriate and accessible province-specific information on how to access professions and trades or the labour market is needed;

- Research on the specific barriers to employment and to success in the labour market for skilled immigrants is needed;

- Research targeted primarily to job specific skill readiness with a focus on soft skills (workplace cultural knowledge and interpersonal communication skills) is needed;

- Research on the integration of CLB into labour market language training is needed;

- Initiatives connecting employers, regulators and training institutions in the development of bridging programs for skilled immigrants should be supported;

- Labour market language training programs and services, with employers as partners, must be encouraged.

What's missing?
Gaps Analysis

There are overall gaps evident in the research as well as provincial and regional gaps. This section presents provincial and regional perspectives on existing gaps as seen in both the labour market research and through the survey process. A summary of overall gaps in the language training system is presented at the end of the chapter.

Provincial/Regional Perspectives on Gaps in Language Training

British Columbia

The Government of British Columbia is involved in a number of labour market research and pilot projects due to be completed in June 2004. The Berman Report has identified programs and services related to the ELT Initiative in the province.

In reviewing the matrix of programs in the Berman Report, several institutions indicated "CLB were used". On further investigation, it appears that programs aligned with ELSA[7] Levels 1-3 use the CLBA as entry assessment and the curricula are, to a large extent, based on tasks and competencies. The new ELSA Level 3 exit test developed at Vancouver Community College is gaining acceptance but not all ELSA programs are using it yet. These programs were not included in the ELT project inventory because the project was primarily interested in programs provided at the CLB 7-10 range as well as being labour market oriented.

Although some of the labour market language training programs had indicated use of CLB, this had a wide variety of application and meaning. Several programs indicated that they had arbitrarily assigned a CLB to their program but in fact were uncertain if that level was accurate or appropriate. CLB assessment tools were generally not used to determine levels. A few programs used in-house tests that were somewhat aligned to CLB. Curricula in these advanced level programs were almost exclusively not referenced to CLB. One informant indicated that there is no clear agreement among providers as to how CLB are determined for any given program and that this needs to be addressed.

In the community college programs, there is a growing interest and commitment to aligning programs with the CLB and, as part of the ESL articulation process; many courses have already been given an equivalent CLB. Several college administrators indicated that they are currently in the process of aligning their program curriculum with CLB. A number of informants in both the public and private sector indicated that they would require significant assistance to revise their curricula to incorporate Canadian Language Benchmarks. There is

---

[7] English Language Services for Adults (ELSA).

considerable interest in doing so in the colleges, NGOs, and private sector schools.

The majority of labour market language training falls into the category of Health Care and Service Industries. A number of programs are general workplace preparation courses not tied to a specific sector. There are a very limited number of programs dealing with skilled trades. The Ministry of Community, Aboriginal and Women's Services (MCAWS) has funded some pilots related to skilled trades, and higher level professions. Except for nursing (where there are a number of programs available in the Lower Mainland and on Vancouver Island) there are almost no programs for other professions such as engineers, architects, academic instructors etc. The International Pharmacy Graduate (IPG) Program recently piloted at the University of British Columbia (UBC) in cooperation with the same program in Ontario is a promising beginning. There is a significant shortage of trained pharmacists in British Columbia and employers, especially in the chain pharmacies, are willing to pay tuition costs for this program in order to recruit qualified personnel.

There is a need for labour market language training in the rural areas of British Columbia. Currently the majority of the programs are being delivered in the Lower Mainland and Fraser Valley.

The 16 Labour Market related research projects recently funded by MCAWS are reaching completion. These studies will help to identify the needs of the labour market and any gaps in training. This information will no doubt set the path for ELT in British Columbia.

Alberta

The research revealed numerous language training programs in Alberta that met three of the four criteria: targeting immigrants, a language training component, and a labour-market focus. The list shrank considerably, however at the fourth criteria: CLB referenced, at CLB 7-10 range. In fact, the research did not identify one program in the province that met this criterion in the strictest sense. Several participants in the research suggested that this might be due to the fact that in Alberta LINC goes only to Level 4 (CLB 5) so there is a gap in programs and services at CLB 5+.

Most program coordinators who participated in this research suggested that CLB 7+ is too high as an entrance requirement to their programs, both in terms of the language requirements of the target occupation and the language proficiency of applicants to their programs. Program coordinators suggested that raising the bar to a CLB 7 would leave them with too few successful candidates to run the program. Many felt more confident that their registrants would exit their programs near, at or beyond a CLB 7. However, a number of program coordinators stressed that the goal of a labour-market preparation or bridging course should not be to attain a given benchmark. A CLB, they argued, is a measure of language proficiency – a key factor but not the only factor in achieving the ultimate goal of meaningful, sustainable, sufficient and paid employment in the target occupation or profession.

A number of programs were identified that define a given CLB as an entrance requirement but have no further reference to the benchmarks – no further

assessment or curriculum alignment. Most of the coordinators of these programs indicated that they determined this benchmark based on informal measures, such as the experience of instructors who are familiar with the benchmarks (e.g., LINC instructors) or observing the performance of participants in the program. There may be a need to support and facilitate stronger alignment to the benchmarks, and to develop CLB-referenced assessment tools or guidelines for assessment that are appropriate to labour-market programs.

No CLB-referenced labour market focused programs were identified outside of Calgary and Edmonton. A CLB-referenced resource package was identified which aims to support language training development and, indirectly, economic/social integration of immigrants in smaller communities, and this tool may offer some clues as to how to support such efforts. There may be a need for more research and/or supports for labour market language training development in rural and smaller settings.

Several program coordinators indicated keen interest in aligning their programs to the CLB but required more information, resources, expertise and support (possibly financial) to do this.

Clear pronunciation (reducing or removing barriers to communication caused by non-standard intonation and pronunciation) and cross-cultural communication knowledge and strategies were often cited as key components of successful programs.

The majority of the programs depended on government support for development and delivery.

Finally, the overwhelming response to this research was positive – participants saw real benefit in developing a database of programs and services in the country that they could access via the CCLB website.

Saskatchewan

A gap between basic language training and language training at labour market levels exists in Saskatchewan. Citizenship and Immigration Canada currently funds language training programs up to LINC 5 (Canadian Language Benchmarks 6/7). However, most immigrants exit LINC programs at LINC 3. In addition, there are waiting lists for current LINC programs in some of the major metropolitan centres in the province.

Beyond LINC 5, language training or labour market language training programs are not available in the province, except for occasional in-the-workplace language programs provided by employers in conjunction with immigrant settlement agencies. All the LINC-type language training programs available in the province could be adapted to provide higher levels of language training.

Manitoba

As Manitoba finds itself with a skill shortage in almost all sectors, programs that assist in matching the often under-utilized human capital of highly skilled and professional immigrants to employment opportunities in Manitoba are critical. However, employment programs and services are in short supply for immigrants

who are semi-skilled or those who have not had the opportunity to complete their education or to work in their country of origin. These are the individuals who are most vulnerable to marginalization within society.

The continuation and expansion of English for Specific Purposes (ESP) and bridging programs that fast-track professional and highly skilled immigrants into their chosen fields by providing language instruction and cultural communication, certification information, professional networking, and internships offers the most effective and efficient way to achieve labour market integration. There are a number of excellent models to build and expand on in Manitoba.

Ontario

A fragmented and disjointed system for language training is evident in Ontario despite the fact that the province receives the greatest number of immigrants of all Canadian provinces. Provincial and federal language training initiatives are slowly gaining some harmony, but provincially sponsored ESL programs available through school boards (Ministry of Education) have been greatly undermined by the process of school board amalgamation in the province.

LINC programs are well established. In Ontario most LINC programs offer levels 1-5. A number of bridging programs aiming to assist skilled immigrants in accessing their trade or profession have emerged. These programs are sponsored by the Ministry of Training, Colleges and Universities (MTCU), and have had great success. However, bridging programs require CLB 8 for entry. The gap between LINC, a settlement language training program that takes an individual up to CLB 7 (listening and speaking) and CLB 6 (reading and writing), and the bridging programs that require facility with academic and workplace language is becoming increasingly evident.

Additionally, bridging projects in Ontario focus of the occupation-specific skills of immigrants. Many of these programs have reported the need to "tap into" language training programs in the community, in schools and in community colleges. Bridging projects need an expert institute to assess, place and offer language training that is geared to the needs of the workplace. Existing language training programs are unable to fill the gap at this time.

School boards, anxious to assist adults in achieving their learning goals resort to placing ESL learners with post-secondary education in credit co-op programs as a way to assist them with language and to help them gain some workplace exposure. The lack of appropriate funding causes organizations to be "creative" and potentially ineffective programs emerge within structures not designed for that purpose.

On the positive side, Ontario has developed at least 15 bridging models, all of which will have "how-to manuals" to share with other stakeholders. As seen in the database, tools and resources are emerging across Ontario in many of these new programs. A system for distribution and sharing of materials is needed, perhaps a virtual library. And a more coordinated delivery system is imperative for the province.

Atlantic Region

The research found that there were not any programs in Atlantic Canada that met all of the four criteria in the strictest sense. Many of the programs and services which targeted immigrants were labour market focused and offered a language training component but were either not at the CLB 7-10 range or CLB referenced. Nova Scotia and Newfoundland offer up to LINC 5 (CLB 6-7) at immigrant serving agencies. In Prince Edward Island and New Brunswick up to LINC 3 (CLB 3-4) is offered at immigrant serving agencies while LINC 4 and LINC 5 are offered at community colleges. The fees at the colleges discourage some students from continuing their language training once they reach the higher LINC levels and labour market programming would be more beneficial at CLB 3-4.

In all four provinces, gaps in programs higher than CLB 5 are a concern. Due to the lack of programs in the CLB 7-10 range, many felt that labour market language programs should start at CLB 5, ensuring a larger group of eligible clients would benefit from an earlier introduction into labour market language classes. Unless clients have intentions of continuing their education at the college or university level, most exit programs at CLB 4-5. In addition, many clients must obtain employment and thus exit the program or service. Often the employment opportunity is not inline with the client's job objective.

One program that did not fit the research criteria but was of considerable interest, was a labour market language class geared toward immigrants who had maximized their LINC eligibility and were receiving social assistance. This program was offered at Metro Region Immigrant Language Services (MILS) in Halifax and is called Successful English for Work. The mandate of the service is to teach the clients as efficiently as possible by targeting language they need to obtain a job and become self-sufficient. Students with a wide variety of language skills enter the program and graduate into the job market within months. Benchmarking the program was not a priority because it was stressed that a benchmark is an indicating factor of language abilities, but not the only one necessary to be a successful member of the labour force.

No programs were identified in rural areas of any of the provinces in the Atlantic Region. Most of the immigrant population resides in urban centres, but with anticipation of increased immigration to the region, the feasibility of rural programs needs to be explored.

All of the programs depend upon federal or provincial government support for development and delivery.

Respondents are interested in the outcomes of the project and eager to know what is happening in the rest of the country. All spoke of overwhelming success in their programs and the benefits for students and the greater communities.

The Atlantic Region research suggests the need for more:

- Consistent and increased funding to offer programs on a continuing basis. Participants expressed frustration at rushing to develop/plan a program with tight budget constraints, only to have insufficient funds to offer it again.

- Labour market training at the CLB 4-5 range.

- Benchmarking of occupations in terms of language requirements to give clients a more realistic timeline for achieving employment goals.

- Smaller class sizes to offer more opportunities for one-on-one instruction.

- Marketing to increase awareness of programs and to show how local businesses can benefit from job placements, internships and mentoring.

- Circulation of the information in this report and on emerging ELT programs so service providers can share resources, curriculum and best practices.

Summary of Gaps and Recommendations for Language Training

Gaps

- Provinces and territories currently offer LINC up to different levels. Those provinces/regions that offer LINC 1-3 or 1-4 identify the need to make the additional level(s) available to their immigrants;

- LINC providers would like to offer more employment-related programming in the lower levels;

- Research on language requirements for different occupations is lacking;

- Specialized courses in cross-cultural communication, clarity of speech and occupation-specific language skills are not readily available through government-supported language training initiatives;

- Existing and emerging research related to the development and delivery of labour market, CLB-referenced programs do not have a systematic distribution network;

- Language assessment tools that are occupation-specific and in the higher CLB are lacking.

Recommendations

- Benchmarking occupations to determine the language benchmark required is recommended prior to the development of occupation-specific programs, services and tools;

- The use of the CLB in language training programs needs to be encouraged and supported through professional development activities and additional funding for research and development;

- CLB 7+ was questioned as the entrance requirement to labour market language training programs. Labour market language courses for "nearly job ready" immigrants must be provided at CLB 5-7;

- Supports and enhancements to current bridging programs should be offered.

What's out there?
Programs & Services

One hundred and three programs/services were identified through this research project. Not all programs fit all of the four key criteria for the project, which were:

- The program/service targets adult immigrants;

- There is a language training component to the program/service;

- This language training component is labour market focused;

- The language training component targets CLB 7-10.

Programs/services that did not contain a formal language training component were included to showcase internships, mentorships, work placements etc.

Language training components that were at CLB 7-10 but were not strictly labour market focused were included if they led to some aspect of access to employment. An example is academic English for immigrants who need to take college upgrading courses as a means to gain technical skills.

Language training programs that were either sector-specific or workplace related, but at lower benchmarks, were included in recognition that smaller centres and centres that do not have LINC levels 4 and 5 have a significant gap in their language instruction programs that could be filled by ELT.

Finally, every effort was made to capture as many programs as possible in each province. It is hoped that the ELT database will expand to include new programs, and to capture any program missed through this initial research project.

Programs and Services in the ELT Database

Of the 103 programs included in the ELT database,

- 64 programs/services are CLB-referenced;

- 36 programs/services are not CLB-referenced but are labour market focused;

- 15 programs/services are in the "high intermediate to advanced" range, requiring CLB 7 or higher for entry.

- 9 programs/services that are CLB-referenced are in the CLB 7-10 range;

- 3 programs/services did not identify CLB.

Programs and Services by Sector and CLB

The following programs have been included in the ELT database (see also report in Appendix H). Note that many programs are general, offering communication and language training either in a generic way (business English) or skills-specific (writing, spelling, pronunciation). Many others are occupation-specific and focus on language and communication with a sectoral or occupational focus. Others offer occupation-specific language training for specific tasks (to pass the certification exam). The table presented here has been organized by program title, alphabetically.

Table 3: Programs by CLB and Sector

Program/Service Name	Province	Sector	CLB	CLB
Academic English for University and College Entrance	Manitoba	University and College entrance	Yes	8
Accelerated English for Health Care Professionals	Manitoba	Health care	Yes	5
Advanced Pronunciation and Accent Development	Manitoba	Business/professions	Yes	6
ATAPTIE: Alternative Teacher Accreditation Program for Teachers with Int'l Exp.	Ontario	Education	No	No
Basic Language Skills	Saskatchewan	No	No	<5
Biotechnology Bridging Program for Internationally-Trained Professionals	Ontario	Biotechnology	No	9
Bridge to Success for Trades	Ontario	Construction/industrial electricians; millwrights	Yes	7
Bridge Training for Engineering Technician and Technologists (OPTIONS)	Ontario	Engineering	Yes	7
Bridge Training Project for Teachers	Ontario	Education	Yes	7
Bridging Program for Internationally Educated Accounting Professionals	Alberta	Accounting/finance	Yes	6
Bridging Program for Medical Laboratory Technology	Ontario	Health care	No	6
Canadian Access for International Professions and Skilled Trades (C.A.I.P.S.)	Ontario	All professions & skilled trades	No	5
Canadian Communication for Physicians Trained Abroad	Manitoba	Medical doctors	Yes	8
Canadian Employment Skills Program	Alberta	General employment preparation	Yes	5
CARE for Nurses	Ontario	Health care	Yes	7
Career Action for Newcomers Job Search Program	Ontario	Not sector specific	Yes	5

Table 3: Programs by CLB and Sector

Program/Service Name	Province	Sector	CLB	CLB
Career Bridge	Ontario	Finance, manufacturing, health care, education	Yes	8
Career Exploration Class	Newfoundland	Modules based on clients' needs	No	5
Certinurse.ca	Ontario	Health care	No	No
Combined Skills Program: Accounting	British Columbia	Accounting/finance	No	No
Combined Skills Program: Baking & Pastry Arts	British Columbia	Hospitality and food services	No	No
Combined Skills Program: Culinary Arts	British Columbia	Hospitality and food services	No	No
Combined Skills Program: Hairstyling	British Columbia	Hairdressing	No	No
Combined Skills Program: Home Support/Resident Care Attendant	British Columbia	Health care	No	No
Commercial Baking and Decorating Program	Alberta	Food processing	Yes	5
Computer Programmer for Internationally Educated Professionals	Ontario	Information technology	No	No
Conversation Master for Business and Professions	Manitoba	Business/professions	Yes	6
Drilling Rig-Hand Program	Alberta	Oil & gas	Yes	5
Home Support/Resident Care Attendant Program	British Columbia	Health care	No	No
Employment Preparation for Retail Services	Ontario	Retail	Yes	5
Employment Program with a Business English Workshop component	Ontario	Not sector specific	No	No
Engineering Technology Upgrading Program	Alberta	Engineering	Yes	6
Engineers and Technologists Integrated Program	Alberta	Engineering	Yes	5
English Communication Courses for Professionals	Ontario	General, IT, and engineering	No	6
English for Business and Academic Purposes (CLB 6-8)	Ontario	Not sector specific	Yes	6
English for Business Communication	Manitoba	Business communication	Yes	5
English for Business Purposes	Manitoba	General business	Yes	5

Table 3: Programs by CLB and Sector

Program/Service Name	Province	Sector	CLB	CLB
English for Computer Professionals	Alberta	Information technology	Yes	5
English for Engineering Professionals	Manitoba	Engineering	Yes	5
English for Health Care Aides	Manitoba	Health care	Yes	5
English for Health Sciences	British Columbia	Health care	No	7
English for Nursing Purposes	Manitoba	Health care	Yes	5
English for Professional Purposes	Manitoba	General professions	Yes	5
English for Technical Purposes	Manitoba	General technologies	Yes	5
English for Testing and Certification	Manitoba	All	Yes	5
English for the Canadian Workplace	British Columbia	All	Yes	<5
English for Truck Drivers	Manitoba	Truck driving	Yes	<5
English in the Workplace	Nova Scotia	Not sector specific	Yes	<5
English in the Workplace - English for Work and Business	Nova Scotia	All	No	5
English in the Workplace - on site program	Nova Scotia	Depends on worksite	No	No
Enhanced ELSA Level 4-5	British Columbia	All	Yes	<5
ESL Co-op for Adults	Ontario	All	No	6
ESL Co-op Work Experience Program (Credit)	Ontario	Not sector specific	No	5
ESL for Health Studies	Manitoba	Health care	Yes	5
ESL for Professional Communication	British Columbia	All	Yes	6
ESL Training for Jobs for Hospitality	British Columbia	Hospitality	Yes	<5
ESL Training for Jobs for Resident Care Attendant (RCA)	British Columbia	Health care	Yes	<5
Geriatric Nursing Care Attendant	Alberta	Health care	Yes	<5
Glazier First Year Apprenticeship Training	Alberta	Industrial trades	Yes	<5
Graduate Nurse Refresher with English as an Additional Language (GNEAL)	British Columbia	Health care	No	No
Health Care Aid Certificate Program	British Columbia	Health care	Yes	<5
Home Daycare Providers' Course	Ontario	Child development	Yes	<5

Table 3: Programs by CLB and Sector

Program/Service Name	Province	Sector	CLB	CLB
Home Support Workers' Course	Ontario	Health care	Yes	5
Home Support/Resident Care Attendant - ESL	British Columbia	Health care	No	6
Homecare Attendant Training Program	Alberta	Health care	Yes	<5
Immigrant Women at Work Program (IWWP)	Ontario	Clerical (accounting & logistics)	Yes	5
Intensive English as a Second Language	Manitoba	No	Yes	<5
Intensive ESL for Employment	Manitoba	General employment	Yes	5
International Midwifery Pre-registration Program	Ontario	Midwifery	No	No
International Pharmacy Graduate Program	Ontario	Pharmacy	Yes	7
International Pharmacy Graduate Program in Vancouver (IPG)	British Columbia	Health care	Yes	8
Internationally Trained Teachers	Manitoba	Education	Yes	5
Job Connect	Ontario	No	No	6
Job Connect	Ontario	Accounting/finance	No	7
Job Connect	Ontario	No	No	7
JobLINC	Prince Edward Island	No	No	No
Labour Market Language Training Level 4-5	New Brunswick	Not sector specific	Yes	<5
Language and Communication Training	Ontario	Not sector specific	No	7
LINC 4-5	New Brunswick	Not sector specific	Yes	<5
Microelectronics Manufacturing Techniques for Internationally Trained Professionals	Ontario	Microelectronics manufacturing	No	No
MIT - Mentoring of Internationally Trained Tradespeople	Ontario	All trades	No	No
New Canadians Program	Ontario	All	No	5
New Options for Foreign-Trained Nurses Seeking Employment in Ontario	Ontario	Health care	Yes	5
Now You're Talking	Ontario	All	Yes	7
Nurse Refresher Program for Nurses Educated Outside of Canada	British Columbia	Health care	No	No
Occupational Terminology Workshops	Ontario	All trades	No	<5

Table 3: Programs by CLB and Sector

Program/Service Name	Province	Sector	CLB	CLB
On-line English Language Support for Work/Business Communication	Manitoba	All	Yes	5
Practical Nurse Refresher/Transition Certificate Program	British Columbia	Health care	No	No
Preparation for and Access to Trades and Technology (PATT) - name may change	Ontario	Mechanical trades	No	6
Reach-Up Program: English Language & Employment Program for Newcomers to Canada	British Columbia	All	Yes	6
Retail Training Course	Ontario	Retail	Yes	5
RN Licensure Preparation Program	British Columbia	Health care	No	No
Sector-Specific Terminology Information Counselling	Ontario	Engineering; health care; accounting; IT	Yes	6
Spelling for Success for Business and Professions	Manitoba	Business/professions	Yes	5
Strategies for Listening for Business and Professions	Manitoba	Business/professions	Yes	5
Success Skills Centre	Manitoba	Highly skilled and professional immigrants	Yes	5
Test-Taking Techniques for Licensed Practical Nurse (LPN) Registration Exam	Manitoba	Health care	Yes	5
The Ontario Network for International Professionals Online (Onip.online)	Ontario	Health care, accounting, engineering, teaching	No	No
Transition to Technical and Trades Careers	Alberta	Construction trades	No	<5
Workplace English	Manitoba	Workplace communication	Yes	5
Workplace Language Training	Ontario	Varies according to workplace needs	Yes	No
Writing Skills for Business and Professions	Manitoba	Business/professions	Yes	5

Reference to the Canadian Language Benchmarks

Most programs and services serve individuals in CLB Stage II, a number requiring CLB 5 for entry into the program, but the majority in the CLB 6-7 range. Note that many of the programs require CLB 5 for entry but might have exit points at CLB 7, 8 or higher. Of the 66 programs that are referenced to the CLB, 15 are CLB 7-9, and none are CLB 10.

Table 4: Number of Programs Referenced to the CLB

CLB	5	6	7	8	9	10
# Programs	37	14	10	4	1	0

Sector-specific Programs and Services CLB 7-10

The following chart describes programs for CLB 7 or higher with an occupational focus. A number of programs are not benchmarked, but have a CLB requirement for entry into the program.

The majority of the programs listed here are from Ontario. This may be explained by the fact that the Ministry of Training, Colleges and Universities (MTCU) sponsors bridging programs that have set their entry levels at CLB 7 or 8. The programs focus on the occupation-specific aspects of the bridging, with little, or no, focus on language training. In many of the bridging projects, occupation-specific communication, as expressed in the professional competencies of the target occupation, are addressed through communication courses. These may, or may not, use an ESL methodology.

This table is organized alphabetically, by sector.

Table 5: CLB 7-10 Programs by CLB and Sector

Program/Service Name	Province	CLB	Sector	CLB
Job Connect	Ontario	No	Accounting/Finance	7
Now You're Talking	Ontario	Yes	All	7
Biotechnology Bridging Program for Internationally-Trained Professionals	Ontario	No	Biotechnology	9
Bridge to Success for Trades	Ontario	Yes	Construction/Industrial Electricians; Millwrights	7
Bridge Training Project for Teachers	Ontario	Yes	Education	7
Bridge Training for Engineering Technician and Technologists (OPTIONS)	Ontario	Yes	Engineering	7
Career Bridge	Ontario	Yes	Finance, Manufacturing, Health Care, Education	8
English for Health Sciences	British Columbia	No	Health Care	7
Canadian Communication for Physicians Trained Abroad	Manitoba	Yes	Medical Doctors	8
Job Connect	Ontario	No	No	7
Language and Communication Training	Ontario	No	Not sector specific	7
CARE for Nurses	Ontario	Yes	Nursing	7
International Pharmacy Graduate Program in Vancouver (IPG)	British Columbia	Yes	Pharmacy	8

Table 5: CLB 7-10 Programs by CLB and Sector

Program/Service Name	Province	CLB	Sector	CLB
Program in Vancouver (IPG)	Columbia			
International Pharmacy Graduate Program	Ontario	Yes	Pharmacy	7
Academic English for University and College Entrance	Manitoba	Yes	University and College entrance	8

Sectors

In considering all programs in the database, it became evident that health care is by far the most well served sector in terms of sector-specific programs and services. There are also multiple programs across Canada for engineering, accounting and finance and education. Programs addressing most other sectors and occupations are unique, and often address a specific regional need, as in the program for the oil & gas sector in Alberta. Generic job search, employment preparation, business, workplace and professional communications programs are in the majority and represent a third of all available programs (31%).

Table 6: Sector-Specific Programs/Services

Sectors Addressed in Programs/Services		
Accounting/Finance (6)	General Technologies	Mechanical trades
Biotechnology	General Trades (2)	Medical Doctors
Child Development	Generic (32)	Microelectronics Manufacturing
Clerical (Accounting)	Hairdressing	Midwifery
Construction Trades	Health Care (26)	Millwrights
Construction/Industrial Electricians	Hospitality and Food Services (3)	Oil & gas
Education (4)	Industrial Trades	Pharmacy
Engineering (7)	Information Technology (4)	Retail (2)
Food Processing (2)	Manufacturing	Truck Driving

Are programs/services addressing the labour market need?

In the following table labour market language training programs currently available in each province/region are pitted against the labour market shortages predicted for the province (as seen in the labour market profiles).

Health care is an area of growth and/or skills shortage in many provinces. Programs to address this need are increasingly available. The CCLB support of the *Benchmarking the Nursing Profession* project and the subsequent *Canadian English Language Benchmarks Assessment for Nurses* (CELBAN) represents the kind of research needed in many other sectors.

Skilled trades and manufacturing appear as areas of growth and shortages in many provinces. With a training base in community colleges across the country, and research conducted on benchmarking many of these programs (see research), there seems to be great potential for community colleges to create

fast-tracked programs for immigrants with skills in these areas, as is seen with the Ontario programs for microelectronic manufacturing and computer programming.

Business services, consulting and other professional and paraprofessional occupations are indicated as areas of growth almost everywhere. Occupations requiring high levels of interaction, cultural awareness and suasion strategies require high levels of language proficiency.

Skilled trades appear as an area pf predicted skill shortages. Technical skills and knowledge of the industry and government standards are key for these occupations.

Clearly occupation-specific programming is needed to address the diverse language skills required by occupations immigrants intend to work in.

Table 7: Sector-Specific Programs/Services vs. Skills Shortages

Province	Enhanced language training available:	Growth industries Skilled shortages	Immigrant profile
British Columbia	Accounting Culinary Arts/Baking & Pastry Hairstyling Home support/resident care (2) English for health sciences Hospitality Nursing (4) Health care aide Pharmacy	*Growth industries:* health services; accommodation; food & recreational services; retail trade; computer, consulting and other business services; construction; education; transportation & storage; wholesale trade; finance; insurance, & real estate; professional business services; other services industries; public administration; personal & household services; wood; communications *Skills shortages*: management occupations; professional occupations; technical, paraprofessional & skilled occupations; intermediate occupations; labouring and elemental occupations	n/a

Table 7: Sector-Specific Programs/Services vs. Skills Shortages

Province	Enhanced language training available:	Growth industries Skilled shortages	Immigrant profile
Alberta	Accounting Commercial baking and decorating Drilling rig-hand Engineering/Engineering technology (2) Computer professionals Geriatric nursing care attendant Glazier Homecare attendant Trades	*Growth industries*: utilities; health care and social services; business services; construction; information; communications technology; transportation; warehousing; food processing *Skills shortages*: health care, information and communications technology, construction, skilled trades (electricians, specialty welders, boilermakers, pipe fitters, carpenters, and operating engineers)	62.4% of immigrants coming to Alberta intended to work in occupations in the Natural and Applied Sciences
Saskatchewan	General ESL/employment only	*Growth industries:* health and social services; education services; resources, utilities, information, culture, recreation; professional, technical and business services *Shortages:* skilled trades such as heavy equipment operators, heavy-duty mechanics and process engineers.	In 2003, 13% of immigrant workers to Saskatchewan reported previous employment in natural and applied sciences and related occupations, and 10% indicated they had been previously employed in a health occupation. 51% of immigrants intending to work in the province were "new workers".
Manitoba	Health care Physicians Nursing Teacher	*Growth industries:* health care, education, retail, manufacturing (machine operators and assemblers), social services (education, government and religion), information technology *Skills shortages*: information technology, business and administration; construction, transportation equipment manufacturing, technical sales and marketing, medical and health, agri-food processing, biotechnology	n/a

Table 7: Sector-Specific Programs/Services vs. Skills Shortages

Province	Enhanced language training available:	Growth industries Skilled shortages	Immigrant profile
Ontario	Teacher (2) Biotechnology Trades (3) Engineering technicians/technologists Nursing (3) Computer programmer Retail (2) Home support worker Midwives Pharmacy Medical technology (2) Microelectronics manufacturing	*Growth industries*: transportation and communications, wholesale and retail trade, finance, insurance and real estate, community business and personal services and public administration *Skills shortages:* senior managers (goods production, transportation, construction, financial communications and other business services), registered nurses; insurance agents and brokers; secondary school teachers; elementary school teachers; facility operation and maintenance managers	Top intended occupations of immigrants to Ontario: Engineers Engineering Technicians and Technologists Accountants Teachers Pharmacists Nurses and Practical Nurses Medical Laboratory Technologists Cooks/Bakers Physicians/Surgeons Architects
Atlantic	General ESL/employment only	*Growth industries:* wholesale and retail trade sector and the computer and business services, Natural gas and natural gas liquids, oil, natural and applied sciences positions	n/a
North	n/a	*Growth industries*: minerals (oil and gas reserves may be explored in the future), fishing, tourism, natural resources; mining, oil and gas, renewable resources, construction, tourism, government, retail and wholesale trade, hydroelectricity	n/a

Programs by Province

Manitoba has a large number of programs and research initiatives conducted by Red River College which are both labour market oriented and CLB-referenced. A variety of these sector-specific courses are available through Red River College. As other colleges across Canada begin to explore the possibility of offering a greater variety of courses to skilled immigrants the Red River College experience can provide expert advice.

As seen in the chart below, the availability of programs is not proportionate to province size or number of immigrants in the province. Most of the programs in

the database are government funded, so the number of initiatives in a province likely reflects the priorities of governments in establishing programs to support immigrants' access to employment in the province and to attract and retain immigrants (Manitoba and the Atlantic region, for example).

Ontario and British Columbia both receive a large number of immigrants. As seen in the labour market research, a number of recent initiatives are underway to develop access to professions and trades programs and services. The low numbers of these programs in the ELT Database indicate that these programs do not always have a language training component. It is possible that in the near future, with the additional supports of the ELT initiatives, the bridging programs available in these provinces might be enhanced with language training components.

Table 8: Summary of Entries in Database vs. % Immigrants

Province	% Immigrants	Programs	Tools	Research
British Columbia	14.7%	19%	0	6%
Alberta	6.5%	10%	28%	4.5%
Manitoba	1.8%	25%	9%	28%
Saskatchewan	0.7%	2%	0	5%
Ontario	59.7%	37%	58%	8%
Atlantic	1%	7%	6%	4.5%
North	0.05%	0	0	0
TOTAL	100%	103	33	64

Needs, Gaps and Recommendations

The ELT Research identifies the following gaps in programs/services available:

- ELT programs are desperately needed. Labour market focused programs/services available for CLB 7-10 are limited. Only 9 programs fit the ELT research criteria completely. Only 40 programs across Canada would have been included in the ELT database if the criteria for inclusion had been observed more closely. This finding reinforces the need for the ELT Initiative.

- CLB use must be encouraged. CLB are being used as a way to describe pre-requisites for programs and services, but not always as the basis for their programs. There is interest in referencing programs and services to the CLB, but programs/services need financial support and resources to do so.

- Language Training for CLB 5-7 is also needed. There is a gap in language training programs and services for CLB 5-7, particularly in areas where LINC does not reach Level 5. This is interesting given the fact that most programs in the database are for CLB 5.

- Continuity of service and choice is required in order to serve immigrants' diverse needs. One way to address the evident gap between LINC programs

and labour market language training programs is to create a continuum of service, as follows:

1. LINC – Language for settlement (CLB 1-6)

2. ELT or LERN – Language for employment related needs (CLB 5-7)

3. ELT or LMLT – Labour market language training (CLB 7-10)

4. ELT for the Workplace – Language for employed immigrants (CLB 6-8)

How are programs delivered?
Program Design & Evaluation

The Programs/Service Database captured information on design and delivery. This section summarizes those findings. For more detailed in formation see Appendix H.

Program Design

Program Features

Each program or service was asked to identify program features based on a list. The following summarizes the features of programs:

- 18 programs did not have a language component, but were labour market focused and/or for CLB 7-10;

- 55 programs offered resume writing and job search support;

- 42 programs offered work experience;

- 33 programs offered work placements;

- 27 programs had a resource centre;

- 19 offered job shadowing;

- 16 offered mentorships;

- 5 offered internships;

- In the "other" category we find: career counselling, exam preparation, certification, cultural communication, technical/work skills, practicum, language coaching, networking with professionals, computer skills, WHMIS, apprenticeship, interview skills, labour market orientation, online information and networking.

The most common program features are resume writing, job search and work placements. Program/service success was often expressed in terms of program content (occupation-specific terminology and technical skills, strategies-based instruction), and positive outcomes (employment, placement, certification for participants). Program features and successes seem to be linked.

However, the "other" category demonstrates innovations that may be worthwhile exploring. Challenges identified by the programs/services interviewed were often related to the need to develop linkages with employers, post-secondary

institutions and other industry partners. Alternate activities such as networking and online communities could be further explored.

Program outcomes

Program outcomes were captured for the database through an open-ended question. Outcomes tended to fall into the following categories:

- Increased confidence (in work search, in interviews, on the job, in academic situations, in test taking);

- Improved language and communication skills (for the workplace, cross-cultural, occupation-specific, interpersonal);

- Occupation-specific terminology;

- Improved proficiency, fluency, language skills, accuracy (skills-based courses such as pronunciation, writing, spelling, etc.);

- Improved task-based performance (resume writing, test taking, presentations, etc.).

Many outcome statements relate to "soft skills", particularly for job search programs. ESP programs offer the clearest language outcome statements. Bridging projects are best at linking professional or trade communication competencies to the language training outcomes of the program.

Program Development

Funding & Partnerships

Governments are the most prevalent funding source and partner for programs and services. This is followed by post-secondary institutions, immigrant serving agencies, and regulatory bodies. There are few instances of employer partners recorded in the database.

Community colleges and universities demonstrate partnerships with key stakeholders such as regulators and sector councils.

Partnerships are essential for program authenticity and credibility. As seen elsewhere in this report, linkages between language training providers, employers, key industry representatives, government and post-secondary institutions remains a challenge.

Multi-funder collaboration is needed. It was evident in conducting the research that immigrant serving agencies tap into multiple funding sources to build their programs. A number of programs listed are single courses, whereas others are programs containing a number of different components. Collaboration among these funders, and flexibility in the employment of funds for locally identified needs, is important.

Use of CLB

Program/service contacts were asked to identify how their programs/services were CLB-referenced. The data shows:

- 1 program/service stated their benchmarking process was based on research;

- 10 programs/services reported using existing CLB-referenced materials;

- 13 programs/services reported developing new CLB-referenced programs;

- 45 program/services reported aligning existing resources and programs to the CLB.

Many programs/services either plan to align existing programs to the CLB, or are currently working on the alignment of their programs to the CLB. Programs most often developed program outcomes and curricula based on the CLB. They often referred to existing CLB-based materials for their program design. Here are some examples of how programs used the CLB:

- In some programs/services, CLB is defined for entry, not for exit;

- In one instance, research with industry and review of past programs informed the development of the program;

- In one organization, staff created new program content for the course giving a heavy emphasis on communication. Existing materials from other provinces that are aligned to CLB were used;

- Another organization developed workforce oriented materials based on CLB 5-7 requirements and task examples;

- In a bridging program, CLB were used as a base for developing an occupation specific language component of the program.

One of the clearly identified needs in the community is a guide to benchmarking programs and tools. A best practice manual, with samples, is recommended.

The *CLB Guide to Implementation* is one helpful resource, but there was little mention of it among practitioners.

Program Delivery

Location

- 55 program are offered in an academic setting, with the majority of those (34) being offered at community colleges, and 8 being offered at universities;

- 53 programs are offered in a community setting. 28 of those are offered at community service agencies;

- 33 programs are offered in a work setting. Of those, 22 represent in-house training;

- 2 programs were offered online.

Most programs/services are delivered either in an academic or a community setting. Programs offered in a work setting are fewer. This would indicate that immigrants are still involved in upgrading and training in possibly non-authentic settings more often than being in work environments.

Scheduling

- The majority of programs are offered full-time and during the day (61 programs/services, 51%);

- 34, or 33%, of the programs/services are offered part-time;

- 16 programs/services did not identify if they offered full-time or part-time programs;

- 32, or 31% of the programs/services are offered in the evenings;

- 21, or 20% are offered on the weekends;

- 10 programs offered the choice between day, evening and weekend;

- 5 programs offered the choice between day and evening;

- 10 programs offered the choice between evening and weekend.

Table 9: Program/Service schedule: Full-time or part-time?

Schedule Feature	Number of programs/services	Percentage
Full-time	61	59%
Part-time	34	32.7%
Other or N/A	9	8.3%

Table 10: Program/Service schedule: Days, evenings or weekends?

Schedule Feature	Number of programs/services	Percentage
Day	61	59%
Evening	32	31%
Weekends	21	20%
Day, evening or weekend	10	9.6%

| Evening or weekend | 10 | 9.6% |

Most programs are offered full-time, during the day. The implications of this schedule and the absence of subsidies or grants for immigrants as they upgrade are obvious. Respondents identified financial supports for immigrants engaged in language training and upgrading programs as a need. The fact that most programs are offered full-time reinforces this need, as participants would most likely have to choose between full-time work and full-time study.

Programs offering choices to participants are few (less than 10%) making it difficult for those working full-time to access programs/services that would help them find work in their fields.

Fees

This data was difficult to summarize given the range in fees. We include here the minimum and maximum fees to give a sense of the diversity. Detailed information about fees can be found in the ELT Database.

Some programs have a materials fee. The lowest materials fee is $10 (ESP at School Board) and the highest is $1,500.00 (Engineers and Technologists Integrated Program, Alberta).

Tuition can vary from $25 (Reach-Up Program: English Language & Employment Program for Newcomers to Canada, British Columbia) to $13,000 International Pharmacy Graduate Program, Ontario). In general, bridging programs leading to certification and employment are longer programs often offered through colleges or universities, and requiring full tuition. Refer to the database for more details.

Program Evaluation

Program evaluation strategies were surprisingly weak. Of the 104 programs/services in the database:

- 47 had external evaluations, and most of these were funder audits of some kind;

- 10 programs/services conducted follow-up or tracking of clients;

- 3 reported employment as a success indicator;

- 70 conducted internal evaluations;

- Of these 70 internal evaluations, 38 relied on client and instructor feedback.

The data indicates that only 7 of all programs set up evaluations based on performance measures. Few evaluations seemed clearly connected to the outcomes of the program/service.

One of the results of using the Canadian Language Benchmarks in the development of programming is the shift to performance based teaching and assessment. This methodology is congruent with professional competency descriptors, and is recommended.

Guidance in integrating occupational competencies related to communication to language training, and in expressing these outcomes in terms of performance outcomes that are measurable is recommended.

For more detailed information on program evaluation refer to Appendix H.

Identified Needs & Gaps in Program Features

The following needs and gaps are evident in the findings related to programs development, delivery and evaluation:

- Language trainers and course/curriculum/program developers are requesting guidance in the benchmarking process;

- Scheduling may be a barrier to working immigrants; there is a need to alternate delivery models (paid internships, blended delivery models allowing self-study)

- Fees may be a barrier to working immigrants; there is a need for financial support for students (government or industry grants and subsidies, loans);

- Programs/services are not linking language training outcomes to performance competence. Weak evaluation procedures attest to this fact;

- Lack of authenticity based on delivery location and low numbers of industry partners;

- More involvement by labour and industry in the development of programs/services that will link immigrants to the labour market is needed.

Which CLB resources are used?
CLB Tools & Resources

Information about CLB tools currently in use was captured in the tools section of the database. Each contact was asked about the CLB-referenced tools and resources used in programs/services. These tools were then annotated in the reporting form for tools. See Appendix B for the data reporting form for tools.

- 34 tools were annotated in the tools database;

- 20 tools were for the CLB 7-10 range, of those 11 reached only CLB 8;

- 8 tools were not CLB-referenced, but were labour market or CLB 7-10;

- 17 tools (50%) are based on the Canadian Language Benchmarks 2000;

- 11 tools are based on the Canadian Language Benchmarks 1996;

- CLB-referenced tools appear throughout Canada, illustrating the national use of the CLB.

Tool Types

Of the 34 tools annotated in the ELT Project:

- 18 are curriculum documents;

- 8 are assessment and placement tools;

- 6 are resources for instructors;

- 2 are study guides.

The majority of the tools are curricula. Data in the program and service database indicates that many programs are developing their own assessment and teaching resources. Given the request for additional supports in the process for developing CLB-referenced tools, it is recommended that tutorials and funded professional development time be allocated to this activity. This would ensure the proper use of the CLB.

In the identification of challenges, programs and services identified the lack of appropriate resources. Of all the tools annotated, the only tool that is widely used is the *OnTarget!* assessment resource. Other resources include the CLB documents. Research to identify why the *On Target!* resource is so widely used, and to discover what other resources instructors and program developers need is recommended.

Tools

The following table lists tools and indicates tool type and CLB. For more details on tools, including developers, target audience and partners see Appendix J.

Table 11: Tools by Tool Type and CLB

Tool Title	Tool Type	Version	CLB
English for Work and Business	Curriculum	No	No
ESL Study Guide for Room Attendant's Certification	Certification Exam Preparation	No	No
Benchmarking Tools/Resources for Assigning CLB levels to L2 Language Learners	Assessment templates for L/S/R/W & exemplars	2000	4-8
Canadian English Language Benchmark Assessment For Nurses (CELBAN)	Nursing-Specific Language Assessment	2000	5
Canadian Language Benchmarks: Listening/Speaking Resource	Teacher Resource	1996	4
Home Support Workers' Course ESL Curriculum Guidelines	Curriculum	1996	6-7
ESL Home Daycare Providers' Course Curriculum Guidelines	Curriculum	1996	5-8
ESL Co-op Work Experience Program Syllabus	Curriculum	No	5-8
Language Assessment for Learning	Work/learning readiness assessment	1996	5-10
ESL Nursing Proficiency Test: A Benchmarked Test for Non-native Speakers of English	Placement test	2000	5-10
ESL for Technology	Curriculum	No	No
ESL for Health Sciences	Curriculum	No	No
Career Pathing for ESL Students - Curriculum Guide	Curriculum	No	No
Language at Work: A Job Analysis Guide	Guidebook	1996	5-11
Professional Communications for Accountants Module	Curriculum	2000	5-11
On Target! A Resource Book of Stage One Assessment Tasks Referenced to the CLB	Resource book of assessment tasks	1996	5
On Target! A Resource Book of Stage Two Assessment Tasks Referenced to the CLB	Resource book of assessment tasks	1996	5-8
Workplace English Language Proficiency Assessment - Based on the Canadian Language Benchmarks	Workplace-based language assessment tool	1996	5-8
ESL Resource Package for Alberta Communities	ESL resource package for smaller communities	2000	5-8
Professional Communications for Engineering Technologists Curriculum	Curriculum	2000	7-10
Assessment Test for Commercial Baking	Placement test	2000	5-8

Table 11: Tools by Tool Type and CLB

Tool Title	Tool Type	Version	CLB
Canadian Culture Workplace Business Communication Module	Curriculum	2000	No
LERN Curriculum	Curriculum	1996	Yes
Talk English Café	Conversation Curriculum Guide	2000	6-8
Canadian Workplace Communication	Curriculum	2000	6-8
Steps to Employment in Ontario	Curriculum Orientation Workshops	2000	5
Working Smart in Canada	Curriculum	2000	7-10
Benchmarks Competency Assessment Training Workshops	Workshop for practitioners	1996	Yes
Ontario College Writing Exemplars	Writing exemplars for first year community college	2000	5-10
Canadian Business Culture Workshops	Curriculum	2000	8
Canadian Language Benchmarks 2000: Additional Sample Task Ideas	CLB resource	2000	1-12
Canadian Language Benchmarks: A Guide to Implementation	Resource for program developers	2000	1-12
The Adult ESL Curriculum Guidelines 4th Edition	Curriculum	2000	1-10

Sponsor/Funders

All tools in the database were government-funded. Government funders tend to be human resource, education, citizenship and immigration ministries. The following table illustrates typical funders for tool development.

Table 12: Typical Funders for Tool Development

Alberta Advanced Education and Career Development
Alberta Human Resources & Employment
Alberta Learning
Centre for Canadian Language Benchmarks
Citizenship & Immigration Canada
Citizenship and Immigration Canada - Ontario Region
Citizenship and Immigration Canada - Ontario Region LINC Advisory Committee
Citizenship and Immigration LERN pilot project
Human Resources Development Canada
Nova Scotia Department of Education
Ontario Ministry of Training, Colleges and Universities
Ontario School/College/Work Initiative

Only six of the tools showed clear participation from sector experts:

Table 13: Tools Supported by Sector Partners

Tool Title	Funder	Partners
Canadian English Language Benchmark Assessment For Nurses (CELBAN)	Centre for Canadian Language Benchmarks	Employers, practicing nurses, regulatory bodies
Canadian Culture Workplace Business Communication Module	Alberta Human Resources & Employment	PPEGGA, CCPE, industry
Professional Communications for Engineering Technologists Curriculum	Alberta Human Resources & Employment	ASET; APEGGA; CCPE (national umbrella group of licensing bodies for engineering)
ESL Study Guide for Room Attendant's Certification	Tourism Industry Association of Nova Scotia, Canadian Tourism Human Resource Council	Nova Scotia Department of Education
Steps to Employment in Ontario	Citizenship and Immigration Canada	Unions, industry, regulators
Language at Work: A Job Analysis Guide	Alberta Advanced Education and Career Development	Alberta Advanced Education and Career Development; Industry Advisory Committee

The lack of industry partners in the development of labour market language training tools, programs and services is evident through the data. Sector representatives and employer participation must be encouraged. Research and development funding must be allocated to employer outreach and buy in.

Tool purpose

The tools captured in the database are for use by ESL instructors. A number of tools developed within the community college system also considered subject instructors as their audience. It was unclear whether this was because there is team teaching (ESL and subject instructor) or whether the subject instructors teach ESL or the ESL instructor teaches the subject. This is an interesting issue to consider. Most ESL instructors do not have expertise in content areas.

Availability

Most tools were available for in-house use. Requests for a central resource library were numerous throughout the ELT Project survey. Most respondents supported the idea of an online directory.

Some participants noted that resources made available online are helpful because providers might be limited by printing and photocopying budgets.

Identified Needs for Further Development

The following needs for further development are evident in the data collected for the tools database:

- CLB assessment and placement tools may be used for entry into a program, but the program itself may not be benchmarked;

- CLB tools at lower levels are being adapted for use with higher level participants;

- There is interest in aligning existing programs to the CLB, but the resources to do so are not available;

- Research to benchmark occupations needs to be conducted before language assessment and instructional tools are developed;

- Sector representation as partners n the development of occupation-specific tools needs to be encouraged;

- Research and development funding must be allocated to employer/industry outreach;

- Consideration needs to be given to sharing of tools (copyright, distribution, printing costs, etc.);

- *On Target!* is a widely used tool but does not provide assessment tasks in CLB Stage III;

- Instructors are requesting more resources, and assistance in the development of CLB-referenced resources;

- Professional development for instructors to use authentic industry information and become informed regarding occupation-specific language needs is required.

Additional information on tools used in programs and services appears in the programs/services database.

What seems to be working?
Identified Challenges & Solutions

Strengths and Successes of Programs and Services

Strengths and successes of programs and services can be summarized as:

- Success due to content (for example, meets needs, occupation-specific, strategies-based instruction);

- Success due to outcomes (for example, employment rate, placement rate, certification rate, changes in confidence);

- Success due to delivery method (for example, qualified instructors).

For a full report on program strengths and successes see Appendix H.

Issues and Challenges faced by Programs and Services

The major challenge faced by the various programs and services contacted through this research project are related to insufficient support for various aspects.

The following issues and challenges appear throughout:

- Lack of funding (to run programs, to provide incentives to learners, for instructor professional development, for the development of resources, to conduct outreach and foster partnerships with employers);

- Multi-level challenges (whether in current language level, background education of clients, work experience and occupations);

- Stress (for learners, instructors, conflict between program and learner situation - availability of time);

- Entrance CLB may be too high/too low;

- Clients may not realize the need to develop language skills.

Solutions/Strategies

Most challenges have been dealt with by:

- Introducing a new element to the program (for example, peer tutoring, on-line tutorials, networking opportunities);

- Changing some aspect of the program (for example, length, requirements for entry, individualized learning plans);

- Engaging content experts (for example, health science practitioners);

- Developing different models (for example, combined level programming).

Supports Identified as Needed

A careful analysis of the database entries indicate the following needs:

- Funding/financing (to formalize curriculum, for students, faculty, for research and development of new programs);

- Resources (computer hardware and software, support for benchmarks use and benchmarking, time to address client needs, time to formally develop materials, a standardized curriculum, instructor friendly assessment tools);

- Instructor support (for example, professional development);

- Other programs (need for pre-course, bridge to the bridge);

- Collaboration (with other agencies, certification bodies, departments, employers).

A detailed report of these additional supports needed appear in Appendix H.

What have we learned?
Recommendations for Labour Market Language Training CLB 7-10

It is not possible to establish best practices based on the data collected in this research project due to the fact that only a small number of programs fit the criteria for the ELT Research Project at this time. However, a number of strategies for dealing with challenges and successes in different programs can offer some guidance in the development of new programs and enhancement of existing ones.

Recommended Features for ELT programs/services

Enhancements

- The continuation and expansion of English for Specific Purposes (ESP) and bridging programs that fast-track professional and highly skilled immigrants into their chosen fields by providing language instruction and cultural communication, certification information, professional networking and internships offers the most effective and efficient way to achieve labour market integration;

Funding

- Funded labour market language training programming at CLB 5-7 that will lead into ESP and bridging programs;

- Consistent and increased funding to offer programs on a continuing basis. Participants expressed frustration at rushing to develop/plan a program with tight budget constraints, only to have insufficient funds to offer it again;

- Financial assistance support system for immigrants taking part in tuition-based programs that are emerging through Bridge Training Initiatives across the country.

Features

- Smaller class sizes to offer more opportunities for one-on-one instruction and coaching;

- Blended models (classroom/workplace/online) should be explored to make the best use of participant's time.

Linkages

- Linkages to employers through mentorsips, internships, placements and networking.

Professional Development

- Performance-based outcomes and connected performance indicators for program evaluation;

- Support in the development of tools and resources that are general enough to be shared, with attention to copyright issues;

- Online distribution (with appropriate marketing) of government-funded CLB research and tools;

- On-site support for placements, through workshops, coaching sessions or online communication for both the host/ employer/supervisor and the intern/mentee/employee;

- Professional development for practitioners, including information, expertise and/or services to assist program coordinators and instructors to align programs or resources to the CLB; benchmark a program, service or course of study; and benchmark an occupation, in terms of language requirements.

Assessment, Evaluation and Outcomes

- Performance based evaluation of participants, including evaluation by peers, employers/supervisors and instructors;

- Assessment tools that are authentic, engaging, realistic and challenging will encourage participants to reflect on their abilities within the context of their occupational performance;

- Development of CLB-referenced assessment tools and/or guidelines for measuring language training outcomes in labour-market training.

Recommended ELT Tool Development

Very few resources are available for CLB Stage III. The following are recommended tools and resources for ELT programs:

- A "Made in Canada" text on cross cultural communication training, with a focus on business communication;

- Production and distribution of booklets on cultural differences in occupation specific practice (*Pharmacy Across Cultures*, for example). This might be the outcome of a communication course in a bridging project, for example. The groups and facilitator would prepare the manuscript, and funding would be provided for the production of the materials for online distribution. The resulting series would be a resource for instructors, participants and

employers. Distribution on a special section of the Integration.net or CCLB web sites would be possible;

- Resource materials for language instruction and assessment CLB 7-10;

- Materials produced with industry partners, ensuring authenticity;

- Updates and enhancements to existing occupation-specific materials;

- Development of On Target! For CLB Stage III;

- Support for the benchmarking of existing tools and resources.

Recommended ELT Research

- Province-specific research to identify the skills immigrants are presently bringing to provinces, especially in relation to specific occupations;

- Province-specific research to determine the barriers preventing them from obtaining employment in those specific occupations, language training and credential recognition;

- Learn what opportunities employers are being given to identify positions for immigrants and what difficulties they may be facing in recruiting, hiring and retaining immigrants;

- Ascertain what partnerships will work best to provide higher level language training;

- Identify (and serve) labour-market language training needs in smaller centres;

- Benchmark occupations to give clients a more realistic timeline for achieving employment goals and to help in program planning and tool development;

- Build campaigns to increase awareness of programs and how local businesses can benefit from job placements, internships, mentoring;

- Circulate information from this research report and any new research related to ELT so service providers can share resources, curriculum, and best practices;

- Document the use of the CLB in labour-market language training;

- Update the ELT database annually;

- Expand the database to include CLB Stage II and III programs.

Other Recommendations

- ESL practitioners who have additional qualifications (another occupational background, business experience, additional certificates/diplomas in subject areas) should be recognized through a special TESL-A Certificate. Increasingly ESL instructors must integrate content and language, and bring the business, manufacturing, social service and health sectors into their teaching environment. Teachers need both the professional development opportunities and recognition that supports their professional advancement.

- Intake assessment processes that reflect the reality of the workplace are needed. These tools need to be authentic and demonstrate the competencies required for the occupation, including communicative competency (e.g., a written test based on workplace tasks). This process would help the learner to understand their performance in terms of workplace requirements, and to set realistic learning plans;

- Programs/services need research and development funds to create CLB materials that can then be shared;

- CCLB partnerships with other funders for online resources (Office of Learning Technologies) to develop alternate forms of instruction;

- One of the challenges faced by a number of programs working with internationally trained individuals at CLB 7-10 is participants' denial that language is an issue or barrier. By offering participants in a labour market-directed program the opportunity to enter a workplace (in a placement, internship or other arrangement) and establishing a self-assessment mechanism for the individual in the workplace, the language and communication demands of the workplace will become evident, as will their communicative performance on the job and value of the language and communication training may become clearer.

- Include opportunities to enter a workplace (in a placement, internship or other arrangement) in labour market-directed programs. Establish self-assessment mechanisms that help participants identify the language and communication demands of the workplace, and compare their communicative performance on the job to these demands. This will help to address the challenges many programs face when they work with internationally trained individuals – denial that language is an issue or a barrier.

Conclusion

This report summarizes and reports on the areas defined in the project work plan. Much more information can be gleaned from the database. It is hoped that the CCLB and the stakeholders it represents and brings together will not only make good use of the information contained here, but will also see the value in maintaining and updating the database on a regular basis.

Appendices

Appendix A: ELT Research Fact Sheet

Appendix B: ELT Research Reporting Forms

Appendix C: ELT Research Data Collection Forms

Appendix D: ELT Research Database Schema

Appendix E: ELT Labour Market Reporting Form

Appendix F: Labour Market Profiles (Edited)

Appendix G: Labour Market Research Report (Original Versions)

Appendix H: Programs/Services Reports (ELT Database)

Appendix I: Notable Projects for Future Consideration

Appendix J: Tools Reports (ELT Database)

Appendix K: Research Reports (ELT Database)

Appendix A
ELT Research Fact Sheet

Centre for Canadian Language Benchmarks
Centre des niveaux de compétence linguistique canadiens

About the Centre for Canadian Language Benchmarks (CCLB)

The CCLB is the national standard-setting body for the Canadian Language Benchmark standard in both official languages, established in 1998 as a national, not-for-profit organization.

The CCLB is governed by a multi-stakeholder, intergovernmental board of directors in order to ensure that the CLB standard is effectively established and supported in both federal and provincial areas of jurisdiction as the national framework for describing, measuring and recognizing language proficiency of adult immigrants, based on a standard which is practical, reliable, fair and well-integrated into the community, workplace and education and training systems. The CCLB is committed to improving access and opportunities for adult immigrants and potential immigrants.

The Role of the CCLB in the Enhanced Language Training (ELT) Initiative

The CCLB is providing advisory support to Citizenship and Immigration Canada (CIC) in order to increase the effectiveness of the ELT initiative in improving both the employment possibilities of immigrants, and the functioning of the labour market, by capitalizing on the talents, skills and abilities that immigrants bring with them to Canada.

Projects funded by CIC under the ELT initiative will address labour market needs for language training and assessment in the CLB 7-10 range. ELT funding will be available for both the development and delivery of enhanced language training products and/or services.

The CCLB National Advisory Committee needs accurate, recent, and relevant information based on reliable research in order to make the appropriate recommendations to CIC. Through this research project the CCLB is discovering programs, services and resources for CLB 7-10 that are focused on labour market needs of Canada's provinces. The research will include a survey of programs and services, a review and annotated listing of materials, and a labour market profile for each province/region where ELT may be offered in future.

The researcher contacting you is a member of a national research team, and has the full support of the CCLB. Each researcher has been assigned a region of Canada, and works in consultation with government members of CCLB's national advisory committee for that region. The research results will help inform the identification of needs and priorities across the Canada. The research results will also be shared on the CCLB website at www.language.ca, to help inform all stakeholders.

For more information please contact Pauline McNaughton, Executive Director at the Centre for Canadian Language Benchmarks at 613-230-7729 or pmcnaughton@language.ca

Appendix B
ELT Research Reporting Forms

PROGRAM/SERVICE   CITY (PROVINCE)

Title			
Host/Sponsor/Deliverer/Developer/Author(s) *ORGANIZATION'S NAME, contact person, address, telephone number, fax, e-mail, website*	Funder(s)	Start Year	Ongoing ❑ yes ❑ no

Description
one paragraph with method of delivery, occupation/sector, target group, objectives, capacity, eligibility *another with outcomes, approaches to evaluation, performance measurements related to language development*

CLB referenced ❑ yes ❑ no	CLB version ❑ 1996 ❑ 2000	CLB intake ❑ yes ❑ no	CLB tools ❑ yes ❑ no

CLB level
❑ > 5   ❑ 5   ❑ 6   ❑ 7   ❑ 8   ❑ 9   ❑ 10   ❑ < 10

If not CLB referenced… *checklist?*

Tools used
includes a list of tool titles that can be cross referenced with descriptions in the tool part of the final document

Reported Challenges

Reported Successes

Reported Learnings

Additional Information/Comments
describe and give rationale for recommended enhancement

ANALYSIS

Strengths
based on relationship between program features and established 'good features'

Weaknesses
based on relationship between program features and established 'good features'

Gaps/Needs Identified

Recommendations:	❑ Delivery	❑ Development	❑ Other

TOOLS   CITY (PROVINCE)

Title		Development Year
Developer/Author(s) *Authour* *Partners* *Advisors (if any)*	Sponsor/ Funder(s) *organization's name* *contact person* *addres/telephone number* *fax/e-mail/website*	Delivery Agency (ies) *organization's name* *contact person* *addres* *telephone number* *fax/e-mail/website*

Program
program for which the tool was developed; program in which the tool is used

Available exclusively at delivery agency:
❑ yes   ❑ no

Tool available to other deliverers:
❑ for purchase   ❑ free of charge   ❑ under license   ❑ other: _____

Tool target group *participants*	Target Occupation/Sector	Tool users *instructors/assessors* *training institution*

Tool Type ❑ assessment/tests ❑ curriculum ❑ textbook ❑ reader ❑ software ❑ other: _____	CLB referenced ❑ yes ❑ no CLB version ❑ 1996 ❑ 2000	Status ❑ active (in use) ❑ inactive (shelved) ❑ not available Comments: _____

CLB level (check any/all that apply)
❑ > 5   ❑ 5   ❑ 6   ❑ 7   ❑ 8   ❑ 9   ❑ 10   ❑ < 10

Additional Comments

ANALYSIS *(post survey - to be completed by the researcher following the interview)*

Strengths
based on relationship between tool features and established 'good tool' features (established as guidelines for analysis once initial data collected)

Gaps/Needs Identified
based on relationship between tool features and established 'good tool' features (established as guidelines for analysis once initial data collected)

Recommendations   ❑   Delivery   ❑   Development   ❑   Other

Additional Information/Comments
rationale for recommended enhancement

CLB RESEARCH to annotate   CITY (PROVINCE)

Title	Publication Year
Author(s)	Funder(s)/Sponsor(s) (if applicable)
Publisher	

Published in: *name of journal or organization if applicable*
How to access the publication: *website, contact address, tel., other*

Description *aim/goal of research* *method* *results* *bibliography (description of)*
Implications for ELT Initiative *implications*
Additional Information/Comments

Appendix C
ELT Research Data Collection Forms

ELT Research Data Collection *Interview Script/Questionnaire* PROGRAMS/SERVICES

NOTES TO THE RESEARCHER
Our familiarity with the contacts for this project and our working styles will vary greatly. This script is offered as a guide for the information interview. It can also function as the data collection tool. Once collected here in either hard copy or as an MSWord file the data can then be transferred into the database.

INTRODUCTORY STATEMENT
This "script/questionnaire" assumes that initial contact is made with the organization, and a convenient time for the interview is agreed upon.
Introduce yourself. Thank for agreeing to participate. *Use sample introductory statement:* We (a team of researchers/consultants from across Canada) are compiling information on programs, services, resources and research in which the Canadian Language Benchmarks are used as standards, or are referenced in a formal way. We are conducting this research on behalf of the Centre for Canadian Language Benchmarks. The primary reason for collecting this information is to inform the (CCLB) Centre's National Committee on matters related to the Enhanced Language Training Initiative. The CCLB National Committee will be consulted by CIC on CLB-related aspects of the ELT initiative. The CCLB wants to ensure that it has enough information as possible about programs that already exist and may need enhancements, and about gaps that exist in labour market language training different provinces. We are contacting your agency because…(state reason, who referred you, how you found their info, what you already know about their services, etc.)
Clarify any questions before you begin the interview.

DEFINITIONS

Service	short term, workshop, referral, assessment centre, Newcomers Information Centre (NIC), website
Program	more long term, course, or other activity with defined outcomes, set beginning and end

PROGRAM/SERVICE

Criteria for Participation/Qualifying Questions
(This portion of the interview may not be required if the researcher has previous knowledge of the program. Use your own judgement to decide whether this is required for the data collection.)
What is the eligibility criteria for the program? *Does it target immigrants?* If **yes**, continue. If **no**, stop interview unless there are justifiable reasons to include in program (i.e. does it address specific needs of immigrants in the province; is it one of the few programs equivalent to CLB 7-10 in the province, etc.)? Refer to criteria or discuss with project manager if there are doubts.
Is there a language training component to the services/programs you offer? *e.g. communication workshop, writing workshop, conversation club, etc.* If **yes**, continue. If **no**, stop interview unless there are justifiable reasons to include in program (i.e. does it address specific needs of immigrants in the province; is it one of the few programs equivalent to CLB 7-10 in the province, etc.)? Refer to criteria or discuss with project manager if

ELT Research Data Collection *Interview Script/Questionnaire* **PROGRAMS/SERVICES**
there are doubts.

Is it labour market language training?
e.g. English for specific purposes; workplace language; workplace preparation; specific skill related to business/work (technical writing, presentations, negotiation..); etc.
If yes, continue. If **no**, stop interview unless there are justifiable reasons to include in program (i.e. does it address specific needs of immigrants in the province; is it one of the few programs equivalent to CLB 7-10 in the province, etc.)? Refer to criteria or discuss with project manager if there are doubts.

Is this language training component within the CLB 7-10 range?
Participants read, independently, 1-5 or more pages of authentic academic or business materials; Participants present a 10- to 15-minute presentation to a group; Participants use the telephone, independently, to obtain information in unfamiliar contexts; Participants actively participate in seminar-style meetings;
If **yes**, continue. If **no**, stop interview unless there are justifiable reasons to include in program (i.e. the program is at lower benchmarks bit could be upgraded; the program has not been benchmarked or could/should be, etc.)? Refer to criteria or discuss with project manager if there are doubts

CONTACT INFORMATION

Organization Name:

❑ Non-profit non-governmental organization (NGO)

❑ Government organization

❑ Private

❑ Other: _____

Contact (Interviewee)

First Name: Last Name:

                    (To add contact title, use same field. For example: John Wood, Executive Director)

Address

Number   Street   Suite

City   Province   Postal Code

Tel/Fax/Email

Tel   Fax   E-mail

How was this information collected?	❑ through information interview
	❑ from documentation
	❑ other: _____

Is this a ❑ program	OR	❑ service?

What is the service/program name?

ELT Research Data Collection *Interview Script/Questionnaire* PROGRAMS/SERVICES

What is the address for registration (if different from above)? (Delivery Site? Administrative Office? Other?)

Number   Street   Suite

City   Province   Postal Code

Who would be the contact for interested applicants?

First Name: Last Name:

Tel/Fax/Email

Tel   Fax   E-mail

What is the status of the program? Is it an established program with stable funding? Is it a pilot test? Other?

❑ established program   ❑ pilot test   ❑ other:
_____

Are there users' fees? What are they? (type & amount)

❑ Registration fees: _____

❑ Materials fees: _____

❑ Program fees: _____

❑ Other fees: _____

What organization(s) provided funding for the development of the program/service? (if applicable)

What organization(s) provides ongoing funding for the delivery of the program/service? (if applicable)

Has the development/delivery of the program been based on partnerships? *(partners might be involved in mentorships, information, networking, space, resources, curriculum development, consulting, other…)*   ❑ Yes   ❑ No

---

Who has/ve been the partner(s) and what have been their role(s)?

Partner Name	Role (i.e. advisory; placements; internships, etc.)
Partner Name	Role (i.e. advisory; placements; internships, etc.)
Partner Name	Role (i.e. advisory; placements; internships, etc.)

ELT Research Data Collection *Interview Script/Questionnaire* PROGRAMS/SERVICES
Other partners

PROGRAM/SERVICE DESCRIPTION		
Is the program/service referenced to:	❑ CLB 1996?	❑ CLB 2000?

Note to researcher: If this program/service is not CLB-referenced, what is the rational for inclusion in the directory?

Is there is a sectoral or occupation focus to the program/service? If yes, what is it?

❑ Engineering	❑ Hospitality
❑ Education	❑ Construction Trades
❑ Information Technology	❑ Industrial Trades
❑ Health Care	❑ Animal Care (Veterinarian)
❑ Accounting/Finance	❑ Other: _____

What are the eligibility criteria for the program?	❑ Immigration status: _____
	❑ Educational Background: _____
	❑ Experience: _____
	❑ Other: _____

CLB for participation in program/service: ❑ no ❑ >5 ❑ 5 ❑ 6 ❑ 7 ❑ 8 ❑ 9 ❑ 10 ❑ >10

Is there a CLB-based or CLB-referenced language assessment used for intake?	❑ Yes
	❑ No

What CLB assessment tool is used?	❑ CLBA
	❑ CLBPT
	❑ In-house CLB test
	❑ Other: _____

What other CLB-referenced tools do you use in the program?

Note to researcher: Plan to follow up and request reference(s) or copy(ies) of tool(s) for review and inclusion on the tools database.

5

ELT Research Data Collection *Interview Script/Questionnaire* PROGRAMS/SERVICES

In order to align or reference your programs/services to the CLB, did your organization:

❑ develop program outcomes and curricula based on the CLB. (i.e. design curriculum in reference to CLB)?

❑ refer to existing CLB-based materials for your program design. (i.e. use the LINC curriculum)?

❑ align existing program & tools to CLB standards (i.e. conduct a revision and alignment of existing materials)?

❑ Other: _____

PROGRAM MODEL

Where is the program delivered? What is the location of the program? (Check any)

Academic Location	Community Location	Workplace	Online
❑ Community College	❑ Agency	❑ In-house Training	❑ Computer
❑ Board of Education	❑ Training Centre	❑ Training Centre	❑ Web
❑ University	❑ Community Centre	❑ Union Hall	❑ Blended
❑ Other: _____	❑ Other: _____	❑ Other: _____	❑ Other: _____

What is the capacity of the program/service?

How many participants per year? _____

How many participants per session? _____

What is the duration of program?

The program length in hours? _____

The number of sessions per year? _____

The length of the program in weeks? _____

Schedule ❑ Day ❑ Evening ❑ Weekends ❑ Comments: _____

What are the features of the program/tool? (*prompt with samples listed if necessary*)

❑ Language training ❑ Job search techniques

❑ Work experience ❑ Resource Centre

❑ Work placements ❑ Mentorship

❑ Job shadowing ❑ Internship

❑ Resume writing ❑ Other: _____

ELT Research Data Collection *Interview Script/Questionnaire* **PROGRAMS/SERVICES**

What are the objectives of the program/service? (For example: employment, certification, work experience, proficient technical writing, obtaining occupation specific terminology, etc.)

(list or summarize objectives related specifically to language development/training)

What are the expected language training outcomes for the clients? *(provide a few points at most)*

PROGRAM EVALUATION STRATEGIES

How is language development measured?	❑ Feedback surveys
	❑ Oral interviews
	❑ Portfolio
	❑ Tests
	❑ Other: _____

How is the success of the program in general measured?	❑ Internal evaluation: _____
(For example, is there an external audit by the funder, or does the program set performance measures at the onset and work towards them, etc.)	❑ External evaluation: _____
	❑ Other: _____

REPORTED SUCCESSES

What are the strengths/successes of the program specifically in terms of language training and development?

(one or 2 points per question should be sufficient)

What have been some of the challenges for the program specifically in terms of language training and development?

(one or 2 points per question should be sufficient)

What solutions have been successful in addressing some of the challenges listed above?

(provide a few points)

ELT Research Data Collection *Interview Script/Questionnaire* PROGRAMS/SERVICES
What additional supports do you need to run the language training and development components of the program (s)? *(provide a few points)* **ATTENTION RESEARCHER:** DO NOT PROMPT THE INTERVIEWEE HERE
Researcher notes:

	ELT Research Data Collection TOOLS

TOOLS

Criteria for Participation/Qualifying Questions

NOTE: Information on tools may be collected through an interview and/or through a review. Please indicate bellow.

What is the target audience? *Does it target immigrants?*
If **yes**, continue. If **no**, stop interview/annotation unless there are justifiable reasons to include in tools database (i.e. does it address specific needs of immigrants in the province; is it one of the few tools equivalent to CLB 7-10 in the province, etc.)? Refer to criteria or discuss with project manager if there are doubts.

Is this a labour market language training tool? *e.g. English for specific purposes; workplace language; workplace preparation; specific skill related to business/work (technical writing, presentations, negotiation..); etc.*
 If **yes**, continue. If **no**, stop interview/annotation unless there are justifiable reasons to include in tools database (i.e. does it address specific needs of immigrants in the province; is it one of the few programs equivalent to CLB 7-10 in the province, etc.)? Refer to criteria or discuss with project manager if there are doubts.

If tool, is it referenced to the CLB? *We are only interested in labour market language training tools that are CLB-referenced. However, tools focused on labour market language training and which deal with needs identified in labour market profile could also be added.*

How was this information collected?	❑ through information interview
	❑ from documentation
	❑ other
	_____

What is the tool title?	

What is the tool type?	❑ Curriculum	❑ Computer-based Training
	❑ Textbook	❑ Web-based Training
	❑ Reader	❑ Orientation
	❑ Workshops (is this a tool?)	❑ Sector-specific Terminology
	❑ Placement Test	❑ Certification Exam Preparation
	❑ Summative Test	❑ Other tool:
	❑ Other Language assessment:	_____
	_____	

What year was the tool developed? _____

Who developed the tool? *author/writer/organization/etc.*

	ELT Research Data Collection TOOLS
Were there partners involved? If so, who were they?	
What is the current status of the tool?	❑ Currently in use (active) ❑ Not currently used (inactive) ❑ Not available ❑ Comments:_____
For what program was this tool developed?	
For what organization?	
Is it available?	❑ exclusively to your/an organization ❑ to external organizations
Of available to external organizations, is it available:	❑ for purchase (add cost?) ❑ free of charge ❑ under license ❑ other _____
If a license is required: Who is the licensor (if applicable): What kind of licensing agreement is required?	
Who is the target instructor group?	❑ ESL instructors ❑ subject instructors ❑ college/university professors ❑ other _____
Who are the target provider groups?	❑ Community College ESL ❑ Community Service Agency ❑ Community College ❑ School Boards ❑ University ESL ❑ Workplaces ❑ University ❑ Other: _____ ❑ Pre-university ❑ Pre-college

	ELT Research Data Collection TOOLS
What is the target focus of the tool?	❑ Professional focus: _____ ❑ Trades focus: _____ ❑ General Business focus: _____ ❑ General ESL/Language focus: _____ ❑ Other: _____
Who are the target participants?	❑ Immigrants with previous training in the sector/field ❑ Immigrants transferring into the sector/field ❑ Immigrants new to the sector/field ❑ Other: _____
CLB: ❑ >5 ❑ 5 ❑ 6 ❑ 7 ❑ 8 ❑ 9 ❑ 10 ❑ >10	
Is the tool referenced/aligned/based to/on…. ❑ CLB 1996? ❑ CLB 2000?	
Additional comments/information:	

ELT Research Data Collection RESEARCH
RESEARCH
NOTE TO RESEARCHER: USE THIS FORM TO ANNOTATE THE RESEARCH.   ***Criteria for inclusion in the research database:*** *(Research should relate to at least 3 of these criteria.)*   Does the research reference CLB as a national standard?   Does the research address labour market language training needs?   Does the research describe immigrant experience in province?   Is the research up-to-date? (2000 or earlier?)
How was this information collected?　　❑ through information interview　　❑ from documentation
Title
Authour(s)
Year of publication:
Funder/Sponsor:
Published　　　❑ in a journal: _____   　　　　　　　❑ on a website: _____   　　　　　　　❑ through a think tank: _____   　　　　　　　❑ other: _____
Aims/objectives of the research: *(one sentence)*
Methodology: *(a couple of sentences at most)*
Bibliography as useful for further reference: *(Describe briefly; one sentence)*
Results and Recommendations: *(list the 3-5 main results)*
Implications for the ELT Initiative: *(short paragraph)*

Appendix D
ELT Database Schema

The ELT Database – Data Entry

This is a brief description of how to use the ELT Database.

The Database Structure

The Contacts dataset contains the name, address, and other information of the organization that provides the Program/Service, Tool, or Research data. A single contact may provide all of these items including multiple items in the same category.
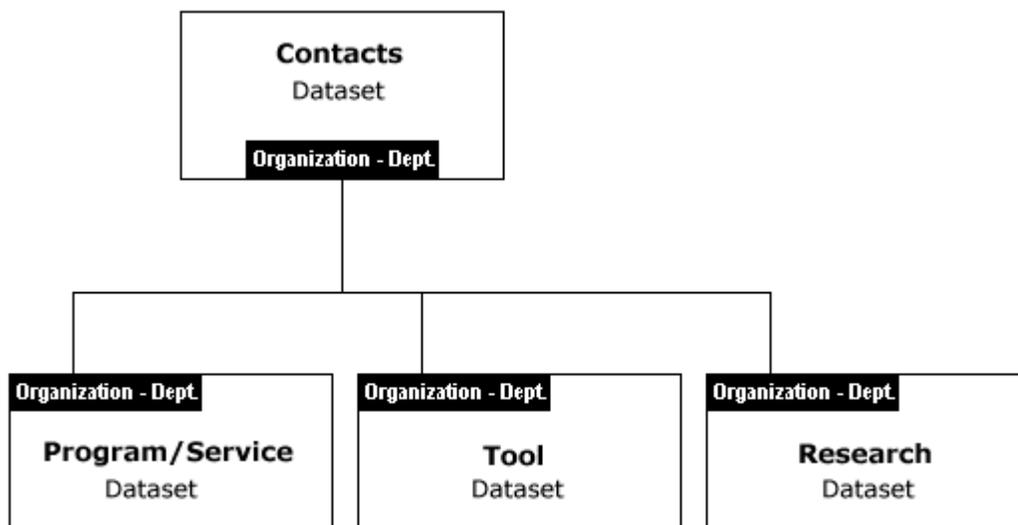
The connection to the Program/Service, Tool, or Research datasets is through a field that combines the "organization name" and the "department in the organization" that provides the item. The fields are combined in this way because, in some cases, an organization may have more than one department. If you do not specify a department, the field will only contain the organization name.

The Main Menu

When you open the ELT Database, the Main Menu appears in the center of the Microsoft Access window.
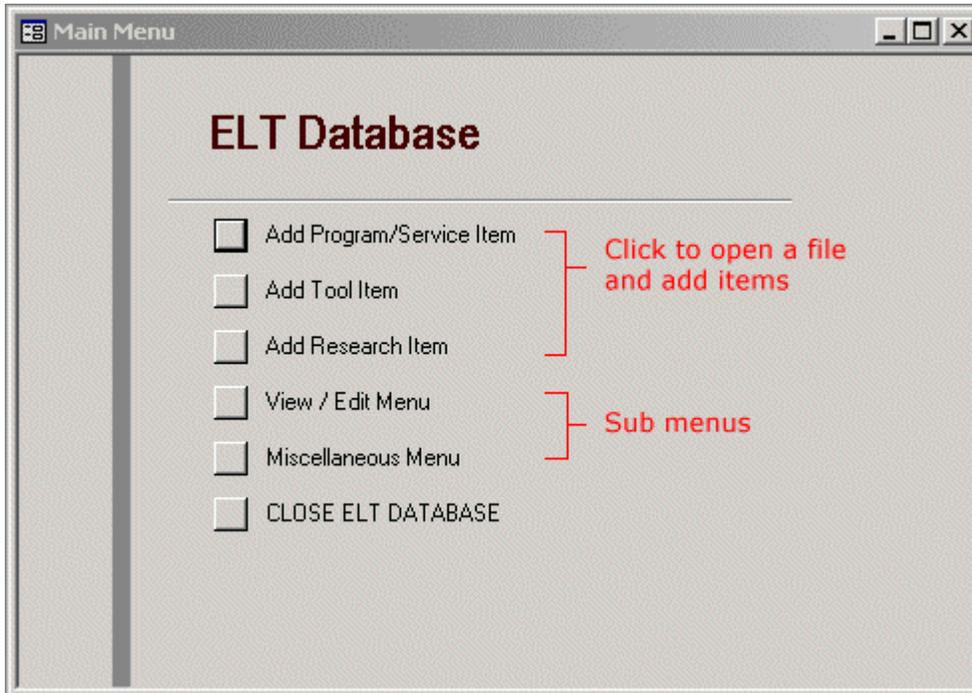
Click on one of the "Add" selections to add a Program/Service, Tool, or Research item. The Sub menus are described later.

TIP: To edit or delete items, see the View/Edit Menu section.

The Title Bar

The top portion of a window shows the dataset or menu name on the left and typical Windows control buttons on the right. When you've opened a dataset, the Close button performs the same action as the Save/Return button – more on that later.

Adding Items

The first step when adding a Program/Service, Tool, or Research item is to select a contact.

If you have not yet added a contact organization, or need to add another one, click the New Contact button. Otherwise, click the arrow to select a contact from a pull-down list.

TIP: You can type a contact into the "Organization – Dept." field but if an exact match is not found in the Contact dataset, a message will pop up suggesting you click the New Contact button. If you can't add a contact because of this message, delete the contents in the "Organization – Dept." field and then click the New Contact button.

When entering information in a dataset, there are a few different types of field types to consider.

Text fields are more-or-less straight-forward. You can enter text just as you would in a word processor except that the Enter key does not cause a new line (instead, it moves to the next field). To add a new line within a text box, use Ctrl-Enter (rather than the Enter key). Or, use Shift-F2 to open a full text window.

Radio buttons (circular) only allow one option per group. If you click an option with an associated text field, that field lights up and you can add information to it.

Check boxes (square) allow you to select any or all options in the group. Similarly, if you click a check box with an associated text field, that field lights up and you can add information to it.

TIP: If you enter data in an associated text field and then later deselect the radio button or check box associated with it, the text is saved but is no longer considered relevant. This ensures that, if you accidentally deselect an option, the text is not deleted.

A particularly fast way to move from one field to the next is to use the Tab key. The Tab key order moves logically down or across the fields.

Saving or Deleting Items

By default, as soon as you enter info into a field, the entire record is saved. If you wish to clear the information, click the Delete Record button. To save it, click the Save/Return button or the standard Windows Close button.

TIP: If you see a Scroll bar on the right side of the window, it means there are more fields below the bottom (or top) of the window.

The Navigation buttons allow you to move through a dataset. However, the "Add" selections on the Main menu open the Program/Service, Tool, and Research datasets in "add mode". Therefore you cannot see or edit other items – see the View/Edit Menu section for more information.

View/Edit Menu

This menu offers access to the Program/Service, Tool, and Research datasets as well as the Contacts dataset in "edit mode".
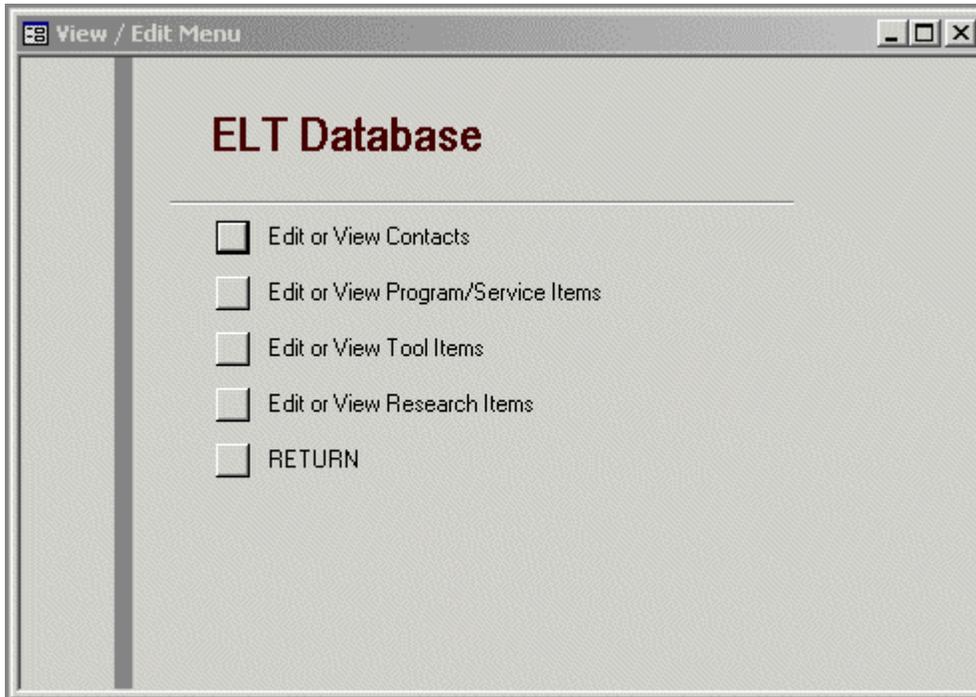
The datasets here are identical to the Main Menu options but in this mode, you can edit or delete existing items. When you open a dataset, you will see the first item. Use the Navigation buttons to move around.

TIP: If you're on the last item and you click the Next button, a new item is created. You may prefer to add all your contacts here before starting interviews.

Miscellaneous Menu

The primary purpose of this menu is the Export Data option.
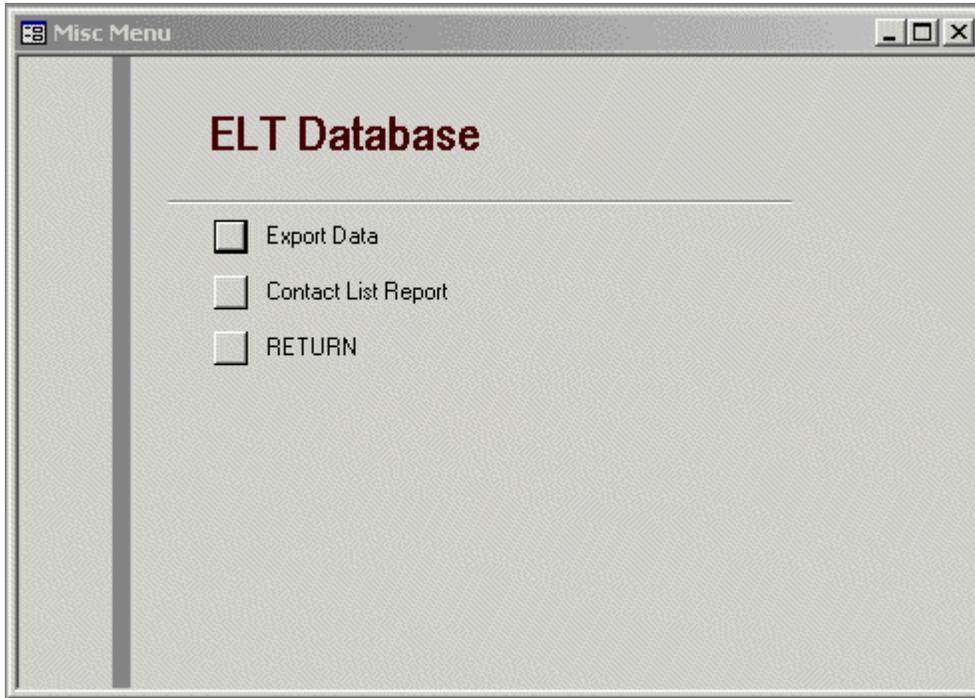
To send the data you've collected back to us, you may be able to email the entire ELT Database. However, due to file size limitations on email attachments, your database has probably grown beyond the limit.

To overcome this problem, select the Export Data option and then email the resulting four XLS files (which are considerably smaller). The files are created in the same folder as the ELT Database and are named: ContactsData.xls, ProgramData.xls, ToolData.xls, and ResearchData.xls.

The Datasets

Contacts

The contact information is one of four datasets. It is linked to the other three (Program/Service, Tool, Research) so you will not have to enter the same information more than once.

Field Name/Group	Part/Options	Description
Organization		Name of the organization being contacted.
Department		Name of the department in the organization being contacted. Only required if the Organization provides items derived from different departments.
Contact Name	First, Last	Individual responsible and who has agreed to be named as the contact. This is the person who could be contacted for more information about the program/service/tool/research. (Interviewee)
Address	Street, Suite City, Province, Country Postal Code	Official address for the program/service.
Mailing Address	Street, Suite City, Province, Country Postal Code	Mailing address for person listed above.
Tel/Fax/E-mail	Tel (code) XXX-XXXX Fax (code) XXX-XXXX xxxxxxxx@yyyyyyyyy.mmm	Telephone, fax, e-mail for contact.

Program/Service

Field Name/Group	Part/Options	Description
Information Collection	Through information interview From documentation	Identify method of data collection. Was it collected through an information interview (I), through documentation the program (D), or through a combination of these ?
Program or Service?	Program Service	Identify if this is a service or program. Definitions: ***Service:*** assessment, evaluation, orientation session, referral; an assessment and referral centre, a website (i.e. assessment centres, www.settlement.org, www.onip.ca) ***Program:*** a course of study, a curriculum or other activity with defined outcomes, set beginning and end (i.e. LINC)
Name		Name of Service/Program
Delivery Site	Street, Suite City, Province, Country Postal Code	Location for delivery if different from contact address. Where the client would go to apply for the program.
Delivery Site Contact Information	Tel (code) XXX-XXXX Fax (code) XXX-XXXX xxxxxxxx@yyyyyyyyy.mmm	Delivery site/Registration telephone, fax, and e-mail.
Status	Pilot project Established program Other: _____(text)	Is this program ongoing? Or is it in a "pilot" stage? This field reflects the fact that, at least in Ontario, there are a number of pilot projects that aim at sustainability, but they are not yet established. This will be useful for any follow up study of these programs at a later data, if applicable.
User Fees	Registration fees: _____ Materials fees: _____ Program fees: _____ Other fees: _____	If there are user's fees, describe type and amount or range.
Funder(s) for development (if applicable)		Organization(s) that provided funding for the development of the program/service.
Funder(s) for delivery (if applicable)		Organization(s) that provides ongoing funding for the delivery of the program/service.

Field Name/Group	Part/Options	Description
		program/service.
Partnership (s)	1. ____who _____role 2. ____who _____role 3. ____who _____role more….	If there are partnerships, name partners and describe role. Roles might include: advisory; placements; internships; mentorships; information; networking; space; resources; curriculum development; consulting; other…
CLB Referenced?	Yes No	Programs/services listed here will be mostly benchmarked, however, a number of exiting programs and tools that are NOT CLB referenced address very specific labour market language training needs of immigrants. These may be included, and will be identified here.
If not CLB referenced, rationale for inclusion:	Text	Researcher identifies aspects of the ELT research parameters that support the inclusion of the program/service here.
Sector	Engineering Education Information Technology Health Care Accounting/Finance Hospitality Construction Trades Industrial Trades Animal Care (Veterinarian) Other: _____	If there is a sectoral or occupation focus, what is it? Select sector
Eligibility Criteria (immigration status)	☐ Citizens ☐ Immigrants ☐ Refugees ☐ Other:	
Eligibility Criteria (Background)		Describe additional criteria for eligibility. For example, CELBAN is for internationally trained nurses.
Eligibility Criteria (Work experience)		Describe prerequisite work experience, if any.
CLB required for participation in program/service:	No 5 or less 5 6 7 8 9 10 10 or more	

Field Name/Group	Part/Options	Description
CLB Version	1996 or 2000	
CLB Assessment / Screening / Intake	Yes No	Describe if the program uses a CLB assessment for intake/placement purposes.
CLB Assessment Tools:	☐ CLBA ☐ CLBPT ☐ In-house CLB test ☐ Other: (Text) _____	Describe CLB assessment tool used for intake/placement. If there is an in-house assessment/placement tool include it in the tools database.
CLB-referenced tools and resources used in the program		List of tools and resources (testing, text books, CALL, readers, etc…) Remember to add CLB 7-10 tools to the tools database.
Process used to determine the CLB of program/service	☐ Research ☐ Used existing CLB materials in program/service ☐ Developed CLB tools for use in the program/service ☐ Aligned existing program & tools to CLB standards	Follow up if answered research, to get information about a research report.

Location	Academic Location
	    ☐ Community College
	    ☐ Board of Education
	    ☐ University
	    ☐ Other: _____
	Community Location
	    ☐ Agency
	    ☐ Training Centre
	    ☐ Community Centre
	    ☐ Other: _____
	Workplace
	    ☐ In-house Training
	    ☐ Training Centre
	    ☐ Union Hall
	    ☐ Other: _____
	Online
	    ☐ Computer
	    ☐ Web
	    ☐ Blended
	    ☐ Other: _____
	Other: _____
		Describe where program takes place. May be more than one.

Capacity		Annual participant rates for the program, if available.

Field Name/Group	Part/Options	Description
Session Capacity		How many participants per session?
Duration of Program/Service	Program length in hours: Number of sessions per year: Length in weeks:	Describe total hours of program, length, and frequency.
Schedule	☐ Day ☐ Evening ☐ Weekends ☐ Comments: _____	Schedule may vary with program components (e.g., a work placement might be longer than the in-class training)
Frequency of meetings:	Full time Part time	
Program/Service Features	☐ Language Training ☐ Work experience ☐ Work placements ☐ Job shadowing ☐ Resume writing ☐ Job search techniques ☐ Resource Centre ☐ Mentorship ☐ Internship ☐ Other: ____	Identify components of the program.
Program Objectives		Summarize the objectives of the program
Statement of Outcomes for Participant		What are the expected outcome (s) for participants?
Statement of Outcomes for the Program/Service		Are there outcomes for the provider? (i.e. new partnerships)
Program/service objectives		List or summarize objectives of the project overall)
Language training outcomes		List or summarize language training objectives for the client
Measure of language development	Feedback surveys Portfolio Tests	Describe how participant success (in terms of language development) in the program is measured

Field Name/Group	Part/Options	Description
	Other: _____	
Program Evaluation	External evaluation: _____ Internal evaluation: _____ Other: _____	How are program evaluations conducted? Is there an external audit by the funder? Internal performance measures? Other?
Strengths / Successes of the program		What results for the participants have been observed? What impact has the program had within the community? What impact has the program had on participants? What impact has the program had on employers? What other groups have been affected?
Challenges		What have been some of the challenges for the program? in engaging employers? in conducting outreach? in addressing the specific needs of the client group? in scheduling? in finding locations? Other?
Strategies to overcome challenges		What solutions have been successful in addressing some of the challenges listed above?
Additional supports reported as needed		What additional supports do you need to run your programs? DO NOT PROMPT INTERVIEWEE

Tool

Field Name/Group	Part/Options	Description
Information Collection	Through information interview From documentation	Identify method of data collection.
Title	Text	Formal "name" of the tool (e.g., CELBAN)
Tool type	Placement Test Summative Test Other Language assessment _____ Curriculum Textbook Reader Computer-based Training Web-based Training Orientation Sector-specific Language/Terminology Certification Exam Preparation Other:_____	
Development Year		Date of tool development
Developer/Author		Who wrote/developed it?
Partners/Advisors		If applicable, what partners and/or advisors were involved in the development process?
Sponsor/Funder		What organization funded the development of the tool? (Specify department if a large organization.)
Status	Currently in use (active) Not currently used (inactive) Not available Comments:_____	
Program		Program for which it was developed.
Delivery Agency (ies)		If different that program for which it was developed.

Field Name/Group	Part/Options	Description
Availability	Exclusive to agency Available to external agencies	Indicate whether the tool can be used by other organizations.
Accessibility	For purchase Free of charge Under license Other _____	
Licensor		
Licensing requirements	_____	A brief description of licensing requirements
Target Instructor Group	ESL instructors Subject instructor (e.g., nursing professor) Other: _____	
Target Providers	University ESL Pre-university Pre-college Community College Community Service Agency School Boards Workplaces Other:_____	Describe the type of organization that would use the tool.
Target Occupation/Sector	Professional focus: _____ Trades focus: _____ General Business focus: __ General ESL/Language focus: ___ Other_____	If sector/occupation specific, describe.
Target participants	Previous training in field Transferring into field New to field Other: _____	Who are the ideal participants?
CLB	5 or less 5 6 7 8 9 10 10 or more	
Based on CLB version	1996 or 2000	
Additional Comments		If the tool is not CLB referenced but included, describe rational.

Research

We are looking for research related to CLB use as a standard. This might include reports on the development of curricula/assessments, analysis of existing programs, policy papers, etc. (In Ontario, for example, the Maytree Foundation authored a report called *Fulfilling the Promise* which sites the CLB as a resource that should be used. We will include that report here. *The How Long and How Fast* research report would be another example.)

Field Name/Group	Part/Options	Description
Information Collection	Through information interview From documentation	Identify method of data collection.
Research Title		
Authors (s)		
Year of Publication		
Funder (s) / Sponsor (s)		If applicable, funding source or sponsor
Publisher		If different from funder/sponsor
Published in		If published in a journal or other periodical
Aim/objective		Describe aim/objective of the research.
Method		Describe methodology.
Results		Describe results.
Bibliography		Indicate if there is a bibliography with relevant source for further reading.
Implications for ELT Initiative		Researcher's analysis of the research and its relationship to the ELT initiative. Consider how this would help programs being put in place, how it can inform decision making regarding what programs are approved, if it lays the ground work for further research (to address some of the issues noted in the provincial labour market profile, for instance.)
Additional information		Notes

Appendix E
ELT Labour Market Reporting Form

LABOUR MARKET PROFILE   PROVINCE

Labour Market Trends *what's going on in the labour market overall and relationship to language needs*	Current issues shaping the labour market: · growth industries · population age (retirements, new entries into the labour market) · percentage unemployment · labour shortages (including specific occupations broken down by regulated and non-regulated with any descriptive information about language requirements for occupations if known) · different trends across the province (larger vs smaller centres) · other relevant information
	Projected labour market trends: · (same as above as applicable)
Immigrant Profile *who is coming into the province* *how significant a role do immigrants play in the province*	Current immigration patterns and impact: · how many /percentage of immigrants in province · skills, experience, training immigrants bring with them (occupations, skill levels, etc.) · education (secondary, post-secondary, apprenticeship, etc.) · how immigration is typically distributed throughout the province percentage of labour force growth from immigration immigrant unemployment and underemployment rates · labour force growth from immigration · numbers of unemployed immigrants who are skilled in the areas of labour shortages · immigrant settlement dispersal across the province · other relevant information
	Projected immigration patterns and impact: · (same as above as applicable)
Services available to link immigrants to labour market needs *services in place to address the economic integration of immigrants* *(included here is an overview with some examples; a comprehensive list will be available elsewhere)*	Current trends in provincial services to link immigrants to labour market needs: · provincial government initiatives to addressing labour market shortages (bridging projects, research, think tanks, etc.) · provincially-funded services such as internships, work placements, co-op, labour market language training, employment preparation, etc. · other resources (Web sites, job search newsletters, alerts, etc.) Strategic direction in provincial services to link immigrants to labour market needs: · as evident in announcements, reports, speeches, etc. Current trends in federal services to link immigrants to labour market needs: · federal government initiatives to addressing labour market shortages (bridging projects, etc.) · federally-funded services such as internships, work placements, co-op, labour market language training, employment preparation, etc. · other resources (Web sites, job search newsletters, alerts, etc.) Strategic direction in federal services to link immigrants to labour market needs: · as evident in announcements, reports, speeches, etc. Other: · municipal efforts, private organizations, others...
Analysis	Research gaps Recommended areas for further research and analysis Additional Information/Comments

References	List of research studies/statistics referenced:
	· References as endnotes
	· Reference format: *Title* (Date) Authour Publisher Website

USER GUIDE (researchers/writers)

The purpose of this reporting form	This reporting form is for use by the CCLB/ELT National Committee as a "background note" on the labour market situation in different Canadian provinces/regions. The reader needs access to accurate, current, reliable information in a user-friendly format. Since the Committee will be reviewing profiles for all of Canada, this template serves as a standardized format.
The information needed	Our job in this particular form is to describe the labour market realities and issues as seen in the labour market research collected which meets the parameters for this project. The focus is the role of immigrants in the labour market, and the identification of barriers such as lack of language and communication skills. This document is an overview, details about programs will appear in other reporting forms for this project.
Depth and nature of information	The information should be summarized from the research, but referenced using an endnote format. All references should appear at the end of the reporting form. Research should be dated 2000 or later.
Style & Other	Use point form. Points can contain 3-5 lines. (If this proves to be too limiting let's discuss.)
	The length of each profile will vary, but let's try to stay within 4 pages.
	For Atlantic Region, give a regional perspective unless the information lends itself to provincial reporting.

Appendix F
Labour Market Profiles

LABOUR MARKET PROFILE – British Columbia

Summary

Notwithstanding the rapid growth and size of the services sector, British Columbia's economy is still heavily dependent on natural resource industries. When inter-industry linkages are taken into account, the resource sector is still responsible for at least one quarter of the jobs in BC. The economy is expected to grow by 1.8 per cent in 2004 and again in 2005.

Fifteen percent of Canada's immigrants arrive in BC; the total number of immigrants in 2002 was 33,874. An increase in business class immigrants has been positive for the BC economy because they bring capital and job opportunities to the province. At the same time, a decrease in immigrants' language ability has increased the demand for ESL training and has delayed many immigrants' entry into the labour market.

Labour market trends

Forest-based industries are major economic drivers in the province. These account for almost half of all manufacturing in BC. Mining industries are also major contributors to the BC economy.

Growth industries

The following Industries in BC are expected to generate 90% of new and replacement jobs between 2003 and 2015 (in descending order): Health Services; Accommodation, Food & Recreational Services; Retail Trade; Computer, Consulting and Other Business Services; Construction; Education; Transportation & Storage; Wholesale Trade; Finance, Insurance, & Real Estate; Professional Business Services; Other Services Industries; Public Administration; Personal & Household Services; Wood; and Communications.

Population age

According to census data, in common with other provinces across Canada, BC's population is aging, and the rate of growth of the younger population is slowing. The number of young people aged 1-17 declined by 1.5% between 1996 and 2001, while the number of persons aged 45-64 increased by 20.7%. These trends will continue and are expected to put additional pressure on labour markets in the future

Percentage unemployment

The improved economic and employment picture in 2003 has contributed to higher labour force growth: 2.1 per cent in 2003. The unemployment rate is expected to drop to 7.9 per cent in 2004 and 7.7 per cent in 2005, as job gains begin to outpace labour force growth in the province.

Labour shortages

Greater than average employment growth, an aging workforce, or a slowdown in in-migration are all factors that may contribute to current or projected future skill shortages. Data from various modeling exercises, as well as input from the employer community, suggests that skills shortages currently exist or will appear in the following occupational areas: Management occupations; Professional occupations ; Technical, paraprofessional & skilled occupations ; Intermediate occupations; Labouring and elemental occupations

Trends across the province

The contribution of the resources sector and its critical importance to the economic well-being of many communities throughout the province is highlighted in the differences in the economies of the Lower Mainland and other parts of BC.

In 2001 the percentage of the labour force attached to primary industries varied from a high of 23.9 per cent in the Mount Waddington Regional District (the northern third of Vancouver Island and a large area of the adjacent mainland), to lows of 1.6 per cent and 1.5 per cent in the Capital (most of the southern tip of Vancouver Island, including all the southern Gulf Islands) and Greater Vancouver regional districts (the southwest corner of mainland BC).

Again, 44 per cent of the income that drives the local economy in the Mount Waddington Regional District is derived from forestry or forestry related economic activities, as opposed to three per cent and one per cent respectively for the forestry sector in the Greater Vancouver and Capital Regional Districts.

Other: Inter-provincial migration

Increasing net Inter-provincial in-flows to the province are expected over the next five years. Together with continued substantial international in-migration this will contribute to population growth averaging one per cent per year through to 2008.

Immigrant profile

BC receives 15% of the total population of immigrants to Canada; in 2002 there were 33,874 landings.

Immigrants' work experience

This information is not available.

Education levels of immigrants

In general, the majority of immigrants in the skilled work category have formal trade certificates and apprenticeships, and/or non-university certificates or diplomas. Those in the regulated professions all have either Bachelor or Masters Degrees from a university. They also indicate a high percentage of knowledge of one of the official languages.

Distribution of immigration across the province

The larger urban centres attract the largest number of immigrants, although the number of immigrants in Vancouver has decreased slightly with growth being seen in other communities of the Lower Mainland and Fraser Valley. Victoria has also seen a decrease over the last 10 years. There are decreases in the North and Interior and some small communities have remained static over the last 10 years with fewer than 100 immigrants.

According to the most recent Census, over one quarter of the BC population was born outside Canada, of which 19 per cent (191,425 persons) arrived in British Columbia between 1996 and 2001 and almost three quarters of that immigrant population was resident in the Vancouver Census Metropolitan Area in 2001. Landing statistics suggest this trend will continue.

Percentage of labour force growth from immigration

In 2001 the median age of immigrants arriving in BC was 29.8 years, as compared to the median age of 37.9 years for the population as a whole. The effect of a younger age profile for immigrants to BC will be to increase the size of the labour force while lowering or delaying the increasing ratio of the seniors' population to that of the working age population.

Despite economic slowdowns in 2001, and net outflows in Inter-provincial migration in recent years, net international migration to BC averaged approximately 30,000 persons per year over the same period, and accounted for much of the net population increase in BC during that time. Immigration will have been a major contributor to labour force growth in BC in the recent past.

Unemployment and underemployment rates for immigrants

According to 2001 Census data, immigrants arriving in BC between 1991 and 2001 had an unemployment rate of 12 per cent in 2001, compared to the overall unemployment rate of 8.5 per cent at that time. The unemployment rate for immigrants declines according to the length of time in Canada.

Other: Language levels of immigrants

Census data for BC has shown a dramatic increase over the last 10 years of the number of individuals who report no knowledge of either English or French. In 1991 49,005 reported lack of language ability. In 2001 87,599 reported lack of language ability.

Notable links between labour market trends and immigrants

There are over 50 English Language Training Providers in BC offering a range of Labour Market Language Training courses. There is at present no coordination of programs and courses are offered at almost every level from CLB 1-CLB 10. However, the majority of programs are not referenced to the CLB except for a loose assignment of CLB levels. In general, curricula and teaching tools are unrelated to CLB. Many of these programs are offered on a fee for service basis. The college-based programs and those offered by some NGOS are, in part, funded by the Provincial government. However, these also charge fees. There are also a number of Bridging Programs that include sector specific language training while upgrading technical or professional skills. Some sector specific pilot projects have been undertaken under the Provincial initiative called the Multilateral Strategy to Support the Labour Market Attachment of Skilled Immigrants to BC.

The Provincial government's initiatives

Looking Ahead Initiative, multi-sectoral initiative to improve labour market integration of immigrants in the Lower Mainland and Fraser Valley. This consortium includes Federal, Provincial government agencies, multicultural and immigrant serving organizations, education and credentialing institutions, public and private trainers, and private sector employers.

The Employment Access for Skilled Immigrants (EASI) proposes a "made-in-BC" systems approach to enhancing labour market attachment of skilled immigrants. http://www.lookingahead.bc.ca.

International Qualifications Program is an initiative to ensure credentials for foreign trained professionals are recognized, (www.mcaws.gov.bc.ca/amip/iqp)

The British Columbia Provincial Nominee Program was developed to assist employers to fill critical skills shortages. Employers recruit a qualified person and apply to nominate him/her through a fast tracking immigration process. This program applies to high skilled occupations

Bridging Programs

1. BC Internationally Trained Professionals Network (ITP Net) Society for Professionally Trained Engineers

2. Internationally Trained Engineers Pilot, http://www.mcaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#international

3. Transition into Nursing Series Pilot http://www.mcaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#transition%20nursing

4. Foreign Trained Nurses Cultural Orientation Pilot http://www.mcaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#Foreign%20Nurses%20Cultural%20Orientation%20pilot

5. Access to Trades http://www.mcaws.gov.bc.ca/amip/iqp/summary_pilots_intivs.htm#access

6. International Pharmacy Graduate (IPG) Program http://www.equalopportunity.on.ca/eng_g/apt/pharmacy_fact.html

7. International Credential Evaluation Service http://www.ola.bc/ices

Research funded by the Ministry of Community, Aboriginal and Women's Services MCAWS International Qualifications Program and contracted to private consultants and community agencies, school districts and NGOs:

1. Engaging Employers to Examine Labour Market Attachment for Skilled Immigrants (BC wide): identify attitudes and practices that positively affect labour market attachment

2. Skilled Immigrants as Community Assets (Central Vancouver Island): development of strategic integrated bridging services

3. Bridge to Your Future: development of employment readiness assessment, employment and program assistance matrix, and a format for summarizing personal employment goals

4. Credentialing and Employment of Skilled Immigrant Workers in the Fraser Valley Regional District

5. Benchmarking of Bridging Programs for Skilled Immigrants (cross Canada): identify best practices and create evaluation framework ["Benchmarking" not related to Canadian Language Benchmarks]

6. Northwest Immigrant Skills and Services Project (North Coast Communities): skills inventory, identify support agencies and service providers, and employers seeking matching skills

7. Promising Practices in Workplace Practice Opportunities: role of workplace practice opportunities on training, educating and employing skilled immigrants

8. Skilled Immigrants and Labour Market Access in the Capital Region

9. Inventory of Assessment Tools for Skilled Immigrants: examination of assessment tools currently in use to assess language proficiency, essential skills, academic qualifications, technical skills and employability skills

10. Enhancing Labour Market Attachment of Skilled Immigrants within the Okanagan

11. Comprehensive Assessment and Career Planning Services of BC's Skilled Immigrants: to identify best practices of career assessment and planning services and develop a career assessment and planning model

12. Resources to Provide Direct Labour Market Information to BC's Skilled Immigrants develop a listing of professional and trade associations, recommendations for professional and trade associations to develop services for skilled immigrants

13. Towards an Integrated Assessment and Bridging Program in BC's Construction Industry: develop strategic plan to increase skilled immigrant employment in construction

14. An Employer survey of the Under-employment of Skilled Immigrants: identify skills and attributes required by employers

15. A survey of Skilled Immigrants with Long-term Attachment to the Labour Market: identify skills and attribute of skilled immigrants who have overcome employment barriers

Research funded by the Settlement and Multiculturalism Branch of the Ministry of Community, Aboriginal and Women's Services

1. Services Review to Identify Providers of English Language Instruction with a Labour Market Component in British Columbia (May 2004)

2. Development of an ELSA level 4 and 5 curriculum with a labour market focus, design aligned exit tests and pilot test at 8 sites. (2004/5)

3. Funding for two sites to provide 12 weeks of enhanced language classes to address needs of seasonal workers and parents at ELSA level 4 and 5 (2004/5)

Federal Government Initiatives

A Labour Market Development Agreement (LMDA) exists between BC/Yukon region and HRSDC to co-manage and design Employment Benefits and Support Measures. LMDA is with BC Ministries of Human Resources and Advanced Education. Total budget for 2004/05 is $ 291,343,000

HRSDC and BC Ministry of Community, Aboriginal and Women's Services have a Letter of Understanding to cooperate on initiatives related to the integration of immigrants in BC into the labour market by establishing bilateral mechanisms, coordinating labour market activities and policies and practices; and ensuring funding to support an integrated system and bilateral approach.

Analysis: Labour market language training and related research

Gaps/trends

There is no research related to specific language learning needs, i.e. specifically what types and levels of language are required for each employment sector. Research is targeted primarily to job specific skill readiness without reference to language requirements or soft skills, e.g., workplace cultural knowledge and interpersonal communication skills.

Recommendations for further research and analysis

Research on the integration of CLB into Labour Market training is needed.

Research related to specific language learning needs for occupational sectors is recommended.

LABOUR MARKET PROFILE – Alberta

Summary

According to recent statistics, Alberta's labour market is characterized by employment growth, low unemployment, stable but lower immigration, job growth in many industries and occupations and labour shortages in many occupations.   Alberta receives approximately 6.5% of Canada's immigrants.

Traditionally, Alberta's economy has been based in oil & gas, petrochemicals, agricultural services, food & beverage processing and tourism.

Out of the total employment increase of 47,900 in 2003, occupations with the largest increases in employment were in Sales and Service Occupations (19,600); and Trades, Transport and Equipment Operators and Related Occupations (17,100) and Occupations Unique to Primary Industries (13,200).

Growth industries

- Emerging industries include telecommunications/wireless equipment, biotechnology, software development and electronics/microelectronics.
- Sectors that include manufacturing, business services and information and communications technology are playing a larger role in the economy, contributing a total of 18.2% to the GDP, up from 11.5%. The financial services and real estate sectors have also experienced strong growth.
- Industries with the highest projected annual growth rates (to 2006) include Utilities (7.1%), Health Care and Social Services (3.2%), Business Services, Construction and Information and Communications Technology (all at 2.7%), followed by Transportation and Warehousing (2.2%) and Food Processing (2.1%).
- One-hundred and eighteen occupational clusters in Alberta are rated as having "above average" (higher than 2.5 %) annual projected growth rate, and include a wide range of occupations.
- Over the next decade, building for heavy oil extraction and refining near Fort McMurray will require an additional 8,600 workers, most with specialties in short supply, such as mechanics, welders, and pipe fitters.

Population age

In 2001, young people aged 19 and under accounted for 28% of Alberta's population, while individuals aged 20 to 64 made up almost 62%. However, seniors aged 65 and over accounted for only 10%, the lowest proportion of any province. As in other provinces, Alberta's working-age population is increasingly made up of older individuals. During the past decade, the population aged 45 to 64, the oldest working-age group, soared 51%, and is projected to gain another 38% by 2011.

Percentage unemployment

In 2003, Alberta continued a five-year trend in low unemployment rates and at 5.1% was one of the lowest in Canada.

Labour shortages

In 2003, 21 of 53 occupational classifications had an unemployment rate of less than 3.0%, which is an indicator of a skills shortage. There is general agreement that labour shortages will continue or emerge in many occupation groups over the next few years.
Shortages are found in many sectors, but are expected to be especially severe in health care, information and communications technology, and construction. Shortages are also being reported in some areas of primary agriculture, food processing and tourism/hospitality. Skilled trades are in demand, with peak-period shortages predicted in 2004 for electricians, specialty welders, boilermakers, pipe fitters, carpenters and operating engineers. Shortages from time to time are also anticipated for millwrights, bricklayers, sheet-metal workers, insulators and iron workers.

Trends across the province

All regions experienced employment growth in 2003 except for the Banff-Jasper-Rocky Mountain House region due to a drop in tourism. Employment growth rates ranged from -0.4% in the Banff-Jasper-Rocky Mountain House region to 5.9% in Wood-Buffalo-Cold Lake region (Wood Buffalo-Cold Lake occupies the northeast section of Alberta from Cold Lake north to the Alberta/Northwest Territories border).

The unemployment rate tends to be slightly higher in Calgary than Edmonton, at least in recent months. The unemployment rate in Alberta regions ranged from a high of 5.9% in Calgary to a low of 3.7% in Lethbridge-Medicine Hat.

The lack of skilled workers is perceived as a threat to rural communities, who see their skilled tradespeople drawn away by the high demand and high pay of the oil sands projects.

Other: Inter-provincial migration

Net inter-provincial migration for 2002 was 17,569.

Immigrant profile

Alberta receives approximately 6.5% of Canada's immigrants, significantly lower than Ontario, British Columbia and Quebec. An average of 13,750 new immigrants have come to Alberta in the last five years.

Immigrants' work experience

2002 statistics show that 62.4% of immigrants coming to Alberta intended to work in occupations in the Natural and Applied Sciences.

Education levels of immigrants

In 2001, nearly half (46.6%) of the new immigrants to Alberta aged 20 years or older, had a university degree. Another 16.2% had trade certificates or non-university diplomas.

Distribution of immigration across the province

The majority of newcomers to Alberta settled in Calgary (61.5%) and Edmonton (26.8%) with most of the remainder choosing one of eight cities as their home, including Red Deer (1.5%), Lethbridge (1.2%), and Medicine Hat (0.8%)

Percentage of labour force growth from immigration

Between 1996 and 2001, 45,660 immigrants participated in the labour force, representing a 20.2% increase from the 1996 total.

Unemployment and underemployment rates for immigrants

The Alberta immigrant employment rate for 2001 was 63.2%, up 7.3% from 1996. Over the same period there was a corresponding drop in the immigrant unemployment rate, from 7.2% to 5.2%.

Other: Language levels of immigrants

54% of immigrants to Alberta have knowledge of the English language.

Notable links between labour market trends and immigrants

The Alberta government is addressing economic integration of immigrants through several linked initiatives. Three are highlighted here.

The Provincial Government's initiatives

1. **Prepared for Growth: Building Alberta's Labour Force Supply**: An interdepartmental Labour Force Planning Committee, led by Alberta Human Resources and Employment, was formed in 2001 to review forecasts of labour market supply and demand, inventory government actions being taken to respond to shortages and identify and examine potential government strategies to further address labour market needs. Three key strategies have been identified:

- increase the skill and knowledge levels of Albertans
- increase the mobility of labour in Canada
- increase the number of immigrants to Alberta.

Action items are being implemented to address each strategy, including plans to:
- work with the Federal government to influence selection criteria for immigrants to better match Alberta's labour market priorities
- increase the level of, and reduce the processing time for, immigrants to Canada, facilitating the attraction of highly skilled workers
- facilitate the entrance of temporary foreign workers in the trades or other sectors
- encourage professional bodies to offer qualifying exams in foreign countries, allowing skilled workers to arrive with recognized credentials;
- introduce a pilot Alberta **Provincial Nominee Program**, a targeted out-of-country recruitment program to attract workers in key occupations experiencing shortages
- develop policy and program responses to facilitate the recognition of foreign credentials
- develop and distribute an information resource encouraging employers to hire from non-traditional sources, including immigrants.

2. **Skills Investment Strategy**. Alberta Human Resources and Employment has begun development of this major policy initiative which will set the direction for the department's skills investment programs and services for the next three to five years. Many of the programs and services under this strategy will aid in the economic integration of all Albertans, including immigrants, who lack the basic academic, language and/or employability skills to obtain employment or pursue further training. Services include:
   - full-time and part-time classroom training for Academic Upgrading (grade 4-12), ESL and general employability skills training
   - full-time and part-time occupationally-focused training opportunities
   - labour market partnerships with organizations, industry sectors and communities with common labour market needs

3. **Integrating Skilled Immigrants into the Alberta Economy, a Discussion Paper for Stakeholder Input** (May 2003)- A cross-ministry working group in the Government of Alberta is developing a strategy for integrating skilled immigrants, (that is, immigrants holding a post-secondary credential, such as a college diploma or certificate, apprenticeship training or university degree) into the Alberta economy. This discussion paper describes key challenges facing skilled immigrants, including confusing or inconsistent pre-migration information and counselling re: licensing/credentialing requirements and procedures and a cumbersome and costly credentialing process once they have arrived.

The paper proposes a five-fold strategy to develop and enhance:
- occupation-specific information
- advice and counselling – through professional associations, immigrant serving agencies, career development and post-secondary counsellors
- assessment – of credentials, training, work experience, language and knowledge
- bridging to address occupation-specific gaps in technical language, education, skills and Canadian work experience
- welcoming communities (increased awareness of the benefits of integrating skilled immigrants into communities)

Provincially funded services

The following chart, drawn from the discussion paper *Integrating Skilled Immigrants into the Alberta Economy,* summarizes the numerous Alberta government departments and programs that directly or indirectly assist in the economic integration of immigrants.

Program/Service Area	Description
Alberta Learning	
International Qualifications	Assesses educational qualifications for a fee (approximately $150 to the

Assessment Service	client). Approximately 2,000 annually. Demand for service increased by 28% on avg. annually, 1995-2001.
Apprenticeship and Industry Training	Assesses foreign credentials and formal training (certificates, work experience and training in the trades) to provide individuals with an opportunity to become certified Alberta tradespeople or to establish advanced standing in apprenticeship programs. Also, have a Web site and print materials for apprenticeship and trades related information.
Alberta International Medical Graduates (IMG) Program	Funded with Health and Wellness. A family medicine residency program. There were eight training spaces made available in 2002 and a further eight will be offered in 2003.
ESL Trades	Offered at NorQuest College.
Immigrant Settlement Services	Co-funded with the Federal Government. Funds immigrant serving agencies to provide a range of services to new immigrants including assistance with initial basic needs, interpretation and translation services, employment counselling and workshops.
Language Training Program	Funds English as a second language (ESL) assessment and referral services for adults in Edmonton and Calgary, and innovation in ESL (development of curricula, materials, research, pilots).
Human Resources and Employment	
Alberta Service Centres Canada-Alberta Service Centres	Provide labour market information, counselling, workshops, to all Albertans, and income support for eligible Albertans. Regional delivery system. Community consultation annually.
Labour Market Programs	Provides labour market programs and services for Albertans. Programs include English as a second language (ESL), basic foundation skills, and skills training programs, for unemployed low-income Albertans and those eligible for Employment Insurance.
Alberta Learning Information Service (ALIS)	Web site, print materials and hot line with career, learning and employment information. Co-funded by Learning and HRE, with administration in HRE.
Professions and Occupations	Responsible for regulated professions with the exception of the health professions, teachers and lawyers.
Labour Market Publications	Diversity: A strategy to meet your need for skilled workers handbook.
Community Development	
Alberta Human Rights, Citizenship, and Multiculturalism Education Fund	Supports a number of initiatives including the Cultural Diversity Institute, Calgary Cultural and Racial Diversity Task Force, and research and forums on foreign qualified nurses.
Health and Wellness	
Alberta International Medical Graduates (IMG) Program	Also funded by Learning. A family medicine residency program. There were eight training spaces made available in 2002 and a further eight will be offered in 2003.
Provincial Nominee Program for Health Professionals	AHW has 75 of 400 Alberta spaces over two years that can be used for health care workers (including physicians) for Regional Health Authorities (RHAs) and the private sector.
Part 5 Registered Physicians	Physicians who received their medical training certification outside Canada, and whose credentials allow provisional registration under Part 5, are

	granted a temporary, thirty month registration.
J-1 Visa Sponsorship	The J-1 Visa is an American document which allows medical graduates who are Canadian citizens or landed immigrants to undertake postgraduate specialist training in the U.S.
Rural Physician in Action Plan	AHW funds RPAP which has a number of initiatives that would impact Part 5 (immigrant) physicians.
RHA IMG Initiatives	AHW funds the RHAs. The Capital Health Authority in Edmonton has two programs for IMGs, the IMG Preceptorship Program and the Capital Health Critical Care Clinical Preceptorship Program. The Calgary Health Authority has an IMG Physician Assistant Program offered to six candidates, two each in a coronary care unit, internal medicine and diagnostic imaging department.
Economic Development	
Economic Immigration	Markets Alberta as a destination for economic immigrants including Skilled Workers and Business Immigrants (entrepreneurs, self-employed, investors).
Provincial Nominee Program	Facilitates the permanent residency of skilled workers to meet critical skills shortages for pre-approved employers in Alberta.

Federally funded services

The following chart, also from the discussion paper *Integrating Skilled Immigrants into the Alberta Economy*, summarizes Federal services aimed at economic integration of immigrants in Alberta's labour market:

Citizenship and Immigration Canada	Description
Language Instruction for Newcomers to Canada (LINC)	Funds language training for new immigrants for settlement purposes up to a Canadian Language Benchmarks Level 4 in Alberta.
Immigrant Settlement and Adaptation Program	Co-funded with Alberta Learning. Funds immigrant serving agencies to provide a range of settlement services to new immigrants including assistance with initial basic needs, interpretation and translation services, employment counselling and workshops.

Analysis: Labour market language training and related research

The research revealed extensive documentation of Provincial labour market realities and challenges including the participation of immigrants in the labour market. These materials are easily accessible in a range of formats (print, on-line) and most are written in a plain language, user-friendly format.

The research included a description of Federal programs and services contributing to economic integration of immigrants in Alberta.

Gaps/trends/recommendations

1. Research did not reveal detail on strategic directions at the Federal level. Further research would be required to scope out this information.

2. The one piece of requested information that did not emerge, at least from the references consulted, was a clear description of what occupation-specific skills (especially skills related to regulated occupations) immigrants to Alberta bring with them. The researcher found statistics describing level or type of education and some limited notes re: intended occupation, but no clear description of how many immigrants to Alberta possessed foreign credentials in specific occupations. This would be interesting to review.

3. On a related note, it was beyond the scope of this research to interview sector councils and industry associations to define occupation-specific language training gaps or needs from a sectoral perspective. This too would provide informative data.

4. Finally, one of the references consulted pointed to a gap in research or information for immigrants themselves, identifying a need for more appropriate and accessible province-specific information on how to access professions and trades or the labour market. This too may warrant further research.

LABOUR MARKET PROFILE – Saskatchewan

Summary

Although Saskatchewan has 3.3% of the population of Canada, it receives less than 1% of Canada's immigrants and refugees. Saskatchewan is anticipating severe labour shortages in the coming years. The demographic and labour force challenges facing Canada are extreme in Saskatchewan. Saskatchewan's economic growth has exceeded that of its neighbouring provinces over the last two decades on a per capita basis but lags behind them on an absolute basis because of lack of population growth.

Labour market trends

Nearly three-quarters of anticipated job openings for the 2000 to 2005 period are projected to be in the service-related area of the economy, mainly in:

- Sales and Service

- Trades, Transport, and Equipment Operation

- Business, Finance, and Administration

- Social Sciences, Education, and Government

- Health

Growth industries

The Saskatchewan labour market grew by 2% in 2002 and by 1% in 2003. The top five industries experiencing labour force growth between 2000 and 2003 in order of importance are:

- Health and Social Services

- Education Services

- Resources, utilities,

- Information, Culture, Recreation

- Professional, Technical and Business Services

Population age

- The smallest workforce age population of any province in Canada

- The largest proportion of seniors (15%)

- The highest population aged 19 and under (29%)

The retirement of the "baby boomers" is anticipated to affect future labour force supplies in all provinces, but this is expected to happen sooner in Saskatchewan. Saskatchewan's labour force has the highest average age of all provinces, 39.8 years, compared with the national average of 39 years.

Percentage unemployment

In April 2004, Saskatchewan's unemployment rate was 5.9%, well below the national unemployment rate of 7.6%. This low unemployment rate in Saskatchewan is due mostly to inter-provincial out-migration.

Labour shortages

Demographic analysis for Saskatchewan suggests that an already tight labour force will lose 50,000 – 100,000 people in the next 10-15 years. While a significantly improved labour force participation of Aboriginal people may close some of this gap, it will not be sufficient. Thus, it has been suggested that

a population growth strategy that encourages immigration from other countries and provinces is needed for economic growth in Saskatchewan

In a survey by the Canadian Federation of Independent Business (CFIB), completed in 2002, 65% of Saskatchewan respondents expected that they would have a harder time finding skilled labour over the next three years, notably over the national average of 57.9%.

The Petroleum Human Resources Council of Canada anticipates that in Western Canada's oil sands, the available amount of skilled labour will fall seriously short of the amount that is needed to maximize the industry's potential (PHRCC 2003). Over the next decade, the industry will be looking for approximately 8,600 new employees to replace retirees and to keep up with the huge growth in the sector. The vast majority of these new positions will be in skilled trades such as heavy equipment operators, heavy-duty mechanics and process engineers.

Trends across the province

Over the past ten years, three regions experienced relatively steady employment growth – the North, and the census metropolitan areas containing Regina and Saskatoon.

Other: Inter-provincial migration

Saskatchewan has experienced an average loss of 0.6% of its population per year over the last thirty-one years to the net effects of inter-provincial migration, with Alberta and British Columbia the largest recipient of Saskatchewan's out-migration. Youth (15 to 29 years) and adults (30 to 54 years) are the most likely to migrate to other provinces.

Cyclical patterns of inter-provincial migration suggest that out migration from Saskatchewan is not directly related to economic factors such as relative taxation levels.

Immigrant profile

At present, Saskatchewan receives about 1,700 immigrants (including dependants) per year, or less than 1% of total immigration to Canada. Among recent immigrants, 71% are in their prime labour force years.

Immigrants' work experience

A large proportion of immigrants arriving in Saskatchewan who are planning to work in the province have been previously employed in natural and applied sciences and related occupations or in health occupations. In 2003, 13% of immigrant workers to Saskatchewan reported previous employment in natural and applied sciences and related occupations, and 10% indicated they had been previously employed in a health occupation.

It should be noted that 51% of immigrants arriving in Saskatchewan in 2003 with the intention of working in the province were "new workers".

Education levels of immigrants

More than 25% of immigrants have a university degree compared with 10% of non-immigrants. Immigrants are more likely to have a post-secondary education in engineering, the sciences or the humanities. 64% have some post-secondary education compared with 49% of non-immigrants.

Distribution of immigration across the province

Three-quarters of recent immigrants live in the Regina and Saskatoon metropolitan areas. Moose Jaw and Prince Albert also receive larger numbers of immigrants compared to other metropolitan areas in the province.

Percentage of labour force growth from immigration

Over the 1991-2001 period, recent immigrants (those arriving in the 1990s) accounted for 50% of population growth in Saskatchewan. They also accounted for 98% of labour force growth and 58% of employment growth over the same period.

Unemployment and underemployment rates for immigrants

The *Meeting Needs and Making Connections* report released by the Government of Saskatchewan in January 2003 indicates that underemployment, rather than unemployment, is common among immigrants and refugees in the province. Despite their high education levels and the skills and experience they bring to the province, immigrants are having difficulty integrating into our labour market. Immigrants are over-represented in accommodation and food services (17% compared with 7% non-immigrant), manufacturing (11% compared with 6%), and health care/social services (15% compared with 11%).

Other: Language levels of immigrants

71% of economic class immigrants to Saskatchewan reported language ability in English.

Notable links between labour market trends and immigrants

Provincially-funded services

The Government of Saskatchewan funds employment programs for recent immigrants to the province. These programs typically provide assistance to newcomers with resume writing, interview skills, and job search skills. Most programs incorporate a work placement component. Most participants are at LINC 3, 4 or 5 levels. Language training for employment or work-related purposes is seldom provided as part of these employment programs. Some programs require participants to be on Provincial social assistance or EI in some form, but exemptions to these rules are often granted to accommodate participants' needs. The programs are funded from year to year so long-term planning is not possible.

Research

Government of Saskatchewan. (January 2003). *Meeting Needs and Making Connections*: A Report on the Saskatchewan Immigrant and Refugee Settlement Needs and Retention Study.

Honourable Pat Lorje (September 2003). *Open Up Saskatchewan!* A Report on International Immigration and Inter-provincial In-Migration Initiatives to Increase the Population of the Province of Saskatchewan.

Lynda E. McPhee. (July 2001). *Beyond the Basics*: A Provincial Needs Assessment of Literacy Services for New Canadians with an ESL Background.

Strategic direction in Provincial services to link immigrants to labour market needs

Provincial

Immigration is emerging as a significant policy field in Saskatchewan, as reflected in the creation of a Cabinet position for Minister Responsible for Immigration in 2003, a first for the province.

Provincial Nominee Program

Two fundamental immigration issues are viewed as priority in the province. These are:
▪ Attracting new immigrants; and
▪ Making more effective use of the talents and skills of immigrants and successfully settling and retaining them in the province.
Nominations under the Saskatchewan Immigrant Nominee Program (SINP) grew by more than 300% between 2002 and 2004. The Provincial government is working on an aggressive immigration strategy to increase the number and range of immigrants to Saskatchewan. The province's target for the 2004-2005 fiscal year is 300 nominations under SINP, which would mean approximately 1,000 new people coming to the province.

Following the release of the Meeting Needs and Making Connections report, the Government of Saskatchewan established a Provincial Settlement and Integration Planning Council and four local Settlement and Integration Coordination Committees in Regina, Saskatoon, Moose Jaw, and Prince Albert. The Planning Council and Coordination Committees will provide an ongoing forum for government and non-government agencies to work together more effectively to improve the settlement and integration of immigrants and refugees in Saskatchewan.

The Planning Council is chaired by the Immigration Branch and includes Federal and Provincial government officials, as well as representatives from post-secondary education institutions, immigrant settlement agencies, and the business and immigrant and refugee communities in the province. The Coordination Committees are co-chaired by the local immigrant settlement agency and the Immigration Branch. Membership in the Coordination Committees varies locally, and includes representatives from the local immigrant and refugee communities.

On March 19, 2004 the province submitted a multi-year Framework for the Development and Delivery of Enhanced Language Training (ELT) Pilot Project in Saskatchewan starting in the 2004-2005 fiscal year, to the Federal ELT initiative of Citizenship and Immigration Canada. The framework proposes a sectoral approach to the development and delivery of enhanced language training services to immigrants in the province. It emphasizes an initial planning and developmental phase. A collaborative approach to the development and delivery of ELT pilot projects is being proposed by the province.

Federal-Provincial

There are two Federal-Provincial agreements affecting Saskatchewan's immigration role:

Canada-Saskatchewan Immigration Agreement (1998): This five-year enabling agreement established roles and coordinating mechanisms and provided for a two-year Provincial Nominee Pilot Project (extended in 2000 and 2001). The Canada-Saskatchewan Immigration Agreement was extended in 2003 for one year. A new five-year agreement is now being negotiated with the Federal government.

The Canada-Saskatchewan Agreement on Provincial Nominees (2002): The new Federal Immigration and Refugee Protection Act and the accompanying regulations implemented in June 2002 established the Provincial Nominee Program as a permanent immigration class, rather than a pilot program. In November 2002, Saskatchewan signed a five-year agreement that increased the maximum number of nominations per year for Saskatchewan and allowed the province to design and implement program criteria without Federal government approval.

In May 2004, the province signed an agreement with the Federal government for a pilot project that will permit foreign students graduating from a post-secondary program in Saskatchewan to work in the province for an additional year. The joint agreement, which takes effect on June 1, 2004, will make it easier for foreign graduates in Saskatchewan to gain an additional year of work in a job related to their studies without having to obtain a confirmation from Human Resources and Skills Development Canada. Under this new agreement, work permits can be renewed for a second year, making it easier for post-graduates to continue working in the province.

Analysis: Labour market language training and related research

Gaps/trends/recommendations

A gap between basic language training and language training at labour market levels exists in Saskatchewan. Citizenship and Immigration Canada currently funds language training programs up to LINC level 5 (Canadian Language Benchmarks 6/7). However, most immigrants in Saskatchewan exit LINC programs at LINC level 3. In addition, there are waiting lists for current LINC programs in some of the major metropolitan centres in the province.

Beyond LINC level 5, there are no language training or labour market language training programs available in the province, except for occasional in-the-workplace language programs provided by employers in conjunction with immigrant settlement agencies. All the LINC-type language training programs available in the province could be adapted to provide higher levels of language training.

The *Meeting Needs and Making Connections* report identified limited language skills, in particular language skills for the labour market, as the most significant barrier faced by immigrants in the province in advancing their employment and career prospects.

Employers also identified limited language skills as an employment barrier.

Although there has been some research done on the Saskatchewan labour market in general, there has been very little research specific to immigrants' integration into the labour market, except for the three documents listed above.

Other areas recommended for further research include:

- What skills are immigrants presently bringing to Saskatchewan, especially in relation to specific occupations?

- What issues are preventing them from obtaining employment in those specific occupations? Language training? Credential recognition?

- Where are immigrants learning about employment opportunities?

- What opportunities are employers being given to identify positions for immigrants? What obstacles are employers facing in recruiting, hiring, and retaining immigrants?

- What partnerships will work best to provide higher-level language training?

For Saskatchewan to succeed economically, it is vital that gaps in the skilled workforce available in the province be filled. In order to achieve that goal, the province must attract more immigrants and make the workplace accessible. The provision of higher level language training and occupation-specific language training is essential to meeting the present and upcoming needs of the Provincial labour market.

LABOUR MARKET PROFILE – Manitoba

Summary

Manitoba's labour market appears to be characterized by three factors.

1. Skill shortages
2. Low unemployment
3. Low population growth

In 2002, 24% of employed Manitobans worked in the public sector, 15% were self-employed and 61% worked in the private sector. In 2002, the Province welcomed 4,594 immigrants. This represented 2% of the Canadian total intake. Slow population growth is expected to raise labour force participation rates of three segments of the population: older workers (especially women), immigrants, and Aboriginals. Manitoba's low unemployment rate (5.0% in 2003) resulted in skill shortages in a wide range of industries.

Labour market trends

Growth industries

85% of Manitoba's labour growth from 1992-2002 has been in:

- Service sector: both private and public including health care (which accounted for the largest proportion of new jobs – up 9,600 in this sector), education, and retail jobs. The service sector proved to be the greatest source of employment growth.

- Manufacturing (up 17,000): including machine operators and assemblers

- Social services (up 8,500): including education, government and religion

- Information technology accounted for most rapid growth (28%)

Expected Labour Market Growth

- Northern Manitoba activities such as hydro development, non-timber forest resources, tourism and entertainment (casinos); community services (health care and education) will all grow fairly rapidly.

- Southern Manitoba activities are growing in health, education, housing, and infrastructure construction (including floodway expansion).

Population age

- Manitoba's total working age population (15 years of age and over) was 864,500, a growth of 4.2% between 1992-2002; however, much lower than the national average which rose by 14.1% during the same period.

- Manitoba's labour force participation (those employed or looking for work), was 598,00 in 2002, an increase of 8.1% over the past ten years, but still half the national average at 16.2%.

Manitoba statistics confirm an aging labour force. In 2002:

- 34% of the working age population was under 35 years

- 33.2% of Manitoba's total labour force was between 45-64 years

- Although Manitoba has seen its youth labour force (15-24 years) increase in numbers, the youth portion of the labour force dropped from 19.7% to 18.3% in Manitoba from 1992 - 2002.

Percentage unemployment

- Manitoba's unemployment rate was 5.0% in 2003, the lowest among provinces for the second consecutive year

- The highest rate of regional unemployment was 6.4% in 2002 in the Parklands/North

- North Central and South Central regions had unemployment rates under 4% in 2002 at 3.3% and 3.8% respectively

Labour shortages

Skill shortages facing Manitoba are the most pronounced of any in Canada. Almost 60% of the Manitoba business owners surveyed in 2000 indicated concern over labour shortages (51.3%), well above the national average response rate of 46%. While shortages were reported in nearly every sector, the areas of greatest concern reported by business are in manufacturing and construction.

Shortages by Sector
- Information Technology
- Business and Administration
- Construction
- Transportation Equipment Manufacturing
- Technical Sales and Marketing
- Medical and Health
- Agri-food Processing
- Biotechnology

Trends across the province

Skill shortages by region

- Central and Western Manitoba: teachers, nurses, pharmacists and health care staff, skilled trades and general labour, manufacturing trades, agricultural and agri-business occupations, pork production technicians, and veterinarians.
- South Eastern Manitoba: wood, machinery and equipment manufacturing, biotechnology technicians.
- Northern Manitoba: construction trades, all professions including teachers and health care.
- Winnipeg: skilled trades (both construction and manufacturing), information technologists with business and leadership skills, telecommunications, sales and service in IT.

Other: Inter-provincial migration

In the competition for Provincial migrants, Manitoba has historically been a net loser. The average loss has been 5,000 per year. However, in 2003 3,873 more people moved to Manitoba than left – the largest net gain in 20 years.

By far the most popular destination of former Manitobans has been the west - 63% of those who left Manitoba went to one of three western provinces.

Immigrant profile

In 2002, the Province welcomed 4,594 immigrants. This represented 2% of the Canadian total intake.

Immigrants' work experience

The most recent document of immigration statistics for 2002, *Manitoba Immigration Facts*, does not contain occupation information for the total number of all classes of new immigrants to Manitoba. It identifies top ten occupation information for Manitoba's Economic Class which accounted for over 58% of the province's total immigration.

Education levels of immigrants

On average 62% of adult immigrants who are destined to Manitoba annually are highly educated women and men with a broad range of skills and occupational backgrounds in professions and trades. In 2002, this represented over 1,800 persons with postsecondary training, obtained at no cost to Manitoba.

In 2002 statistics show that of the total immigration to Manitoba (principal applicant and dependents):

- 24% held a postsecondary degree: (19%) Bachelors, (4%) Master's and (1%) Doctorate
- 6% held a trade certificate
- 6% held a non-university diploma
- 7% had some university education
- 14% had complete 10-12 years of schooling
- 42% had completed 1-9 years of schooling

Distribution of immigration across the province

Winnipeg attracts more than 80% of all immigrants to Manitoba (4,594 in 2002).

As new and diverse economic, social and cultural opportunities exist across the province, more immigrants are locating and contributing to smaller centres and communities. Statistics show that immigration destinations outside of Winnipeg are in smaller urban and rural centres in the southern half of the Province: Winkler (Central Region); Steinbach (Eastern Region); Brandon (Midwestern); Altona (Central region); Thompson (Northern Region) Virden (Western Region), The Pas (Norman Region) and Arborg (Interlake Region)

Percentage of labour force growth from immigration

This information is not available. See analysis.

Unemployment and underemployment rates for immigrants

This information is not available. See analysis.

Notable links between labour market trends and immigrants

Provincial Government Initiatives

Provincial nominee program

Since 1999, Manitoba has consistently received greater than 70% of all Provincial nominees landing in Canada. Since Manitoba's PNP began in 1998, over 7,858 principal applicants and family members have settled in Manitoba.

Recent statistics for the Manitoba Provincial Nominee Program indicate an increase of 738 individuals in the first quarter of 2004. This marks a 40% increase over the same period in 2003.

A number of Provincial government initiatives and services are addressing labour market integration by linking immigrants to information and counseling services, educational opportunities, qualification recognition and prior learning assessment and recognition services, and labour market programs.

The following list highlights a number of services and programs discussed in the document "*Summary of Promising Practices Related to Qualifications Recognition of Highly Skilled Immigrants*" prepared by the Qualifications Recognition Coordinating Committee of Manitoba, May 2003.

- **Financial Assistance Programs**: Offers assessment and wage assistance as well as counseling and referral services to qualified professionals or technically trained immigrants.
- **Credentials Assessment Service**: Produces reports on foreign credentials for highly skilled immigrants new to the province through an Academic Credentials Assessment Service (ACAS).
- **Information Provision**: Updates and distributes Occupational Fact Sheets (over 66) detailing the assessment and credentials recognition process for regulated occupations in Manitoba. In the winter of 2004 the Branch approached Western Economic Diversification Canada to fund the development and distribution of a *Toolbox,* a resource to help stakeholders provide immigrants with the information and referrals they need to navigate the various systems and integrate successfully in Manitoba. Two brochures, *Access to Professions* and *Access to Trades* provide details about regulated occupations and apprenticeship in Manitoba. In 2004, the Settlement Branch coordinated and is planning future delivery of an orientation session to newcomers.

- **Employment Supports**: Commits approximately $520,000 to employment services for highly skilled immigrants (e.g., individualized job search plan, work experience placements, referrals to further education and training, and to direct employment opportunities. *Link up and Connect*, a mentorship program, was introduced in January 2003 at the International Centre of Winnipeg to help unemployed and underemployed highly skilled immigrants. A *Best Practices Manual for marketing Highly Skilled Immigrants* was developed with funds from Settlement Branch in 2003/04. Apprenticeship's PLAR coordinator now writes formal letters of eligibility for internationally-trained tradespeople qualifying for Provincial or inter-provincial examinations.

- **PLAR and Competency Based Assessment Projects**: As part of the Manitoba PLAR strategy, the Settlement Branch and Advanced Education and Training delivers workshops to regulatory bodies to introduce and demonstrate how PLAR provides a fair, transparent, and rigorous alternative to paper-based credential recognition through a competency-based assessment of qualifications (e.g., Early Childhood Educators (ECE), Midwives, Certified Technicians and Technologists, Apprenticeship, Aircraft Maintenance Engineers, Registered Nurses (RN), Licensed Practical Nurses (LPN), Registered Psychiatric Nurse (RPN)).

- **Bridging Programs**: Funds bridging programs for qualified professional and technically trained immigrants to bridge entry/transition into occupations in Manitoba (e.g., Engineers, (*Internationally Educated Engineers Qualification Pilot*); Construction and Industrial Electricians; Midwives; Pharmacists (*Prescription for Learning: Communication Skills for the Practice of Pharmacy*); International Medical Graduates (*Canadian Communication for Physicians Trained Abroad* and *Medical Licensure Program for International Medical Graduates*); Internationally Trained Teachers (*Learning the Way: Communication Skills for the Profession of Teaching*) and Occupational Therapists (*Workplace language training for OT's on the job*).

- **Occupational Language Training:** Funds a number of occupation specific language programs : English for Engineers, Language Supports for Internationally-Trained Nurses, Pharmacists Workplace Language Training, and English Communication for Internationally Trained Teachers

- **English for Specific Purposes** (ESP) Programming: Funds a number of specific purposes programs and courses to assist in the transition of immigrants into employment and training opportunities.

  o English for Health Care Aides

  o English for Midwives

  o English for Technical Purposes

  o Academic English Program for University and College Entrance (AEPUCE)

  o English for Nursing Purposes

  o English for Professional Purposes

  o English for Business Purposes

  o English for Commercial Drivers

  o English for Employment Purposes

  o Employment Solutions for Immigrant Youth.

  - **Workplace Language Training**: Shares the costs with employers and other partners. More than 15 workplace language training programs in Manitoba

- **Gap Training:** In 2001, the Settlement Branch funded the delivery of a *Canadian Electrical Code* course to a group of newcomers with electrical trades backgrounds who had settled in the Winkler Area. Supports were also provided to help learners prepare the necessary documentation needed to apply for the Trades Qualification examination.

- **Canadian Language Benchmarks** (CLB) Studies for College Programs and Occupations: Funds research to determine the English language demands of college programs and occupations in Manitoba. Over 30 programs and 9 occupations have been benchmarked to date. Developed and distributed 450 copies of a report entitled, "*Canadian Language Benchmarks: A Summary of Courses, Programs, Occupations and Tests that have been Benchmarked in Manitoba*".

- **Community Agency Funding**: Funding the production of a one-hour documentary, *Promised Land*, to address the issue of immigrant credentials for airing in mainstream media.
- **Manitoba Government Initiatives and National Involvement**: Think Tank on Qualifications Recognition 2002; Representatives from eight different Provincial departments are developing a Manitoba strategy on Qualification Recognition (QR). The committee developed guiding principals in a *Framework for a Manitoba Strategy on Qualifications Recognition*. Divisional staff has been working towards developing and supporting a mechanism to sustain Provincial government leadership in implementing a *Manitoba Qualifications Recognition Action Strategy.*
- **Advocacy**: The Settlement Branch is represented on a national steering committee for a project funded by HRSDC and co-coordinated by the Canadian Council of Professional Engineers entitled *From Consideration to Integration*. The goal of this three-phase project is to improve existing processes of recognizing international engineering qualifications, thereby supporting the integration of foreign-trained engineers into the engineering profession in Canada. Branch staff have had numerous meetings with representatives from different Federal and Provincial departments in an attempt to secure long-term funding for ongoing Internationally-Educated Engineers Qualification (IEEQ) program sustainability and increased program capacity.

As a result of CLB study of the Pharmacy profession, Settlement and Adult Language Training (ALT) Branch staff prepared a position paper recommending that language proficiency requirements for licensing be reviewed. This paper, as well as the study, were shared at a national level by the Registrar of the Manitoba Pharmaceutical Association and is currently under consideration. Settlement staff also spoke with the Executive Director of the National Association of Pharmacy Regulators, advocating for a review of language proficiency requirements, particularly in the skill area of Writing and for the acceptance of the Canadian Language Benchmark Assessment (CLBA) as an additional and acceptable means of demonstrating language proficiency for entry-to-practice.

Staff from Settlement Branch met with the Teacher Education and Certification Committee (TECC) to discuss issues faced by Internationally Trained Teachers (ITTs) and to promote changes to existing qualifications recognition systems. Currently, TECC is considering the introduction of a provisional certification option for ITTs who come close to certifying but who require academic upgrading. This type of certificate is currently available to teachers trained in other Canadian provinces but not to ITTs. This certificate allows one to complete academic upgrading over a specified period of time and to teach in the Manitoba school system while doing so.

- **Provincial Adult ESL Assessment Services**: Offers a centralized language assessment and referral service for all second language speakers eligible for funded ESL programs in Manitoba. Assessment services include Canadian Language Benchmarks Assessments (CLBA), Canadian Language Benchmarks Placement Test (CLBPT), and Canadian Language Benchmarks Literacy Assessment (CLBLA). In addition to referral services to ESL programs, the Centre also liaises with tertiary training and employers on clients' behalf with respect to CLB Assessments. A total of 2,977 CLB Assessment were conducted from April 2003-2004. The Centre also manages satellite CLB assessment services and certifies assessment training for CLB assessors in Manitoba.

Federal government initiatives

With the signing of the Canada Manitoba Immigration Agreement on June 29, 1998 the Provincial government assumed responsibility for immigrant and settlement services which include language instruction programs to newcomers and the immigrant settlement and adjustment program. A number of services and initiatives remain a Federal responsibility.

Analysis: labour market language training and related research

The review of Provincial government initiatives and services revealed a number of programs and services that target professional and highly skilled immigrants. As Manitoba finds itself with a skill shortage in almost all sectors, programs that assist in matching the often under-used human capital of highly skilled and professional immigrants to employment opportunities in Manitoba are critical.

Gaps/Trends

Although a number of facts were available on Manitoba Immigration, there was a dearth of information on the impact immigration is having on the province's economy. Although a number of contacts

attested to the fact that many immigrants were unemployed or underemployed, there was nothing to substantiate the participation rates of immigrants. Labour force growth from immigration in any form was not available from a number of contacts and sources searched.

Immigration statistics for Family Class and Refugees streams were not as readily available as those for the Economic Class. For example, information on the education and skills that immigrants bring to Manitoba was available only for the Economic Class. Therefore, the education and skills of more than 40% of the individuals coming to Manitoba (i.e., Refugees and Family Class) were not represented. Statistics for all classes of immigration would have better reflected current realities.

The lag in consistently current statistics resulted in some conflicting pieces of information for this summary. For example, available information on skill shortages identified manufacturing as a growth industry from 1992 –2002. However, a recent two-part article in the *Winnipeg Free Press* questioned the viability of manufacturing in Manitoba. In another available labour market document, nursing was identified as a skill shortage. Not so, suggests a very recent article in the *National Post*. According to the Winnipeg Region Health Authority, the situation has improved so dramatically that the WRHA has abandoned efforts to recruit nurses from foreign countries.

Manitoba's labour market appears to be characterized by three factors:
1. Skill shortages
2. Low unemployment
3. Low population growth
High rates of unfilled jobs and low levels of unemployment increase the cost of doing business as employers have the burden of recruiting talent and retaining current employees. There is an urgency to develop skills in Manitoba's youth and to attract the talent needed to fill these skill shortages. As Manitoba's population continues to decrease and skill shortages accompanied by low unemployment continue to persist, immigration will no doubt be a critical factor in addressing these declines. The challenge for Manitoba is to find strategies to attract skilled immigrants and to involve them in the workforce by reducing employment barriers.

Recommendations for further research and analysis

A number of recommendations emerged from interviews with programs, services, and Provincial government contacts that can address Manitoba's challenges.

1. More support for labour and industry in identifying trends and skill shortages is needed. There is a critical information lag in these areas that makes it difficult for government and industry effectively to plan and prepare effectively for these events.

2. More creative ways to link employers, service providers, and immigrants are required to help make the transition to employment less cumbersome not only for skilled immigrants and professionals, but also for employers.

3. Profiling the English language demands and employment skills within employment sectors would provide current and valuable information for both sectors and immigrants on the knowledge, skills, and attitudes needed in the workplace. The information would assist immigrants to self-assess their readiness for employment and to identify any gaps in their skills. It would also provide workplaces with a clear set of criteria against which employers can more reliably determine employment readiness.

4. The continuation and expansion of ESP, Occupational and Bridging programs that fast-track professional and highly skilled immigrants into their chosen fields by providing language instruction and cultural communication, certification information, professional networking, and internships offer the most effective and efficient way to achieve labour market integration. There are a number of excellent models to build on and expand in Manitoba.

LABOUR MARKET PROFILE – Ontario

Summary

Statistics Canada Labour Force Survey 2001 states that 24% of Ontario employment is found in the Goods Producing Sector, while 76% is found in the Service Producing Sector. The transportation sector is Ontario's largest manufacturing industry. Retail trade is Ontario's largest employer of workers across the province. Next in line is the health sector.

According to recent statistics, Ontario's workforce numbered approximately 6 million workers in 2001. Immigrants made up 29% of Ontario's labour force in 2001.

In 2002, 58% of all immigrants to Canada settled in Ontario.

Labour market trends:

There is an overall upward trend in employment growth in jobs requiring post-secondary education or training. Between 1996 and 2001, jobs requiring university education accounted for one-third of all employment growth in Ontario; jobs requiring college or apprenticeship accounted for one-quarter of all growth in employment.

Growth industries

Projections to 2007 indicate that most new job creation will be in the service industries. It is predicted that transportation and communications, wholesale and retail trade, finance, insurance and real estate, community business and personal services and public administration sectors will account for about 75% of the economy's new jobs. Between 2002 and 2007, labour trends indicate:

- 25% of new jobs will be in the professional and technical occupation group
- 11% will be in management;
- 10% will be in elemental sales and service occupations about 10%; and
- 8% will be among skilled trades.

Population age

Ontario's workers are approaching retirement age. Between 2001 and 2028, the total population of Ontario is projected to increase by 32%, but the working age population is only projected to increase by 23%, creating the potential for a labour shortage. Further contributing to this possibility is the projection that the population of seniors will more than double to 20.3% of the population by 2028.

Percentage unemployment

The overall unemployment rate in Ontario declined to 6.8% in March 2004.

Labour shortages

Several studies have concluded that some Ontario sectors will experience a shortage. In particular:
- Canadian Federation of Independent Business reported that 48% of Ontario small businesses were concerned about a labour shortage
- Canadian Nurses Federation estimates that Ontario will need to replace 23,610 nurses if no other retirement incentives are put in place.
- Doctors, pharmacists, and allied health professionals may also experience labour shortages

The following is a partial list of occupations that will experience higher than average retirement rates between 2001-2015.

- Senior managers – goods production, transportation and construction
- Senior managers – financial communications and other business services
- Registered nurses
- Insurance agents and brokers

- Secondary school teachers
- Elementary school teachers
- Facility operation and maintenance managers

Immigrant profile

Ontario receives the highest number of immigrants each year compared with other provinces. In 2002, 58% of all immigrants coming to Canada settled in Ontario.

Immigrants' work experience

The majority of Ontario's skilled immigrants are professionals. Of all skilled immigrants arriving in Ontario between 1997 and 2001, 60% identified themselves as engineers, 15% as engineer technicians or technologists, 9% as health care professionals, and 2% as teachers.

In 2003, the statistics were similar. From a total of 12,183 immigrants between the ages of 18 to 64, the 10 highest-ranking occupations were:

- Engineers
- Engineering Technicians and Technologists
- Accountants
- Teachers
- Pharmacists
- Nurses and Practical Nurses
- Medical
- Laboratory Technologists
- Cooks/Bakers
- Physicians/Surgeons
- Architects

Education levels of immigrants

Ontario's recently arrived immigrants are highly educated and trained. About 75% of immigrants coming to Ontario have some post-secondary education or training.

Distribution of immigration across the province

Most immigrants to Ontario settle in urban areas. Of those, a majority settle in Toronto. The vast majority (92%) settled in urban centres: 84% in Toronto; 5% in Ottawa-Hull; 2% in Hamilton; 1% in London.

Percentage of labour force growth from immigration

This information was not provided.

Immigrant unemployment and underemployment

Some skilled immigrants find work in the occupations for which they are trained. Interview data with foreign trained professionals documented in MTCU's *The Facts are In!* found that approximately 42% of respondents' first job was in the same profession they had trained for in their home country.

Immigrants with professional degrees are less successful finding employment than those without. The Ministry of Training, Colleges and Universities' report, *The Facts are In!,* found that fewer interviewees with professional degrees were employed full-time compared with their counterparts with other university degrees. Almost 48% of respondents with professional degrees were unemployed, and 24% were employment part-time. This compares unfavourably with other university degree holders whose unemployment rate was between 23% and 29%, and whose rate of part-time work was between 9.1% and 17.6%.

Numbers of unemployed immigrants who are skilled in the areas of labour shortages

Employers may overlook immigrant workers, despite labour shortages in some sectors. In a study of public and private sector managers and labour leaders, between 48% and 59% of survey respondents identified a skilled labour shortage as a significant issue in their field. Yet 51% of private sector managers and 59% of public sector managers felt that hiring foreign-trained professionals was "not an important consideration" in addressing the skills shortage.

There is a significant income gap between Canadian born and immigrant workers. Knowledge Matters has set a target to reduce the income gap by 50% by 2010.

Notable links between labour market trends and immigrants

A number of initiatives have been implemented in recent years in an attempt to increase Ontario immigrants' access to the labour market. Many employer groups, professional associations and regulatory bodies have demonstrated an interest in increasing the participation of immigrants within their occupations and professions. Advocacy groups in larger urban centres such as Ottawa and Toronto have also brought attention to the need for immigrants to be able to find and keep employment, preferably in the field for which they have been trained.

MTCU: Access to Professions and Trades

Ministry of Training, Colleges and Universities' Access to Professions and Trades Unit provides information on licensing, funds credential assessment and funds pilot projects, including Sector Terminology, Information and Counselling (STIC) and bridging programs. They have also been working with regulators to produce effective models and tools for assessing the prior learning of foreign-trained professionals and tradespersons.

TRIEC

Toronto Region Immigrant Employment Council (TRIEC) was launched in the fall of 2003 to find ways of addressing the employment needs of Toronto-area immigrants. They plan to serve as a blueprint for other Ontario regions. TRIEC's goals include:

- Launching an employer-led economic integration program
- Mapping current programs and services
- Ensuring labour market information is accessible to immigrants through the internet
- Working with all three levels of government to coordinate, share information and plan for stable funding
- Helping create conditions for Federal-Provincial agreement to coordinate immigrant services

TRIEC has proposed a mentorship model to ease access of skilled immigrants into the labour force. It would consist of a service to link professionals with immigrants of the same occupation.

PROMPT

Policy Roundtable Mobilizing Professions and Trades (PROMPT) is made up of immigrant professionals, tradespersons, social planning councils and other community organizations. The organization serves two goals: to increase access to professions and trades, and to advocate on behalf of immigrants regarding access to jobs for foreign trained professionals and tradespersons. Federal funding was announced in April, 2004 to continue PROMPT's advocacy and organizational role in Ontario.

Ontario Network for International Professionals

Ontario Network for International Professionals (ONIP) On-line: Offers monthly on-line workshops, job search information, articles and discussion boards for internationally trained professionals http://www.onip.ca

Regulators for Access

Designed to assist Ontario regulatory bodies improve international candidates' access to self regulated professions access, the organization has produced a set of guiding principles, a compendium of good practices and holds regular forums.

Ontario WorkInfoNet

A Web site offering a variety of work-related resources, including an on-line directory of employment programs and services http://www.on.workinfonet.ca

Ontario Labour Market Monthly Highlights

Offers monthly updates on Ontario's labour market outlook.
http://www.hrsdc.gc.ca/asp/gateway.asp?hr=/en/on/lmi/eaid/bulletin/

Settlement.Org

An on-line resource offering information and internet links on a wide variety of settlement issues, including language training and employment.   http://www.settlement.org

Research

Ministry of Training, Colleges and Universities' (MTCU) *The Facts are In*! reports on the job search and employment experiences of foreign-trained professionals in Ontario through data gathered in interviews with the individuals.

The Maytree Foundation, a private Canadian foundation, has published Fulfilling the Promise, a report that recommends a number of initiatives aimed at increasing access to the labour market for foreign trained immigrants.

The Canadian Labour and Business Council (CLBC) identifies gaps and barriers that foreign-trained professionals face in four professions: teaching, engineers, masons and nurses. Respondents gave a range of responses. CLBC identifies specific solutions to alleviate barriers.

Analysis: Labour market language training and related research

Gaps/trends

While the general trend in Ontario appears to be towards improving immigrants' access to the labour market, there continues to be little investment in those areas identified through a number of environmental scans and studies. Most reports suggest the following

- A common or streamlined credential assessment system,
- Better access to labour market information and knowledge about the realities of the Canadian workplace both prior to immigrating and once landed in Canada.
- Higher level language training, including workplace or occupation specific language instruction, as well as increased access to bridging or mentorship programs or services are mentioned frequently.
- Some argue that financial support should be available to ease the transition of immigrants into training, education, bridging or mentorship programs, and employment.

Recommendations for further research and analysis

Language programming surfaces as a strong recommendation from all sectors.

- In particular, reports suggest the need for occupationally specific or at least workforce oriented language training, at levels higher than those currently available through the Federal LINC program. *The Facts Are In!* reports that of interviewees who reported excellent English skills in their profession, 39.6% were working in the exact profession for which they were trained, compared to just 9.4 % who reported their abilities as poor or fair.

While some regulatory bodies actively foster access to their profession, they identify the need to do more.

- In particular, regulators are looking into: lack of pre-immigration licensing information; lack of knowledge of Ontario workplace practices; lack of occupation-specific language; and difficulty in finding bridging programs and work placements. Some regulators cite a desire for enhanced communication across regulatory bodies, and an opportunity to learn from what others have tried and found successful.

LABOUR MARKET PROFILE – Atlantic Canada

Summary

Although the provinces in the Atlantic Region share common characteristics the provinces are nonetheless unique and will be treated as such in this report. Summaries for the region as a whole will provided where sources allow.

- Oil and gas industries continue to drive the **Nova Scotian and Newfoundland** economies, but future potential depends upon new discoveries that can support new production and growth in the industry.

- **Prince Edward Island's** growth continues from aerospace, food processing, tourism, and agriculture.

- Petroleum refining, transportation and commercial services are the main growth industries in **New Brunswick**. In 2002 the New Brunswick economy saw an increase in sawmill production and lumber exports despite American softwood lumber tariffs.

- The Atlantic region currently receives less than 2% of the immigrants arriving in Canada. Moreover, the Atlantic share has been on a generally downward trend since the 1970s.

Labour market trends

Growth industries

Newfoundland

In Newfoundland and Labrador, employment growth resumed in 1997 due to economic expansion and diversification and all regions have felt the benefits. While employment levels in some rural regions have not returned to previous highs, the greater St. John's area has set an employment record.
In Newfoundland and Labrador, exports, major project investment, and service sector expansion are expected to help grow the economy over the next several years.
- First oil is expected from White Rose in late 2005 or early 2006, and Voisey's Bay is expected to start producing in 2006.
- Growth is expected to continue in the service sector and consumer confidence is expected to remain strong due to factors such as strengthening labour markets, low interest rates, and growing wages.

PEI

This information was not provided.

Nova Scotia

- In Nova Scotia, the wholesale and retail trade sector and the computer and business services sector are expected to grow by 30,000 jobs by the year 2007. More specifically the sales and service occupational group and the natural and applied sciences positions will increase.

- Offshore energy exploration and development investment spending continues to add to GDP and employment growth in the economy. Natural gas and natural gas liquids production is expected to return to planned capacity in 2004.

New Brunswick

This information was not provided.

Population age – for the region

Much of Atlantic Canada will be experiencing a decrease in birth rates and rise in death rates in the years to come as baby boomers reach retirement and as out-migration continues to become a growing trend within the region. As of 2003, Provincial population by age is as follows:

Province	Age 15-64	Over 65
Newfoundland and Labrador	369 600	65 300
Prince Edward Island	92 900	19 100
Nova Scotia	646 400	130 300
New Brunswick	522 100	101 700

Percentage unemployment – for the region

Compared with the Canadian average for 2003, the unemployment rates for the Atlantic Provinces are somewhat higher. In 2003 Canada's average was 7.6% while in Newfoundland and Labrador it was 16.7%, in Prince Edward Island it was 11.1%, in Nova Scotia 9.3%, and New Brunswick averaged 10.6%.

Labour shortages

Newfoundland and Labrador

This information was not provided.

PEI

This information was not provided.

Nova Scotia

Human Resources Skills and Development prepares an annual list of "high opportunity occupations" list for Nova Scotia. In 2003, 51 occupations appeared on the list.

A continued growth in demand for Nova Scotian goods and services could result in labour shortages across the labour market. In addition, labour shortages could be the result of older work forces experiencing an increase in retirement in occupations such as: post-secondary professors, P-12 teachers and principals, health care professionals, specific construction trades, and farmers. Small businesses, manufacturers, construction, and energy industries are all experiencing skilled labour shortages.

New Brunswick

The Provincial Nominee Program "Skill Shortages/High demand Occupation List" for 2002 included 32 occupations.

Trends across the region

Newfoundland and Labrador

- On an industry basis, employment growth in 2002 in Newfoundland and Labrador was confined to the services sector, which was up by 3.9% in the first ten months. Gains were recorded in many service industries including health care and social assistance; accommodation and food services; and transportation and warehousing. Goods sector employment was down 4.5% compared to the same period in 2002; due mainly to losses in manufacturing, in particular fish processing.

- Regionally, positive employment growth during the first nine months occurred in the St. John's Census Metropolitan Area (CMA) (2.5%), the West Coast-Northern Peninsula-Labrador Region (4.3%), and Central Newfoundland-Northeast Coast Region (2.5%). Employment losses were experienced on the Avalon Peninsula outside the St. John's CMA (-1.7%) and in the South Coast-Burin Peninsula Region (-2.4%).

PEI

This information was not provided.

Nova Scotia

- Trends across Nova Scotia are highlighted by a shift in the economy from industrial to service based. Developments in oil and gas will mean an ongoing need for a wide variety of skills in a wide variety of sectors. Continued urbanization of the population across the province presents economic development challenges for the rural communities.
- The economy experienced a growth fueled by good income and employment growth and strong residential and non-residential construction growth. While positive, growth in exports was below historical average growth over the previous 10 years.
- Nova Scotia posted a net gain of 7,000 jobs for the year mostly concentrated in forestry, fishing, and mining, oil and gas; manufacturing; business, building and other support services; health care and social assistance; and public administration sectors.

New Brunswick

- During January-October 2002, the Campbellton-Miramichi region was the only area in the province to experience a decline in employment compared to the same period last year, down 1,500.

- Improvement in unemployment rates, ranged from 8.9% in Fredericton-Oromocto to 9.6% in Edmundston-Woodstock. The historically high unemployment rate for the Campbellton-Miramichi area averaged 16.8%, slightly above the previous year's rate.

- A weaker labour market in 2003 resulted in minimal change to employment, a sharp contrast to the strong growth of 2002. Declining employment in accommodation and food services, transportation and warehousing and public administration was partly compensated by higher employment in manufacturing, business, building and other support services, health care and social assistance and professional, scientific and technical services.

Other: Inter-provincial migration

Nova Scotia will soon be experiencing the effects of rapidly changing demographics. By the year 2006 the province will have a negative natural population increase and in-migration and immigration will be imperative to maintain population levels. If in-migration does not happen, by the end of 2010 the labour force will start to decline, impeding the potential for economic expansion

Immigrant profile

Although immigration to the Atlantic Region has declined in recent years, their presence is still a vital part of the Atlantic community.

In 2002 the total number of immigrants in each of the Atlantic Provinces was as follows:

Nova Scotia	1419 (0.62% of Provincial population)
Newfoundland and Labrador	405 (0.18% of Provincial population)
Prince Edward Island	110 (0.05% of Provincial population)
New Brunswick	710 (0.31% of Provincial population)

Immigrants' work experience

This information was not provided.

Education levels of immigrants

Immigrants tend to be well educated, particularly those arriving in Atlantic Canada. Among immigrants, aged 25-44, who arrived in the Atlantic provinces between 1991 and 1996, 43% had a university degree.

Nova Scotia

- In 2001, 30% of immigrants in Nova Scotia were university graduates compared with 14% of the general population.

- Approximately 21% of immigrants in Nova Scotia had less than high school compared with 35% of the general population.

Distribution of immigration across the region

Most of the immigrant dispersal is in urban centres in the Atlantic Provinces.

In the region in 2002:

- St. John's had a total of 266 immigrants and 139 immigrants lived in other parts of Newfoundland and Labrador.

- Prince Edward Island had a total of 110 immigrants and did not distinguish between rural and urban residents.

- Halifax had a total of 1129 immigrants with 290 residing in other parts of the province.

- Saint John had a total of 166 immigrants and 544 immigrants lived elsewhere in New Brunswick.

Percentage of labour force growth from immigration

- Over the whole decade, new immigrants increased the total labour force by less than 2% in Nova Scotia and by less than 1% in the other Atlantic Provinces.

Unemployment and underemployment rates for immigrants

Nova Scotia

- In 2001, 56% of Nova Scotia's immigrants participated in the labour force.

- In 2001, immigrants to Nova Scotia who had university degrees had a 71.9% participation rate in the labour force.

- In 2001, the annual average unemployment rate was approximately 7% for immigrants in Nova Scotia.

Notable links between labour market trends and immigrants

In **Newfoundland**, services are provided by the Association for New Canadians (ANC)

The Employment Plus, Skills for Change Program is offered to foreign trained professionals and trades people and the services provided are:

- One-on-one counseling services
- Comprehensive information on Labour Market conditions
- Assistance in the development of long and short term career action plans and skill self-assessments
- Facilitation of volunteer work placements/job sharing to gain Canadian work experience
- Facilitation of referrals to mainstream programs and services
- Focused counseling sessions on financial planning
- Seminars on consumer awareness, stress management, problem solving and assertiveness skills
- Developing language competencies for specific career paths
- Facilitation of portfolio development and prior learning assessment

Career Exploration Classes

The Association for New Canadians offers a work orientation, terminology and counseling program for foreign trained professionals and trades people. This program is meant to assist newcomers in gaining access to their field of work. Individuals learn about their occupation in a Canadian context including

the terminology associated with their trade/profession, licensing/certification requirements and labor market conditions.

In **Prince Edward Island** services are offered by the Association for Newcomers to Canada.

The Employment Assistance Service helps newcomers to:

- Overcome barriers in their search for work

- Learn the skills to find employment

- To determine their employment related strengths and goals

- To decide upon an action plan for finding work

In **Nova Scotia** the Metropolitan Immigrant Settlement Association (MISA) provides a wide variety of labour market related services for immigrants in the community. Funding is received from both Provincial and Federal sources.
The Employment Services Unit (ESU) at MISA provides a wide variety of labour market support for newcomers. Their services are as follows:

Services	Eligibility	Target Clients	Funding Source
Employment/Career Services	Newcomers who are legally entitled to work in Canada. Not refugee claimants not Canadian citizens.	Newcomers who need one-on-one assistance in developing and implementing a career plan.	Citizenship and Immigration Canada
Job information Resource Centre	Same as above	Newcomers who need employment-searching tools (employment notices, college/university calendars).	Citizenship and Immigration Canada
New Beginnings Workshops and Practice Interviews	Newcomers who are legally entitled to work in Canada	Newcomers who need to develop employment-seeking skills to be competitive in the labour market	Nova Scotia Department of Education (Canada-NS Skills and Learning Framework)
New Beginnings Work Placement	Newcomers who are legally entitled to work in Canada	Newcomers who need Canadian work experience	Nova Scotia Department of Education (Canada-NS Skills and Learning Framework)
Sector-specific Information Sessions	Open to everyone	Newcomers and immigrants who are still looking for work in that sector.	Volunteer
Computer Lab	Newcomers who are legally entitled to work in Canada. Not refugee claimants not Canadian citizens.	Newcomers who need access to a computer (Internet, Microsoft Office, typing tutorials, specialized programs e.g., AutoCAD and Simply Accounting)	Citizenship and Immigration Canada

Other resources

- The Centre for Diverse Visible Cultures' database with links to information on education, training, employment, resources, community and service organizations, community activities, contacts, services, and other information useful for newcomers.

- The MISA Web site and quarterly newsletter

- MISA's Immigrant Business Development Services offer support to newcomers who want to start a business. Funding is provided by the Atlantic Canada Opportunities Agency / Office of Economic Development.

- MISA's Mentoring Program

Labour Market related language programs in Nova Scotia include:

- English for the Workplace

- Survival Language for Work

In **New Brunswick**, two of the service providers that offer Labour Market related services to newcomers are the Multicultural Association of Fredericton (MCAF) and the Multicultural Association of the Greater Moncton Area (MAGMA).

The MCAF delivers an Employment Program that assists their clients with cover letter and resumé writing, interview skills, and job searches.

The MCAF Newcomer Employment Program served one hundred and eighty seven (187) newcomers to Canada and multicultural Frederictonians in the past year. It is funded by the New Brunswick Department of Training and Employment Development.

MAGMA's settlement counseling services are funded through the Immigration Settlement and Adaptation Program (ISAP) of Citizenship and Immigration Canada (CIC). Employment services include:

- Job search skills

- Resumé and interview preparation

- Career orientation and employment agencies, etc.

Provincial Nominee Programs

All of the four Atlantic Provinces have signed individual Provincial Nominee Programs with criteria that are unique to the needs of each province.

Newfoundland and Labrador signed their agreement in 1999. This five-year agreement gives Newfoundland and Labrador the right to designate immigrants who will meet specific needs consistent with its policies on immigration and economic and industrial development.

- Candidates can apply under two programs: business and skilled workers.

- They will be assessed on a point scoring system needing 40 points to qualify and they have identified nine target sectors including engineering, marine, and petroleum.

Prince Edward Island signed their agreement in 2001 and highlights include:

Specific financial criteria apply depending upon the program element under which an immigrant intends to apply. These are:

- Skilled Worker - an applicant with specialized skills and experience which may fill labour market gaps

- Immigrant Entrepreneur - an applicant who proposes to establish a viable, new business

- Immigrant Partner - an applicant who proposes to make an investment in an existing Prince Edward Island company and to take an active role in that company as a director or as a senior manager

In **Nova Scotia** the need for skilled immigrants who can fill the labour market gaps due to urban migration and an aging population is a priority for the Provincial government. In August of 2002 the Nova Scotia government signed their Provincial Nominee Program agreement with the Federal government of Canada. A 5 year plan targets 200 immigrants each year who meet the economic and development industrial needs of the province.

New Brunswick signed their agreement in 1999.

- Candidates must have a guaranteed job offer in their intended occupation or a business plan in place that will create employment for at least him or her self.

- This program also runs on a points system with seven categories (age, language skills, education, work experience, adaptability, skills shortage (for job offer applicants only) and business experience (for business plan applicants only) and requiring a minimum of 50 points.

- Target sectors for entrepreneurs include information technology and software development, agri-food and high-tech manufacturing. High demand occupations with skill shortages include computer systems analysis, electrical mechanics, pharmacists and translators.

- Focus is on economic immigration as a source of skills, entrepreneurship, expertise and capital to leverage additional employment and investment for New Brunswick.

- Responds to the demographic pressures that the Province is facing today and contributes to population growth.

Federally funded resources

Nova Scotia

Canadian Connections is funded by Citizenship and Immigration Canada
- Offers guidance to newcomers from local employers in their field to help clarify their occupational goals
- Matches employers who help newcomers select training courses and obtain information on the labour market and contacts.

Strategic Direction in Provincial Services as Stated in Speeches and Reports

Newfoundland and Labrador

In October 2002 at a meeting for ministers responsible for immigration the following priorities were stressed:

- A proposed strategy to spread the benefits of immigration to all regions of Canada should prove beneficial for the province.

- A declining population and skills shortages in some specialized areas means that we are increasingly looking to the advantages, both socially and economically, of increasing immigration to the province.

- A better understanding of labour needs.

- A need to ensure mechanisms are in place to assess and recognize foreign credentials so that new arrivals are able to work in their chosen profession.

- A need to do more to ensure that newcomers to Canada can contribute to their maximum potential.

- The importance of cooperation among all parties in addressing immigration, especially attracting our "fair share" of newcomers and making it easier for them to stay.

Prince Edward Island

<u>"Stepping Stones to Success": Recognizing Foreign Credentials and Qualifications in Prince Edward Island</u>
- This research paper investigated how foreign credentials and qualifications are being accepted on the island
- Explores barriers and makes suggestions
- Step-by-step process on obtaining membership in a variety of professional association on the island

Nova Scotia

The Atlantic Canada Opportunities Agency (ACOA) is an organization mandated to improve the economy of Atlantic Canada through business development and job creation. They offer a broad range of programs and services designed to create economic growth and business opportunities in Atlantic Canada. ACOA has been a partner with the many stakeholders and organizations in the province concerned with immigration. Various conferences have been held to discuss the many issues surrounding immigration and its role in Atlantic Canada. At the Metropolis Conference in Montreal in March 2004, ACOA representatives made a presentation on "Immigration as an Economic Development Tool."   The goals of the project are

1. To maintain and grow the regional population and labour force
2. Address skill shortages and enrich the region's human capital
3. Combat rural depopulation
4. Enhance business start-ups and exporting
5. Attract international investment
6. Attract talent and promote creativity through diversity, openness, and tolerance.

ACOA has also undertaken an immigration study whose purpose is to increase the understanding of immigration issues and to enhance immigration, integration and retention of immigrants in Nova Scotia.

Looking forward ACOA aims to contribute to the development of a Halifax Regional Municipality immigration strategy, advocate an innovative immigration policy and programs in favour of the Atlantic region, support research activities of Atlantic Metropolis Atlantique, and continued support of MISA's Immigrant Business Development Programs.

In July 2003, the Nova Scotia Immigration Partnership Conference, Opportunities for Collaboration was held in Halifax. Funding Partners included: Atlantic Canada Opportunities Agency (ACOA), Canadian Heritage, Citizenship & Immigration Canada, MISA, Nova Scotia Department of Education, Nova Scotia Office of Economic Development.

The objectives of the conference were: to raise awareness through the media of the benefits of immigration and some of the challenges facing Nova Scotia in increasing its level of immigration, to identify key policy objectives, explore the complementary roles of the private, public and volunteer sectors, and develop recommendations to increase the attraction, integration and retention of immigrants to Nova Scotia.

As a result of the conference continued action was demanded in three critical areas: educating the public about immigration-related issues, influencing public policy, and improving newcomer services. In response to this The Nova Scotia Immigration Partnership Initiative was proposed. This Initiative will serve to bring stakeholders together to work on immigration-related issues. It will provide an opportunity for continued partnership, information sharing and analysis, future collaboration, and longer-term objectives.

An additional conference held in Halifax on December 8, 2003 was entitled Immigrants: A World of Experience. Sponsors included Canadian Manufacturers and Exporters, Nova Scotia Chamber of Commerce, MISA, and the Atlantic Canadian Opportunities Agency. included Jim Carr, President and CEO, Business Council of Manitoba, and Art DeFehr, President, Palliser Furniture, Manitoba.

The Nova Scotian Provincial government is in the process of developing an Immigration Strategy for the province. Little information has been publicized about the details of the plan, but its expected release date is in the near future.

New Brunswick

This information was not provided.

Analysis: Labour market language training and related research

Gaps/trends

The research shows that there are many gaps throughout Atlantic Canada with regards to services and programs offered to assist immigrants in integrating into the community.

- Most services centres are in larger urban areas and immigrants in rural communities lack the benefits that these service providers offer. This results in a secondary migration to urban centres and possibly outside of the region; a trend this region is trying to discourage with the Provincial Nominee Programs.

- The services that are provided are not consistent throughout the region, due to lack of funding and resources.

- Service providers across the region all recognized the need for more accurate and swift recognition of foreign credentials. Given the projected labour market shortages due to negative natural population increases, attrition, and out-migration, labour market opportunities for immigrants need to be enhanced to reduce the number of qualified professionals in Atlantic Canada who are unable to work. A consistent process to recognize and market their credentials would enable newcomers to work in their chosen fields. Having a process in place and a method of benchmarking credentials would attract more immigrants to the region.

- Despite being an excellent way of obtaining some Canadian work experience for immigrants, the effectiveness of the workplace training programs would increase financial support were provided to the participants during placements.

Gaps in the current research

- Skills profiles of all Atlantic Province immigrants, the levels of their education, and immigrant unemployment and under employment rates were unavailable or unobtainable at the time this report was completed. At the Federal level, initiatives and objectives related to increasing immigration or services are limited to the Provincial nominee programs. At the Provincial level, the need for immigrants and what they have to offer the labour market and community economy is recognized and valued.
- Details of concrete immigration policies for all four provinces were not available at the time of this research although publication is widely anticipated.

Recommendations for further research and analysis

Sources consulted expressed the need and value in having access to data around the areas indicated as gaps in research.

Given the time frame, scope, diversity of the region, and the lack of clarity and availability of data, it is recommended that a representative from each province be used in future research of this nature.

LABOUR MARKET PROFILE – Nunavut, Yukon, Northwest Territories

Although the territories in the North share common characteristics they are nonetheless unique and will be treated as such in this report. Summaries for the region as a whole will be provided where sources allow.

Summary

1. The **Nunavut** economy is still in its early stages of development. Physical infrastructure is limited, the workforce is under-skilled, essential services are under-developed. The Government is the largest component of all economic activity.

2. The **Yukon** economy has generally underperformed both the national and regional economies over the last several years. The Economic Department of the Yukon Government has met with various representatives from 18 organizations to plan the direction the department should take to build a prosperous Yukon economy.

3. The **Northwest Territories** has been experiencing strong economic activity and very good labour market conditions. The average employment rate in 2003 was 70% - one of the highest rates since employment numbers were first collected in 1984.

Labour market trends

Nunavut Growth Industries

A diverse group of organizations have come together as the Sivummut Economic Development Strategy (SEDS) Group. They are committed to a strong economic future for Nunavut and they have developed the Nunavut Economic Development Strategy. As a group they have highlighted the following three industries that have the potential for the most growth:

1) Minerals (Oil and gas reserves may be explored in the future)

2) Fishing

3) Tourism

Other contributing sectors include harvesting traditions of Inuit majority; worth $40 million annually and support a large part of the population

Inuit art; 27% of population is involved at some level in art production.

Yukon Growth industries
- Natural Resources
- Mining
- Oil and Gas
- Renewable Resources
- Construction
- Tourism
- Government
- Retail and Wholesale Trade

Northwest Territories Growth industries

The largest contributors to the territorial GDP are the mining, oil and natural gas extraction and construction sectors.

- Mining

- Oil and Gas

- Hydroelectricity

- Tourism

Population age – the region

2003				
	All ages	0-14	15-64	65 and over
	Both sexes (thousands)			
Canada	31,629.7	5,781.6	21,787.9	4,060.1
Nunavut	29.4	10.4	18.3	0.7
Yukon	31.1	6.0	23.0	2.0
Northwest Territories	41.9	10.6	29.5	1.8

[During the research process concern was expressed about the census methods used by Statistics Canada. Under-coverage rates were quite high in the 2001 census and the repercussions of miscalculating population numbers can affect all levels of economic development within the region.]

Percentage unemployment

Nunavut

The territory has seen rapid population growth with limited job prospects: the youngest population in Canada with those under 25 making up more than half of the population, therefore a high unemployment rate

Yukon

The unemployment rate dropped to 6% down from 9.7% in 2003. This is the lowest rate since the Labour Force Survey was first done in the Yukon in 1992.

Northwest Territories

The average employment rate in 2003 was 70% - one of the highest rates since employment numbers were first collected in 1984.

Labour shortages

Nunavut

The employment situation in Nunavut has the following unique characteristics that relate to labour shortages:
- Low levels of post-secondary education combined with the Inuit workforce agreement leaves gaps in employment for professional jobs such as teachers, doctors, nurses, and lawyers. These jobs must be filled by Canadian migrants or newcomers. Programs and services are geared toward reaching the 85% Inuit employment target however, and no programs target immigrants from outside Canada.

Yukon

The growth of the Yukon's economic development is being targeted by the government's economic department with the guidance of a key stakeholders group made up of representatives from the community. The private sector has communicated the following list of key areas that need attention from the government's economic department:

- Focus on the big picture rather than the details of economic development.

- Get the regulatory house in order and develop a positive business climate.

- Attract outside investment, both nationally and internationally.

- Develop the Yukon population to compete in world markets.

- Orient government activities towards instead of away from development.

- Market aggressively their products, services, industries, businesses, and Territory.

In response to these suggestions, a list of themes, a framework, and targets were developed to reach these goals and maximize the potential of the Yukon. The economic department aims to continually refine their plan and goals and assess their progress.

Northwest Territories

- The Government of the Northwest Territories is committed to maximizing opportunities from the development of its natural resources by providing sustainable jobs for northerners and contributing to the diversification of the NWT economy.

- At their July 2003 annual conference, the Provincial and Territorial Premiers recognized the impact of the growing Canadian diamond industry. They directed their Mines Ministers to develop an action plan for a nation diamond strategy that will maximize the benefits to Canadians from all stages of the emerging diamond industry.

- Diamonds will have a significant impact on the economy of the NWT in many ways. Directly in employment sorting, marketing and selling rough diamonds, gem cutting, polishing, and jewellery making. Indirectly in tourism, retail, industrial applications, education and training.

Trends across the region
Northwest Territories

- Revenues are being outstripped by expenditures.

- The government wants a better deal from the Federal government on their Formula Financing Agreement and on sharing the revenues from resource development. Rapid resource development puts strain on the physical infrastructure and on NWT programs and services.

- Rising costs of providing essential services to residents; health care, social services, education.

- Rapid deterioration of transportation infrastructure as a result of increased volume of commercial traffic on highways and airports.

Immigrant profile

Nunavut

In Nunavut, no programs specifically offered to immigrants were identified. Under the Inuit Employment Plan the government's focus is on meeting their goals of employing Inuit in 85% of positions by 2020 and the lack of immigrants in this territory makes immigrant services non-essential.

Yukon

Although immigration rates for newcomers from outside Canada were not available, statistics show that for the fourth quarter of 2003 the number of in-migrants was 291. This statistic does not distinguish between newcomers from inside or outside Canada.

Northwest Territories

In the Northwest Territories, the increased activity and potential of the diamond industry in the region has brought the value of immigration to the attention of government officials and private employers.
- Arslanian Cutting Works NWT Ltd. is a company that has brought immigrants to the Northwest Territories to cut/polish the stones mined in the Northwest Territories.
- Immigrants who arrive without jobs who attend language classes offered at Aurora College at all language levels are able to find employment within a short period of time

Education levels of immigrants

This information was not provided for the region.

Percentage of labour force growth from immigration

Northwest Territories

The diamond industry will need hundreds of highly skilled workers over the next decade and Canada's immigration process can be employed to expedite the immigration of skilled diamond artisans to work in the industry and to train Canadian diamond workers.

Unemployment and underemployment rates for immigrants
Northwest Territories

Immigrants who arrive without jobs who attend language classes offered at Aurora College at all language levels are able to find employment within a short period of time. No information was provided about underemployment rates for immigrants.

Notable links between labour market trends and immigrants
Nunavut

In Nunavut, no programs specifically offered to immigrants were identified.

Yukon

Yukon Business Immigrant Nominee Program:
The program looks for business people who will develop the Yukon's business potential and help expand and diversify their economy.

The investment must create new employment opportunities or maintain and enhance existing employment for Yukon residents.

Yukon College offers LINC classes from literacy to level 5 from September to April.

Northwest Territories

Services

Arslanian Cutting Works NWT Ltd. has brought immigrants to the Northwest Territories to cut/polish the stones mined in the Northwest Territories. English as a Second Language Programs lasting 6-8 weeks are provided upon their arrival. Language skills covered are basic settlement needs and the program is only offered when a new group arrives.

Aurora College in the Northwest Territories offers LINC classes literacy to level 5. Classes are multi-level, four mornings a week and two evenings, September to June. Class size ranges from 12 – 18 students and attendance averages a few months because students of all levels are able to find employment within a short period of time. Some labour market skills are covered in the higher levels; mainly resume writing, cover letters, and interview skills.

Federal-territorial agreement

Northwest Territories

In May 2003, the Federal Government of Canada and the Government of the Northwest Territories agreed to support Canada's Northwest Territories based diamond industry. Canada's immigration process can be employed to expedite the immigration of skilled diamond artisans to work in the industry and to train Canadian diamond workers.

- "Effective immigration is part of the solution to this industry's skill shortages, as is better training and industry involvement." The Honourable Denis Coderre, Minister of Citizenship and Immigration Canada.

Analysis of Labour Market Language Training in Canada's Northern Territories

The research shows that there are very few services available to immigrants in Canada's three territories because immigrant numbers tend to be low and currently there is not an urgent need for services. Most programs focus on aboriginal representation in the labour force and they did not fall under the parameters of this research project.

Gaps in services/research

The Yukon is the only territory with a Nominee Program but no labour market related services for immigrants were identified within the scope of this project.

Various pieces of information were not available at the time of the research and primarily because of low immigration levels it is not being collected for publication.

Program or Service by Province

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
	Workplace Language Training	Service	Yes	Other	
Alberta	Bridging Program for Internationally Educated Accounting Professionals	Program	Yes	Accounting/Finance	6
Alberta	Canadian Employment Skills Program	Program	Yes	Other	5
Alberta	Commercial Baking and Decorating Program	Program	Yes	Other	5
Alberta	Drilling Rig-Hand Program	Program	Yes	Other	5
Alberta	Engineering Technology Upgrading Program	Program	Yes	Engineering	6
Alberta	Engineers and Technologists Integrated Program	Program	Yes	Engineering	5
Alberta	English for Computer Professionals	Program	Yes	Information Technology	5
Alberta	Geriatric Nursing Care Attendant	Program	Yes	Health Care	<5
Alberta	Glazier First Year Apprenticeship Training	Program	Yes	Industrial Trades	<5
Alberta	Homecare Attendant Training Program	Program	Yes	Health Care	<5
Alberta	Transition to Technical and Trades Careers	Program	No	Construction Trades	<5
British Columbia	Combined Skills Program: Accounting	Program	No	Accounting/Finance	
British Columbia	Combined Skills Program: Baking & Pastry Arts	Program	No	Other	
British Columbia	Combined Skills Program: Culinary Arts	Program	No	Other	
British Columbia	Combined Skills Program: Hairstyling	Program	No	Other	
British Columbia	Combined Skills Program: Home Support/Resident Care Attendant	Program	No	Health Care	
British Columbia	EASL Home Support/Resident Care Attendant Program	Program	No	Health Care	

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
British Columbia	English for Health Sciences	Program	No	Other	7
British Columbia	English for the Canadian Workplace	Program	Yes	Other	<5
British Columbia	Enhanced ELSA Level 4/5	Program	Yes	Other	<5
British Columbia	ESL for Professional Communication	Program	Yes	Other	6
British Columbia	ESL Training for Jobs for Hospitality	Program	Yes	Hospitality	<5
British Columbia	ESL Training for Jobs for Resident Care Attendant (RCA)	Program	Yes	Health Care	<5
British Columbia	Graduate Nurse Refresher with English as an Additional Language (GNEAL)	Program	No	Health Care	
British Columbia	Health Care Aid Certificate Program	Program	Yes	Health Care	<5
British Columbia	Home Support/Resident Care Attendant - ESL	Program	No	Other	6
British Columbia	International Pharmacy Graduate Program in Vancouver (IF	Program	Yes	Health Care	8
British Columbia	Nurse Refresher Program for Nurses Educated Outside of Canada	Program	No	Health Care	
British Columbia	Practical Nurse Refresher/Transition Certificate Program	Program	No	Health Care	
British Columbia	Reach-Up Program: English Language & Employment Program for Newcomers to Canada	Program	Yes	Other	6
British Columbia	RN Licensure Preparation Program	Program	No	Health Care	
Manitoba	Conversation Master for Business and Professions	Program	Yes	Other	6
Manitoba	Academic English for University and College Entrance	Program	Yes	Other	8
Manitoba	Accelerated English for Health Care Professional	Program	Yes	Health Care	5
Manitoba	Advanced Pronunciation and Accent Development	Program	Yes	Other	6
Manitoba	Canadian Communication for Physicians Trained Abroad	Program	Yes	Other	8
Manitoba	English for Business Communication	Program	Yes	Other	5

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
Manitoba	English for Business Purposes	Program	Yes	Other	5
Manitoba	English for Engineering Professional	Program	Yes	Engineering	5
Manitoba	English for Health Care Aides	Program	Yes	Health Care	5
Manitoba	English for Nursing Purposes	Program	Yes	Health Care	5
Manitoba	English for Professional Purposes	Program	Yes	Other	5
Manitoba	English for Technical Purposes	Program	Yes	Other	5
Manitoba	English for Testing and Certification.	Program	Yes	Other	5
Manitoba	English for Truck Drivers	Program	Yes	Other	<5
Manitoba	ESL for Health Studies	Program	Yes	Health Care	5
Manitoba	Intensive English as a Second Language	Program	Yes		<5
Manitoba	Intensive ESL for Employment	Program	Yes	Other	5
Manitoba	Intensive ESL for Employment	Program	Yes	Other	5
Manitoba	Internationally Trained Teachers	Program	Yes	Education	5
Manitoba	On-line English Language Support for Work/Business Communication	Program	Yes	Other	5
Manitoba	Spelling for Success for Business and Professions	Program	Yes	Other	5
Manitoba	Strategies for Listening for Business and Professions	Program	Yes	Other	5
Manitoba	Success Skills Centre	Service	Yes	Other	5
Manitoba	Test-Taking Techniques for LPN Registration Exam	Program	Yes	Health Care	5
Manitoba	Workplace English	Program	Yes	Other	5
Manitoba	Writing Skills for Business and Professions	Program	Yes	Other	5

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
New Brunswick	Labour Market Language Training L4-5	Program	Yes	Other	<5
New Brunswick	LINC 4/5	Program	Yes	Other	<5
Newfoundland	Career Exploration Class	Program	No	Other	5
Nova Scotia	English in the Workplace	Program	Yes	Other	<5
Nova Scotia	English in the WorkPlace - English for Work and Business	Program	No	Other	5
Nova Scotia	English in the Workplace - on site program	Program	No	Other	No
Ontario	ATAPTIE: Alternative Teacher Accreditation Program for Teachers with Int'l Exp.	Program	No	Education	No
Ontario	Biotechnology Bridging Program for Internationally-Traine Professionals	Program	No	Other	9
Ontario	Bridge to Success for Trades	Program	Yes	Other	7
Ontario	Bridge Training for Engineering Technician and Technologists (OPTIONS)		Yes	Engineering	7
Ontario	Bridge Training Project for Teachers	Program	Yes	Education	7
Ontario	Bridging Program for Medical Laboratory Technology	Program	No	Health Care	6
Ontario	Canadian Access for International Professions and Skilled Trades (C.A.I.P.S.)	Program	No	Other	5
Ontario	CARE for Nurses	Program	Yes	Health Care	7
Ontario	Career Action for Newcomers Job Search Program	Program	Yes		5
Ontario	Career Bridge	Service	Yes	Other	8
Ontario	Certinurse.ca	Service	No	Health Care	
Ontario	Computer Programmer for Internationally Educated Professionals	Program	No	Information Technology	
Ontario	Employment Preparation for Retail Services	Program	Yes	Other	5
Ontario	Employment Program with a Business English Workshop component	Program	No	Other	No

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
Ontario	English Communication Courses for Professionals	Service	No	Other	6
Ontario	English for Business and Academic Purposes (CLB 6-8)	Program	Yes	Other	6
Ontario	ESL Co-op for Adults	Program	No	Other	6
Ontario	ESL Co-op Work Experience Program (Credit)	Program	No	Other	5
Ontario	Home Daycare Providers' Course	Program	Yes	Other	<5
Ontario	Home Support Workers' Course	Program	Yes	Health Care	5
Ontario	Immigrant Women at Work Program (IWWP)	Service	Yes	Other	5
Ontario	International Midwifery Pre-registration Program	Program	No	Other	
Ontario	International Pharmacy Graduate Program	Program	Yes	Other	7
Ontario	Job Connect	Program	No	Other	7
Ontario	Job Connect	Program			6
Ontario	Job Connect	Service	No	Accounting/Finance	7
Ontario	Language and Communication Training	Service	No		7
Ontario	Microelectronics Manufacturing Techniques for Intl. Traine Prof.	Program		Other	
Ontario	MIT - Mentoring of Internationally Trained Tradespeople	Service	No	Other	No
Ontario	New Canadians Program	Program	No	Other	5
Ontario	New Options for Foreign-Trained Nurses Seeking Employment in Ontario	Program	Yes	Health Care	5
Ontario	Now You're Talking	Program	Yes	Other	7
Ontario	Occupational Terminology Workshops	Program	No	Other	<5
Ontario	Preparation for and Access to Trades and Technology (PATT) - name may change	Program	No	Other	6

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
Ontario	Retail Training Course	Program	Yes	Other	5
Ontario	Sector-Specific Terminology Information Counselling	Program	Yes	Other	6
Ontario	The Ontario Network for International Professionals Onlin (Onip.online)	Service	No	Other	No
Prince Edward Island	JobLINC	Service	No		
Saskatchewan	Basic Language Skills	Program			<5

Program or Service Evaluation

Name	Objectives	Statemen of Outcomes	Evaluation Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Conversation Master for Business and Professions	To expand ESL students use of idiomatic language and oral communication skills in their work and study environments.	Improved confidence and communication skills for work and study environments.	☐	☐	☐	☐	☑ Other: informal and formal assessment of assignments and classroom activities	student and teacher feedback	
Academic English for University and College Entrance	To develop academic language and study skills for university and college programs in Manitoba.; To obtain the English language requirement for admission into academic programs at the University of Manitoba, University of Winnipeg, and Red River College.	English language entrance requirement and academic language skills for postsecondary study.	☑	☑	☑	☑	☑ Other: Formal and informal assessment of assignments and classroom activities	Red River College Program Evaluation Student Survey; mid-term course evaluations of AEPUCE	
Accelerated English for Health Care Professional	To develop the specific language skills for entrance into Health care Aide or Pharmacy Technician Programs and for health-related workplaces.	Improved language skills to enroll in Health Care Aide and Pharmacy Technician Programs and to communicat more effectively in health -related workplaces.	☑	☑	☐	☑	☑ Other: formal and informal assignments and classroom activities	Tracking student success in health-related training programs and employment.	

Name	Objectives	Statemen of Outcomes	Evaluation					Internal Evaluation	External Evaluation
			Feedback Surveys	Oral Interview	Portfolio	Tests	Other		
Advanced Pronunciation and Accent Development	To develop strategies and skills to improve the oral communication skills of ESL speakers in their work and study environments.	Improved oral communication skills.	☐	☐	☐	☐	☑		
			Other: formal and informal assessments of assignments and classroom activities						
ATAPTIE: Alternative Teacher Accreditation Program for Teachers with Int'l Exp.	For candidates to reach an appropriate level of competency to teach and for candidates to obtain a Bachelor of Education.	Increased confidence and competence at an appropriate level to work with elementary level students.	☐	☑	☐	☑	☐	An evaluation team interviews learners and instructors on an on-going basis to improve the overall effectiveness of the program.	
Basic Language Skills	To assist students to improve English language to a level where they can access further education, training, or employment opportunities.	Participants could function well in academic or workplace settings.	☐	☐	☐	☐	☐		
Biotechnology Bridging Program for Internationally Trained Professionals	To provide participants with Canadian experience to integrate into the Canadian labour market.	To improve oral communication skills and technical writing skills.	☐	☐	☐	☐	☑	Success is measured based on the number of people who get hired by the companies after placement (currently 70% success rate)	Overall performance evaluated by an external party
			Other: performance at work is evaluated through formal feedback from companies						

Name	Objectives	Statemen of Outcomes	Evaluation					Internal Evaluation	External Evaluation
			Feedback Surveys	Oral Interview	Portfolio	Tests	Other		
Bridge to Success for Trades	Pass the provincial Certificate of Qualification Exam for the trade; Gain familiarity with Canadian workplace practices; Understanding of the labour market and standards for the trade in Ontario; Employer awareness of immigrant potential.	Knowledge of occupation-specific terminology for exam and workplace; Language skills required to pass the Certificate of Qualification Exam; Language for resumes and interviews.	☑	☐	☐	☐	☑ Other: Mock interviews; Presentations; Mock tests	Client success and satisfaction	Conducted by Canadian Labour and Business Centre
Bridge Training for Engineering Technician and Technologists (OPTIONS)	Language and employment readiness skills, contacts, networking opportunities, and professional certification to help internationally trained engineering technology professionals continue their careers in Ontario.	Communication skills for the Canadian engineering work environment.	☑	☑	☑	☑	☐	Advisory Committee	MTCU
Bridge Training Project for Teachers	Help ITTs meet Ontario licensing requirements for the teaching professio and access employment in Ontario's publicly funded school system.	Language fluency for the demands of the teaching profession.	☐	☐	☐	☐	☐		Performance measurement system in place for pilot
Bridging Program for Internationally Educated Accounting Professionals	Have the language proficiency to succeed in professional training at technical college and to obtain and maintain employment in their profession; - choose a stream and be o the path to become a CGA or CMA; - knowledge of workplace culture.	Come up to at least a CLB 7 in one of the four strands; complete the course and get credit for two Accelerated Accounting courses with NAIT; technical/professiona communication proficiency as students o employees; CLB exit assessment.	☑	☑	☑	☑	☐	client feedback mechanisms, surveys	AHRE audits; post-course follow up

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Bridging Program for Medical Laboratory Technology	Participants are working towards certification, the program offers them work experiences and most write the certification upon completion. To find full-time employment in their field.	To learn occupational terminology, to understand the certification process, to be able to write the certification exam.	☐	☐	☐	☑	☐		
Canadian Access for International Professions an Skilled Trades (C.A.I.P.S.)	The BEST program is targeted to internationally trained newcomers, to help them access the information and services they need so they can enter th Canadian job market. They develop a goal path, which ultimately leads to employment in their field.	ETIP provides occupationally specific terminology for IT, accounting, health ca and engineering professionals. The classes are designed to emphasize oral communication. They practice interview skills, speaking with co-workers and supervisors, terminolog	☑	☐	☐	☑	☐	survey participants to find out what they found helpful/not	HRSD sets target outcomes
Canadian Communication for Physicians Trained Abroad	To develop socio-cultural communications skills in the Canadian medical context; To explore the legal and ethical issues in medicine; to prepare for medical licensing exams	Improved cultural communication skills in a medical context.; Entrance into the Clinical Assessment and Professional Enhancement (CAPE) in Manitoba; Preparedness for medical licensing exams.	☑	☐	☐	☐	☑ Other: clinical simulations with standardized patients;	Success rate of participants in meeting their goals; written feedback survey about the CCPTA from both participants and teacher.	
Canadian Employment Skill Program	The prime objective is employment: t gain and sustain paid employment (>25 hours week) in their chosen occupation For the ELT-funded intake, objective was to attain CLB 7 or 8 in all skill areas.	Effective communication and cross-cultural communication strategies; clear progress in the "suasion" skills of the CLE Occupation-specific vocabulary. Improved pronunciation and fluency. Improved technical, business writing. Oral presentations.	☑	☑	☑	☐	☑ Other: Language development is not formally measured	student charts; students evaluate instructors	post-course follow up required by AHRE

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
CARE for Nurses	To enable internationally educated nurses to practice and excel in their chosen profession in the shortest time possible.	To increase benchmark levels to meet registration and workplace language demands; enhanced therapeutic communication skills; improved written documentation skills.	☑	☐	☐	☑	☑ Other: Focus groups		
Career Action for Newcomers Job Search Program	Obtaining terminology and communication skills for work search.	Clients self-assess by utilizing their language skills through practice including work search and workplace.	☐	☐	☐	☐	☑ Other: No exit measurement is conducted		
Career Bridge	Help participants gain marketable Canadian work experience; Offer the opportunity to prove one's skills; Make resumes more attractive to potential employers	Applicants are expected to be fluent in English and a language test ensures all potential interns have met CLB 8 standards. Workplace communication skills are improved during the course of the internship through communication workshops.	☐	☐	☐	☐	☑ Other: Employer feedback.	TRIEC and other partners conduct on-going evaluations through the advisory committee.	Funder conducts evaluation of pilot project.
Career Exploration Class	To enhance language skills and to obtain and keep a job.	Language skills needed to be successful in job.	☑	☐	☐	☐	☑ Other: self evaluation by participants	Case by case reports on clients.	To Funder.

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
			------ Evaluation -------						
Certinurse.ca	To prepare nurses to pass their certification exam.		☐	☐	☐	☐	☐		
Combined Skills Program: Accounting	Employment, certification from colleg work experience, computer accounting skills and occupation specific language.	Improved language proficiency, effective oral and written communication skills for understanding and applying the principles of accounting and enhanced human relations skills.	☐	☑	☑	☑	☐		Practicum evaluation
Combined Skills Program: Baking & Pastry Arts	Employment in English speaking workplace, occupation-specific terminology, comprehensive training i baking procedures, training in food safety, sanitation and hygiene.	Theory and skills in baking and pastry making, communication skills to function in an English speaking workplace and the development of trade specific vocabulary.	☑	☑	☑	☑	☐		Practicum
Combined Skills Program: Culinary Arts	Employment in culinary arts field, foo preparation, certificates (Professional Cooking Level 1 or 2 and can ladder into Level 3 - Culinary Arts Professional Cooking Certificate with no ESL support), occupation-specific terminology.	Theory and skills related to culinary arts, communication skills for working in an English speaking workplace.	☑	☑	☑	☑	☐		Practicum evaluation

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
			------ Evaluation -------						
Combined Skills Program: Hairstyling	Hairdressing or Barber certification, occupation-specific terminology, work experience, exam preparation and communication skills with client.	Theory and skills for all aspects of work in a hair salon, confidence in communicating with clients, ability to function in an English speaking work environment.	☑	☑	☑	☑	☐		Practicum evaluation
Combined Skills Program: Home Support/Resident Care Attendant	Employment in continuing care facility, occupation-specific terminology, communication skills for resident care setting.	Development of interpersonal communication skills for dealing with clients, nurses, or care aides and supervisors.	☑	☑	☑	☑	☐		practicum host
Commercial Baking and Decorating Program	Gain and maintain employment as a baker or a decorator; possibly as an apprentice. Employability skills; technical skills.	Verbal skills; technical English; pronunciation; cross-cultural communication; reading comprehension.	☑	☐	☐	☑	☐	3 and 6 month follow up	% who become employed following the course
Computer Programmer for Internationally Educated Professionals	The program offers internationally-educated professionals the opportunity to combine their education, experience and a George Brown College diploma to advance quickly in the information technology field in Ontario.	Through team projects the courses in the program will develop project management research, English communication, presentation, client relationship skills and application of technical fundamentals.	☐	☐	☐	☐	☐	staff informal feedback; participant feedback; track student progress against entry benchmarks.	High employment rates for graduates.

Name	Objectives	Statement of Outcomes	------ Evaluation -------					Internal Evaluation	External Evaluation
			Feedback Surveys	Oral Interview	Portfolio	Tests	Other		
Drilling Rig-Hand Program			☐	☐	☐	☐	☐		
EASL Home Support/Resident Care Attendant Program	Preparation for employment as residential care aid, vocation-specific language, introduction to Canadian workplace culture, work experience at an entry level and nursing skills.	Become more proficient in reading and writing skills, communication skills appropriate to the Canadian workplace, increased self-confidence, job search skills and focus on study skills.	☑	☑	☑	☑	☑ Other: content-based listening tests, lectures, presentations	former college students survey former students	
Employment Preparation for Retail Services	Obtaining occupation-specific terminology and communication skills for retail.	Clients receive 150 hours of retail industry specific language instruction and self-assess by utilizing their language skills in the workplace during the programs' work placement component.	☐	☐	☐	☐	☑ Other: Client self-assessment; no exit measurement is conducted.		Learned satisfaction
Employment Program with Business English Workshop component	To address the needs of clients to access employment; to get clients ready for employment; to make connections with employers and educate employers about this client group.	Increased confidence finding and starting work and an increased understanding of the context of work in Canada.	☐	☐	☐	☐	☑ Other: not evaluated		CIC and the Ministry of Citizenship conduct audits

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Engineering Technology Upgrading Program	Gain employment in the engineering field; earn certificates in software programs; project management, business communication; acquire membership in APEGGA and IQAS.	Understand and deliver communication to overcome language barriers in the Canadian workplace. To increase CLB proficiency from level 6 to CLB 7 or 8 (measured informally). Accent reduction (if needed); improved grammar.	☑	☑	☐	☑	☑ Other: Ability to present, read	3, 6 months follow up 180 days after practicum;	AHRE; employer feedback
Engineers and Technologists Integrated Program	Integration into the labour market in their profession; success in professional (technical college) course of study; obtain and sustain employment in their profession; become eligible for certification with professional association.	Occupation-specific vocabulary; technical communication (writing and speaking); cross-cultural communication skills; language and workplace culture; able to function as students in professional course of instruction.	☑	☑	☐	☑	☑ Other: projects; presentations	client feedback mechanisms	funder; partners; employers
English Communication Courses for Professionals	A variety of courses offering work-related English communication skills to help the development of communication skills needed on the job.	Functional improvement in specific workplace situations (e.g. meetings, presentations, business writing, business documents) so that participant performs effectively in the workplace.	☑	☐	☑	☐	☑ Other: videotaped presentations		increased clientele
English for Business and Academic Purposes (CLB 6-8)	A course examining both spoken and written English with an emphasis on the socio-cultural issues which make the Canadian experience unique.	Greater language facility within their existing benchmark specific to seeking employment.	☐	☐	☐	☐	☑ Other: teacher observation of task completion	Would like to have a telephone follow-up with clients, but no funding is available	

Name	Objectives	Statemen of Outcomes	Evaluation					Internal Evaluation	External Evaluation
			Feedback Surveys	Oral Interview	Portfolio	Tests	Other		
English for Business Communication	To facilitate the English language skills required for effective business communication as identified by students.	Improved language skills for effective business communication as identified by students.	☐	☐	☐	☐	☑ Other: formal and informal assessments of assignments and communication tasks.	feedback from students and teachers	
English for Business Purposes	To develop the specific language used in business; To obtain a cultural orientation to business in Canada	Improved language skills for employment in an private or public business, further training in a career business training program or the establishment of small business	☑	☑	☑	☑	☑ Other: formal and informal assessment of assignments and classroom activities	RRC Program Evaluation Student Survey; mid-course evaluations of EBP Program	
English for Computer Professionals	combined technical English upgrading and technical component with an opportunity to practice language-based tasks; 75% will increase one CLB; develop a model to address combined language and technical adaptation need of professionally prepared immigrants	see above	☑	☑	☐	☐	☑ Other: employer feedback	participant reports & feedback	CLBA score changes; employer reports
English for Engineering Professional	To provide specific language instruction that will permit professional engineers to access higher education and to secure meaningful employment in their field	Improved language skills and specific professional qualification information to facilitate the transition of IEE to university bridging programs.	☑	☑	☐	☐	☑ Other: formal and informal assessment assignments and classroom activities		

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
English for Health Care Aides	To develop the specific language skills required in the health care aide field; T obtain cultural information about healt care in Canada	Improved language skills and cultural information to pursue training in health care aide programs or to access employment in health care	☑	☑	☑	☑	☑ Other: formal and informal assessments of assignments and classroom activities	Red River College Program Evaluation Student Survey; mid-term course evaluations of the EHCA Program	
English for Health Sciences	To develop proficient technical writing to be able to read health sciences relate texts, take notes from lectures, and to develop professional vocabulary.	Enhance skills in research methods, repor writing, making oral presentations, participating in class discussions and developing day-to-day interpersonal communication skills.	☑	☑	☑	☑	☑ Other: oral journals		Assessment centre
English for Nursing Purposes	To develop the specific language used in professional nurse training programs To obtain cultural information about the nursing profession and health care systems in Canada	Improved language skills and employmen and licensing information to access postsecondary programs and employment opportunities in nursing.	☑	☑	☑	☑	☑ Other: formal and informal assessment of assignments and classroom activities.	Red River College Program Evaluation Student Survey; mid course evaluations of the ENP Program	
English for Professional Purposes	To develop language skills for employment and postsecondary education in profession fields.	Improved language skills and occupationa specific information to access postsecondary education and employmen opportunities in students' chosen professional field.	☑	☑	☑	☑	☑ Other: formal and informal assessment of assignments and classroom activities	RRC program Evaluation Student Survey; mid term course evaluation of EPP program	

Name	Objectives	Statemen of Outcomes	------ Evaluation -------					Internal Evaluation	External Evaluation
			Feedback Surveys	Oral Interview	Portfolio	Tests	Other		
English for Technical Purposes	To develop specific language for employment and postsecondary study technology fields ; To obtain information (labour market demands, occupational requirements, certification) about the technology sector in Manitoba	Improved language skills and sector specific information to access training opportunities and employment in the technologies in Manitoba	☑	☑	☑	☑	☑ Other: formal and informal assessment of assignments and classroom activities	RRC Program Evaluation Student Survey; mid-course evaluations of ETP Program	
English for Testing and Certification.	To develop test-taking techniques and strategies through the use of practice materials and sample tests to facilitate their certification in a trade, occupatio or profession.	Improved test-taking techniques and strategies to meet the certification requirements of trades, occupations and professions.	☐	☐	☐	☐	☐	feedback with respect to student success	
English for the Canadian Workplace	Preparation for participation in a Canadian workplace; to develop cultural skills appropriate for the Canadian employment environment; to enhance employability skills such as numeracy, problem solving and teamwork; to develop interview and computer skills	To improve language proficiency in all 4 skill areas, to increase personal confidence, to learn some workplace related vocabulary, to enhance telephone skills and to become better prepared for workplace entry.	☑	☑	☐	☑	☐		
English for Truck Drivers	To develop the specific language to pa the Class1Driver Training and Aire Brakes licensing test.	Increased language skills to pass the Class1Driver Training and Air Brakes licensing test.	☐	☐	☐	☐	☑ Other: formal and informal assessment of assignments and classroom activities	student and teacher feedback	

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
English in the Workplace	To enhance the language levels of participants. To assist them with communication problems/situations they may experience on the job site.	Language goals include not only skills to get and keep a job, but also skills that will help them to feel a part of their work environment, giving them the confidence to interact with other staff.	☑	☑	☐	☑	☐	student and self evaluations	
English in the WorkPlace - English for Work and Business	Business writing, networking, communication on the job, presentations, customer service language, meetings, telephone skills	Being comfortable in a Canadian work situation, get and maintain a job.	☑	☐	☐	☐	☐	evaluations done by students	
English in the Workplace - on site program	To assess the needs of the employer an employee. To define language goals based on needs of both parties.	Dependent on the goals identified.	☐	☐	☐	☐	☑ Other: meeting learning objectives	performance measures are set at the onset and students and teacher work towards them	
Enhanced ELSA Level 4/5	Preparation for participation in the Canadian workforce. Culturally appropriate communication skills and essential employability skills, for example, numeracy, problem solving, teamwork.	To improve language skills to gain at leas 1 benchmark level in at least 3 skills (reading, listening and speaking); increased confidence; preparation for workplace entry and improved labour outcomes.	☑	☐	☐	☑	☐	not determined as yet	

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
			------ Evaluation -------						
ESL Co-op for Adults	To gain Canadian work experience; to gain employment in occupation for which they have been educated/trained.	Oral presentation skills, interview skills, workplace vocabulary and idioms.	☐	☐	☐	☐	☑		
			Other: written work is marked						
ESL Co-op Work Experienc Program (Credit)	To provide ESL students with the language and cultural knowledge required to be successful finding and keeping a job; to assist professionals in finding employment in their field, to help learners re-certify.	The ability to use English effectively to find and keep a job.	☐	☑	☑	☐	☐	Informally followed-up to see that learners either acquired a job or were able to use the experience to make another career choice.	
ESL for Health Studies	To develop the specific language skills of ESL students who want to pursue future health studies.	Improved specific language skills for health studies.	☐	☐	☐	☐	☑	feedback from teachers and students	
			Other: formal and informal assessments of assignments and classroom activities						
ESL for Professional Communication	Employment, work experience, technical writing, workplace-specific terminology, job search strategies.	To develop skills in accessing and producing workplace language - spoken and written, to understand profession-specific language, to develop social strategies and workplace practices, to develop tools and strategies for job search to get Canadian exp.	☐	☐	☐	☐	☑	under development	
			Other: under development						

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
ESL Training for Jobs for Hospitality	Employment as a short order cook, lin prep cook, kitchen helper, hotel room attendant or laundry worker; increased confidence - personal and language use vocation-specific terminology; and break cycle of unemployment and go off income assistance.	Increased proficiency in English - written spoken; communications skills enhanced to function in English speaking workplace culturally appropriate discourse skills.	☑	☑	☐	☑	☑ Other: assessment for vocational skills, VCC Cooking Assessment, English Language tests, ERS post test	surveys and outcomes	MHR
ESL Training for Jobs for Resident Care Attendant (RCA)	Employment in resident care facility o home support services, occupation-specific terminology and communication skills appropriate for the Canadian workplace.	Increased English proficiency, develop communication skills sufficient to functic in an English speaking workplace.	☑	☑	☐	☑	☑ Other: final RCA exam, assessment of practicum, grading of clinical practice and ERS assessment	feedback, surveys, outcomes and ERS	employer assessment
Geriatric Nursing Care Attendant	Earn a diploma as a geriatric care nursing attendant. Obtain and maintain employment in th field. Long term: become an LPN or a registered nurse.	Increase confidence and ability in communication, functional literacy, expressing oneself. Prepare and give a short presentation. Prepare a short report. Enhanced interpersonal skills.	☑	☐	☑	☑	☑ Other: Journal	3 month, six month and 1 year follow up	funder audits
Glazier First Year Apprenticeship Training	Complete first year apprenticeship board exam. Obtain and maintain paid employment in the industry. Long term objective: become a journeyman glazier.	Increase confidence and ability to communicate, express themselves. Increase functional literacy. Interpersonal skills, effective communication. Write a short report. Make a short presentation.	☑	☐	☑	☑	☑ Other: Journal	Feedback surveys; follow up at 3 months six months and 1 year following	funder audits

Name	Objectives	Statemen of Outcomes	Evaluation					Internal Evaluation	External Evaluation
			Feedback Surveys	Oral Interview	Portfolio	Tests	Other		
Graduate Nurse Refresher with English as an Additional Language (GNEAL)	Prepare foreign-trained nurses to work in a Cdn health care setting, upgrade nursing knowledge and skills outlined by RNABC, upgrade English skills to RNABC's required levels, preparation for Canadian Registered Nurses exam and vocation-specific language.	Communicate proficiently in everyday an workplace settings, use culturally appropriate language, communication no impeded by structural and pronunciation errors, demonstrate good study and writing skills and critical reading skills.	☑	☐	☐	☑	☑ Other: assignments, weekly clinical evaluation	check pass rate	RNABC approves program every 5 years
Health Care Aid Certificate Program	Certificate for health care aid, work experience, practicum and occupation-specific language.	Health care related vocabulary, technical reading and communication skills with ill and elderly (dementia certificate).	☑	☑	☐	☑	☑ Other: presentations	curriculum review every March, staff meetings regarding curriculum and student problems.	from employers
Home Daycare Providers' Course	To ensure that parents are able to take care of their children while abiding with Canadian laws; for learners to have the skills to provide home daycare services to help parents help their children develop.	Listening and speaking skills at CLB 7, reading skills at CLB 5	☐	☑	☑	☑	☑ Other: Logs and journals	Success is measured based on whether learners set-up home daycares or work in a daycare or whether they go on to an Early Childhood Education program. Currently,	
Home Support Workers' Course	To help learners take the next step in the integration process - either employment or further education (nursing school); to help learners function in a Canadian workplace; and to address the gap in elderly care for individuals from diverse backgrounds.	Exit language level is one level higher tha entrance. For listening and speaking CLB 8, reading CLB 7, writing may be lower.	☐	☑	☑	☑	☐	Evaluation based on the number of participants that are either working or have moved onto further related education (nursing school). Level of success was	

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Home Support/Resident Care Attendant - ESL	To improve the effectiveness of communication for use in the health care setting, to gain workplace experience, to develop appropriate skill for home support and residential care and to improve technical writing skills	To communicate effectively in communi or institutional health care settings (CLB 7+), to read and comprehend information relevant to an HSRC role (CLB 7+), to complete a practicum, to obtain employment in HSRC field and to obtain certificate.	☐	☐	☐	☐	☑ Other: completion of modules and practicum	college based	health care agency
Homecare Attendant Training Program	- to successfully complete the 8 weeks of training, then work for 6 months minimum with an employer in the homecare field, a minimum of 30 hours/week	- more focus on oral communication; occupation-specific terminology; employability skills; cross-cultural communication	☑	☐	☐	☑	☐	student evaluation; monthly reports	monthly employer meetings; AHRE follow up
Immigrant Women at Work Program (IWWP)	Women who attend the Preparation Program with Career Planning graduate with a clear understanding of the Canadian labour market and a career profile that lays out the foundations of an action plan suitable to their training needs	Communication Proficiency developed through 4 modules: Business English; Industry specific language; Telephone communication; Interpersonal Skills	☐	☐	☐	☐	☐		
Intensive English as a Second Language	To develop the language skills for settlement and employment in Canadia Society ; To obtain cultural informatio about living in Canada	Improved language skills for further language training, employment, skill training or postsecondary education.	☑	☑	☑	☑	☑ Other: formal and informal assessments of assignments and classroom activities	RRC Program Evaluation Survey; mid-course evaluations of Intensive ESL program	

Name	Objectives	Statemen of Outcomes	------ Evaluation ------- Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Intensive ESL for Employment	To provide high quality adult ESL instruction that meets the settlement, employment and educational needs of immigrants to the Steinbach area.	Improved language skills to facilitate the transition of ESL students to further ESL training, occupational specific skill training and employment opportunities.	☑	☑	☑	☑	☑ Other: formal and informal assessment of assignments and classroom activities	Red River College Program Evaluation Student Survey	
Intensive ESL for Employment	To provide high quality adult ESL instruction that meets the settlement, employment and educational needs of immigrants to the Steinbach area.	Improved language skills to facilitate the transition of ESL students into further ES training, occupational skill training and employment opportunities.	☑	☑	☑	☑	☑ Other: formal and informal assessment of assignments and classroom activities	Red River College Program Evaluation Student Survey; mid-course evaluations of the Intensive ESL for Employment Program	
International Midwifery Pre registration Program	A one-year bridging program for experienced international midwives, fluent in English, and who have practiced midwifery in the past 5 years The program offers skills assessment, orientation to midwifery Ontario, clinical placements, and mentoring.	Participants must pass the Midwifery Language Proficiency Test (MLPT): Reading, Writing, and Listening as well as complete the course: Effective Profession Communication for Midwives in Ontario.	☐	☐	☐	☐	☑ Other: Success in test and clinical placements.	Guided by Ryerson University senior personnel and Steering Committee members.	Conducted by Berkeley Consulting Group
International Pharmacy Graduate Program	To assist pharmacists trained in countries outside North America to acquire a license to practice pharmacy in Ontario.	Through Canadian Pharmacy Skills I and II participants will achieve the patient counseling skills required for success in the OSCE examinations and in Pharmacy cy practice following certification.	☐	☐	☐	☐	☐	Ongoing instructor and participant feedback feed onto the continuous improvement of the model.	Funder (MTCU); Participant success in PEBC Exam .

Name	Objectives	Statemen of Outcomes	------ Evaluation ------- Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
International Pharmacy Graduate Program in Vancouver (IPG)	Complete educational and clinical training to assist students to meet national licensing requirements, work experience in Canadian pharmacies, occupation-specific terminology and discourse, most emphasis is on discourse and communication skills.	Increased proficiency in communication skills for in-person and over the phone situations, understanding of Canadian workplace culture.	☐	☑	☐	☑	☑ Other: 5 milestone assessments throughout program, writing workshop	team meetings (committees) for curriculum and tests	student surveys and external review
Internationally Trained Teachers	To facilitate the integration of internationally trained teachers into th teaching workforce.	Improved English language skills, particularly in the use of teacher-related language functions.	☑	☑	☐	☐	☑ Other: formal and informal assessment assignments and classroom activities	Feedback from students and the attainment of progran goals.	
Job Connect	Goal is to see clients complete a return to work action plan. It can include assisting client with financial cost of a credential assessment, with obtaining work experience through direct hire or job placements in their field.	Provides assistance with resume an cover letter writing, developing cold calling scripts, learning interview techniques, sector specific terminology.	☐	☑	☐	☐	☐		
Job Connect			☐	☐	☐	☐	☐		

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Job Connect	To find the shortest route to employment for unemployed individuals.	For Talk English Café: participate in informal and formal conversations with fluency and confidence; STIC: orientation and occupation-specific terminology.	☐	☐	☐	☐	☐	Job Connect system has an established reporting system. Programs are reviewed annually.	Performance management framework by funder.
JobLINC	Job related language skills	To be comfortable in a work situation; job related language skills.	☑	☐	☐	☐	☐		to funder
Labour Market Language Training L4-5	Format/informal language development telephone skills, presentations with/without PowerPoint, scan charts and schedules to find detailed information, use the Internet, formal/informal letter writing, report writing, complete forms.	Able to function in English in a work environment, relate to co-workers and integrate into Canadian culture.	☐	☐	☐	☑	☑ Other: oral evaluations, written assign.	permanent employment or entrance into higher education at the completion of the program	
Language and Communication Training	To help people work better together.	Develop communication skills and strategies	☑	☑	☑	☑	☑ Other: Feedback from managers	instructors evaluate course materials on an ongoing basis	HR and manager feedback

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
LINC 4/5	- obtaining and keeping a job, successful job interviews, write a resume and cover letter	corresponding CLB outcomes for LINC 4/	☐	☑	☐	☐	☐		Audit by the funde
Microelectronics Manufacturing Techniques for Intl. Trained Prof.	To help internationally trained professionals combine their education, experience and a George Brown College diploma to advance quickly in the microelectronics field.	Build on English communication skills and gain an understanding of the Canadian workplace.	☐	☐	☐	☐	☐		
MIT - Mentoring of Internationally Trained Tradespeople	to match mentors with internationally trained tradespeople		☐	☐	☐	☐	☐		Maytree Foundation evaluated the project
New Canadians Program	Program provides opportunities for participants to liaise with employers. I class time spend on job search techniques, accessing professions, job coaching. Class time is followed by a work placement; in some cases participants go directly to employmen	no official language component	☐	☐	☐	☐	☐		employment rate, how long it takes to get jobs

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
New Options for Foreign-Trained Nurses Seeking Employment in Ontario	To assist internationally educated nurses meet the requirements for entry into the nursing practice in Ontario; to provide Canadian work experience; and to provide integration supports - courses and services.	Learners will be able to enter into the nursing programs or the workplace. Learners start off at CLB 5-6 and exit at CLB 7-9.	☐	☑	☐	☑	☐	whether learners pass the Nursing Board Exam, feedback from learners and employers.	MTCU
Now You're Talking	Program is designed to accommodate people already working in their field who need to improve their oral communication skills. Described as approximately 90% emphasis on listening and speaking skills.	The course is designed to enable employees to function orally in the workplace. It focuses on increasing participants' ability to speak with co-workers and supervisors, to understand the language (including occ-specific vocab) needed in the workplace,	☐	☑	☐	☐	☑ Other: informal assessment at beginning and end		
Nurse Refresher Program for Nurses Educated Outside of Canada	Exam and test preparation for TOEFL and TSE, occupation-specific vocabulary, abbreviations and colloquial terms, work experience, clinical practice, employment in nursing field and understanding of Canadian nursing culture.	Improve accuracy and fluency in English reading, writing, speaking and listening; enhance communication skills for Canadian hospital setting.	☑	☑	☐	☑	☑ Other: assessment of clinical practice, journals, written assignments, RN exam prep	based on number of completions/success rate of students.	RNABC accreditation process and PPSEC monitors
Occupational Terminology Workshops	The program offers information sessions on certification, labour market trends concerning specific trades, employment counselling. It seeks to improve participants' outcomes on trade certification exams, and more successful job search.	The course provides training in occupationally specific terminology.	☐	☐	☐	☐	☑ Other: follow-up evaluation	YMCA will evaluate	City of Windsor requires statistical reporting

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
On-line English Language Support for Work/Business Communication	To develop editing, proofreading and presentation skills with ESL participants.	Improved editing, proofreading skills and presentation skills.	☐	☐	☐	☐	☑	feedback from students and teachers	
			Other: formal and informal assessment of assignments and writing tasks						
Practical Nurse Refresher/Transition Certificate Program	Preparation for certification exam, occupation-specific terminology, communication skills for team work with health care clients and staff, experience in a Canadian English speaking workplace environment.	Increased confidence, understanding of th Canadian cultural context of health care, improved communication skills and critical thinking.	☐	☑	☐	☑	☑	staff meets to assess students and curriculum	practicum supervisors
			Other: problem solving exercises						
Preparation for and Access to Trades and Technology (PATT) - name may change	To assist participants to find full-time employment in their trade. Once employed they usually go on to prepar for certification of qualification exam.	To be able to operate in English in the workplace. To know the occupational terminology required by the trade.	☐	☐	☑	☑	☐	participant outcomes - how many find full-time employment in their trade	
Reach-Up Program: English Language & Employment Program for Newcomers to Canada	To improve skills related to job search in area of expertise by learning to network and finding out about the hidden job market; to improve resume writing and interview skills; to gain information about the Canadian employment culture.	To enhance employment related reading, writing, listening and speaking skills; to improve social interaction discourse skills for the Canadian work environment; to develop vocabulary related to the Canadian workplace	☑	☑	☐	☑	☑	Based on student feedback.	
			Other: assessment tools are under development, summative and formative evaluations are being considered						

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Retail Training Course	provide certificate at the end of the program and a CLB referenced report card. Program is designed to provide language training, information on the culture of the Canadian workplace, and skills for job search.	Expected that participants' skills will increase by 2 benchmarks in reading, and listening/speaking, and at least 1 benchmark in writing.	☐	☐	☑	☑	☑ Other: developed test based on On Target with workforce orientation		
RN Licensure Preparation Program	Students get employment as RNs in Canada, preparation for RNABC exam preparation for working in a Canadian health care facility, occupation-specifi terminology.	Increase English language proficiency, tes preparation, familiarity with nursing language in English.	☐	☑	☐	☑	☑ Other: tests on every module, presentations	staff evaluate curriculum and implement changes	
Sector-Specific Terminology Information Counselling	Obtaining occupation-specific terminology and communication skills for work search.	Clients self-assess as they progress throug job search and employment.	☐	☐	☐	☐	☑ Other: No exit measurement is conducted.		Learner satisfaction.
Spelling for Success for Business and Professions	To develop spelling strategies and skill for work and student environments.	Improved spelling strategies and skills for work and student environments.	☐	☐	☐	☐	☑ Other: formal and informal assessment of assignments and classroom activities	student and teacher feedback	

Name	Objectives	Statemen of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Strategies for Listening for Business and Professions	To develop learning strategies to listen effectively.	Improved listening strategies and skills to listen effectively in work and study environments.	☐	☐	☐	☐	☑ Other: informal and formal assessments of assignments and classroom activities	student and teacher feedback	
Success Skills Centre	To link highly skilled and professional immigrants to employment through professional assessment, employment counseling, advocacy and internship/work experience.	Increased employment opportunities for professional and highly skilled immigrants	☐	☐	☐	☐	☐	Tracking of client success rates.	
Test-Taking Techniques for LPN Registration Exam	To prepare for the LPN Registration Exam	Improved test-taking skills to pass the LPN Registration Exam	☐	☐	☐	☐	☑ Other: no evaluation required	Will track the success rate of program participants in the LPN Registration Exam	
The Ontario Network for International Professionals Online (Onip.online)	For the internationally-trained professional in Ontario: licensing information, employment and career choices, job search; professional networking online; discussion groups; mentoring online. For the counselor: information, research, networking.	Sector-specific terminology tutorials are available in: Written Communication; Understanding and Using Active Verbs; Comprehension and Vocabulary; Reading and Understanding Profession-specific Texts	☐	☐	☐	☐	☑ Other:		

Name	Objectives	Statement of Outcomes	Feedback Surveys	Oral Interview	Portfolio	Tests	Other	Internal Evaluation	External Evaluation
Transition to Technical and Trades Careers	Obtain and maintain work in their chosen trade or technical field- succeed in technical/trades training; gain employability skills for work experience or employment; apprentice in the field and/or challenge apprenticeship exam or complete certification.	Pre-trade or technical English and vocabulary; improve communication (including technical writing in the technical stream); improve communication skills for workplace interaction; language learning strategies; research/prepare a brief report; SQ3R.	☑	☐	☐	☑	☐	percentage of people employed following program, 6 month follow up,	funder audits and follow up
Workplace English	To develop the English language skills of a ESL speaker whose present employment may be threatened.	Improved language skills for maintaining present employment.	☐	☐	☐	☐	☑ Other: formal and informal assessment of assignment and specific workplace language tasks	feedback from students and teacher	
Workplace Language Training	WTS Inc. develops and delivers training programs in a variety of sectors: hospitality, manufacturing, food processing, public organizations and hospitals. WTS provides training to employees and management at all levels in an organization.	Develop language and communication skills for the workplace.	☑	☐	☑	☐	☑ Other: report to client (employer)	informal	report to client (employer).
Writing Skills for Business and Professions	To develop writing strategies and skills for work and study environments.	Improved writing strategies and skills for work and study environments.	☐	☐	☐	☐	☑ Other: formal and informal assignments and classroom activities	student feedback and evaluation	

Program or Service Features

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
		-- Schedule --			**--------- Features ---------**									
Conversation Master for Business and Professions	Improved confidence and communication skills for work and study environments.	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Academic English for University and College Entrance	English language entrance requirement and academic language skills for postsecondary study.	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Accelerated English for Health Care Professional	Improved language skills to enroll in Health Care Aide and Pharmacy Technician Programs and to communicate more effectively in health -related workplaces.	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Advanced Pronunciation and Accent Development	Improved oral communication skills.	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ATAPTIE: Alternative Teacher Accreditation Program for Teachers with Int'l Exp.	Increased confidence and competence at an appropriate level to work with elementary level students.	☑	☑	☐	☐	☑	☑	☐	☑	☑	☑	☑	☐	☐

Name	Statement of Outcomes	Schedule — Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Basic Language Skills	Participants could function well in academic or workplace settings.	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☑
	Other: Career Counselling													
Biotechnology Bridging Program for Internationally-Trained Professiona	To improve oral communication skills and technical writing skills.	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☑	☐
Bridge to Success for Trades	Knowledge of occupation-specific terminology for exam and workplace; Language skills required to pass the Certificate of Qualification Exam; Language for resumes and interviews.	☐	☑	☑	☑	☐	☐	☐	☑	☑	☐	☐	☐	☑
	Other: C of Q Exam Preparation; Technical Training													
Bridge Training for Engineering Technician and Technologists (OPTIONS)	Communication skills for the Canadian engineering work environment.	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Bridge Training Project for Teacher	Language fluency for the demands of the teaching profession.	☐	☐	☐	☑	☐	☑	☑	☑	☐	☐	☐	☐	☑
	Other: teacher certification													
Bridging Program for Internationally Educated Accounting Professionals	Come up to at least a CLB 7 in one of the four strands; complete the cour and get credit for two Accelerated Accounting courses with NAIT; technical/professional communication proficiency as students or employe CLB exit assessment.	☑	☐	☐	☑	☑	☑	☐	☑	☑	☑	☑	☐	☐

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Bridging Program for Medical Laboratory Technology	To learn occupational terminology, to understand the certification proces be able to write the certification exam.	☑	☐	☑	☑	☐	☑	☑	☐	☐	☑	☑	☐	☐
Canadian Access for International Professions and Skilled Trades (C.A.I.P.S.)	ETIP provides occupationally specific terminology for IT, accounting, h care and engineering professionals. The classes are designed to emphasize oral communication. They practice interview skills, speaking with co-workers and supervisors, terminolog	☑	☐	☐	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑
	Other: job development													
Canadian Communication for Physicians Trained Abroad	Improved cultural communication skills in a medical context.; Entrance i the Clinical Assessment and Professional Enhancement (CAPE) in Manit Preparedness for medical licensing exams.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: cultural communication in medical contex													
Canadian Employment Skills Program	Effective communication and cross-cultural communication strategies; cl progress in the "suasion" skills of the CLB. Occupation-specific vocabulary. Improved pronunciation and fluency. Improved technical, business writing.	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
CARE for Nurses	To increase benchmark levels to meet registration and workplace languag demands; enhanced therapeutic communication skills; improved written documentation skills.	☑	☑	☑	☑	☐	☐	☑	☑	☑	☐	☐	☐	☑
	Other: Exam preparation													
Career Action for Newcomers Job Search Program	Clients self-assess by utilizing their language skills through practice including work search and workplace.	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐

		-- Schedule --			-------------------- Features --------------------									
Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Career Bridge	Applicants are expected to be fluent in English and a language test ensures all potential interns have met CLB 8 standards. Workplace communicatio skills are improved during the course of the internship through communication workshops.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
Career Exploration Class	Language skills needed to be successful in job.	☑	☐	☐	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐
Certinurse.ca		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: Exam Preparation													
Combined Skills Program: Accounting	Improved language proficiency, effective oral and written communication skills for understanding and applying the principles of accounting and enhanced human relations skills.	☐	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: Computer Accounting Systems													
Combined Skills Program: Baking & Pastry Arts	Theory and skills in baking and pastry making, communication skills to function in an English speaking workplace and the development of trade specific vocabulary.	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: work-skills based													
Combined Skills Program: Culinary Arts	Theory and skills related to culinary arts, communication skills for workir in an English speaking workplace.	☐	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: hot and cold food preparation													

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Combined Skills Program: Hairstyling	Theory and skills for all aspects of work in a hair salon, confidence in communicating with clients, ability to function in an English speaking wo environment.	✓			✓	✓			✓	✓				✓
	Other: Barber's Assoc. and Hairdresser's Assoc. exam preparation													
Combined Skills Program: Home Support/Resident Care Attendant	Development of interpersonal communication skills for dealing with clien nurses, or care aides and supervisors.	✓			✓	✓		✓	✓	✓				✓
	Other: home support clinical													
Commercial Baking and Decorating Program	Verbal skills; technical English; pronunciation; cross-cultural communication; reading comprehension.	✓			✓	✓	✓		✓	✓				
Computer Programmer for Internationally Educated Professionals	Through team projects the courses in the program will develop project management, research, English communication, presentation, client relationship skills and application of technical fundamentals.													
Drilling Rig-Hand Program					✓	✓	✓			✓				
EASL Home Support/Resident Care Attendant Program	Become more proficient in reading and writing skills, communication skill appropriate to the Canadian workplace, increased self-confidence, job sea skills and focus on study skills.	✓	✓	✓	✓	✓			✓	✓				✓
	Other: practicum and clinical practice 2x/wk													

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Employment Preparation for Retail Services	Clients receive 150 hours of retail industry specific language instruction and self-assess by utilizing their language skills in the workplace during the programs' work placement component.	✔	☐	☐	✔	☐	☐	☐	☐	☐	☐	☐	☐	☐
Employment Program with a Business English Workshop component	Increased confidence finding and starting work and an increased understanding of the context of work in Canada.	✔	☐	☐	✔	☐	☐	☐	✔	✔	✔	✔	☐	✔
	Other: interview skills													
Engineering Technology Upgrading Program	Understand and deliver communication to overcome language barriers in the Canadian workplace To increase CLB proficiency from level 6 to CLB 7 or 8 (measured informally). Accent reduction (if needed); improved grammar.	✔	☐	☐	✔	✔	✔	☐	✔	✔	✔	✔	☐	☐
Engineers and Technologists Integrated Program	Occupation-specific vocabulary; technical communication (writing and speaking); cross-cultural communication skills; language and workplace culture; able to function as students in professional course of instruction.	✔	☐	☐	✔	✔	✔	☐	✔	✔	✔	✔	☐	✔
	Other: Information session													
English Communication Courses for Professionals	Functional improvement in specific workplace situations (e.g. meetings, presentations, business writing, business documents) so that participant performs effectively in the workplace.	✔	☐	☐	✔	☐	☐	☐	☐	☐	☐	☐	☐	✔
	Other: Language coaching (pronunciation; power writing)													
English for Business and Academic Purposes (CLB 6-8)	Greater language facility within their existing benchmark specific to seeking employment.	✔	☐	☐	✔	☐	☐	☐	✔	✔	☐	☐	☐	☐

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
English for Business Communication	Improved language skills for effective business communication as identified by students.	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
English for Business Purposes	Improved language skills for employment in an private or public business, further training in a career business training program or the establishment small business	☑	☐	☐	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐
English for Computer Professionals	see above	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: IT Communications Course													
English for Engineering Professiona	Improved language skills and specific professional qualification informatic to facilitate the transition of IEE to university bridging programs.	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: on line component/certification informati													
English for Health Care Aides	Improved language skills and cultural information to pursue training in health care aide programs or to access employment in health care	☑	☐	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
English for Health Sciences	Enhance skills in research methods, report writing, making oral presentations, participating in class discussions and developing day-to-day interpersonal communication skills.	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
English for Nursing Purposes	Improved language skills and employment and licensing information to access postsecondary programs and employment opportunities in nursing.	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: networking with nursing profession													
English for Professional Purposes	Improved language skills and occupational specific information to access postsecondary education and employment opportunities in students' chose professional field.	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: Networking with professions													
English for Technical Purposes	Improved language skills and sector specific information to access training opportunities and employment in the technologies in Manitoba	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: networking in the technology field													
English for Testing and Certification	Improved test-taking techniques and strategies to meet the certification requirements of trades, occupations and professions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: test-taking and certification													
English for the Canadian Workplace	To improve language proficiency in all 4 skill areas, to increase personal confidence, to learn some workplace related vocabulary, to enhance telephone skills and to become better prepared for workplace entry.	☑	☑	☐	☑	☐	☐	☐	☑	☑	☑	☐	☐	☑
	Other: computer skills													
English for Truck Drivers	Increased language skills to pass the Class1Driver Training and Air Brakes licensing test.	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
English in the Workplace	Language goals include not only skills to get and keep a job, but also skills that will help them to feel a part of their work environment, giving them confidence to interact with other staff.	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
English in the WorkPlace - English for Work and Business	Being comfortable in a Canadian work situation, get and maintain a job.	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
English in the Workplace - on site program	Dependent on the goals identified.	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Enhanced ELSA Level 4/5	To improve language skills to gain at least 1 benchmark level in at least 3 skills (reading, listening and speaking); increased confidence; preparation workplace entry and improved labour outcomes.	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☐	☑
	Other: computer skills													
ESL Co-op for Adults	Oral presentation skills, interview skills, workplace vocabulary and idioms	☑	☐	☐	☑	☐	☑	☐	☑	☑	☐	☐	☐	☐
ESL Co-op Work Experience Program (Credit)	The ability to use English effectively to find and keep a job.	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐	☑
	Other: computer lab is now available													

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
ESL for Health Studies	Improved specific language skills for health studies.	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
ESL for Professional Communication	To develop skills in accessing and producing workplace language - spoken and written, to understand profession-specific language, to develop social strategies and workplace practices, to develop tools and strategies for job search, to get Canadian exp. Other: goal setting	☐	☐	☐	☑	☑	☐	☑	☑	☑	☐	☐	☐	☑
ESL Training for Jobs for Hospitality	Increased proficiency in English - written, spoken; communications skills enhanced to function in English speaking workplace; culturally appropriate discourse skills. Other: practicum, WHMIS, Food Safe, Super Hos program, First Aid	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑
ESL Training for Jobs for Resident Care Attendant (RCA)	Increased English proficiency, develop communication skills sufficient to function in an English speaking workplace. Other: practicum, WHMIS, first aid, Food Safe, body mechanics, patient lifting and transferring	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑
Geriatric Nursing Care Attendant	Increase confidence and ability in communication, functional literacy, expressing oneself. Prepare and give a short presentation. Prepare a short report. Enhanced interpersonal skills.	☑	☐	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐	☐
Glazier First Year Apprenticeship Training	Increase confidence and ability to communicate, express themselves. Increase functional literacy. Interpersonal skills, effective communication. Write a short report. Make a short presentation. Other: Apprenticeship	☑	☐	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐	☑

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
		-- Schedule --			**-------------------- Features --------------------**									
Graduate Nurse Refresher with English as an Additional Language (GNEAL)	Communicate proficiently in everyday and workplace settings, use cultura appropriate language, communication not impeded by structural and pronunciation errors, demonstrate good study and writing skills and critica reading skills.	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: clinical experience													
Health Care Aid Certificate Program	Health care related vocabulary, technical reading and communication skill with ill and elderly (dementia certificate).	☑	☐	☐	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: practicum													
Home Daycare Providers' Course	Listening and speaking skills at CLB 7, reading skills at CLB 5	☑	☐	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐	☑
	Other: Interview skills													
Home Support Workers' Course	Exit language level is one level higher than entrance. For listening and speaking CLB 8, reading CLB 7, writing may be lower.	☑	☐	☐	☑	☐	☐	☑	☑	☑	☐	☐	☐	☑
	Other: Interview Skills													
Home Support/Resident Care Attendant - ESL	To communicate effectively in community or institutional health care settings (CLB 7+), to read and comprehend information relevant to an HS role (CLB 7+), to complete a practicum, to obtain employment in HSRC field and to obtain a certificate.	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: interview skills, community experience, practicum													
Homecare Attendant Training Program	- more focus on oral communication; occupation-specific terminology; employability skills; cross-cultural communication	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Immigrant Women at Work Program (IWWP)	Communication Proficiency developed through 4 modules: Business Engli... Industry specific language; Telephone communication; Interpersonal Skill... Other: job readiness; technical skills	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☑
Intensive English as a Second Language	Improved language skills for further language training, employment, skill... training or postsecondary education.	☑	☐	☐	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐
Intensive ESL for Employment	Improved language skills to facilitate the transition of ESL students to fu... ESL training, occupational specific skill training and employment opportunities. Other: labour market information	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
Intensive ESL for Employment	Improved language skills to facilitate the transition of ESL students into further ESL training, occupational skill training and employment opportunities. Other: labour market information	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
International Midwifery Pre-registration Program	Participants must pass the Midwifery Language Proficiency Test (MLPT)... Reading, Writing, and Listening as well as complete the course: Effective Professional Communication for Midwives in Ontario. Other: PLA; Communication; Orientation; Clinic Placements	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
International Pharmacy Graduate Program	Through Canadian Pharmacy Skills I and II participants will achieve the patient counseling skills required for success in the OSCE examinations an... in Pharmacy-cy practice following certification. Other: clinical upgrading courses	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☑	☑

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
		-- Schedule --			-------------------- Features --------------------									
International Pharmacy Graduate Program in Vancouver (IPG)	Increased proficiency in communication skills for in-person and over the phone situations, understanding of Canadian workplace culture.	☑	☐	☐	☑	☑	☐	☑	☐	☐	☐	☑	☑	☐
Internationally Trained Teachers	Improved English language skills, particularly in the use of teacher-related language functions. Other: certification information	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
Job Connect	Provides assistance with resume an cover letter writing, developing cold calling scripts, learning interview techniques, sector specific terminology.	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐
Job Connect		☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑	☐	☐
Job Connect	For Talk English Café: participate in informal and formal conversations with fluency and confidence; STIC: orientation and occupation-specific terminology. Other: workplace communication	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
JobLINC	To be comfortable in a work situation; job related language skills.	☑	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐

Name	Statement of Outcomes	Schedule			Features									
		Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Labour Market Language Training L4-5	Able to function in English in a work environment, relate to co-workers a integrate into Canadian culture.	✔	☐	☐	✔	✔	✔	✔	✔	✔	✔	✔	☐	☐
Language and Communication Training	Develop communication skills and strategies	✔	✔	✔	✔	☐	☐	☐	☐	☐	☐	☐	☐	✔
	Other: leadership skills and communication training; Canadian workplace communication													
LINC 4/5	corresponding CLB outcomes for LINC 4/5	✔	☐	☐	✔	✔	✔	✔	✔	✔	✔	☐	☐	☐
Microelectronics Manufacturing Techniques for Intl. Trained Prof.	Build on English communication skills and gain an understanding of the Canadian workplace.	✔	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MIT - Mentoring of Internationally Trained Tradespeople		☐	☐	☐	✔	☐	☐	☐	✔	✔	✔	✔	☐	☐
New Canadians Program	no official language component	✔	☐	☐	☐	✔	☐	✔	✔	✔	✔	☐	☐	☐

Name	Statement of Outcomes	Schedule			Features									
		Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
New Options for Foreign-Trained Nurses Seeking Employment in Ontario	Learners will be able to enter into the nursing programs or the workplace. Learners start off at CLB 5-6 and exit at CLB 7-9.	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐
Now You're Talking	The course is designed to enable employees to function orally in the workplace. It focuses on increasing participants' ability to speak with co-workers and supervisors, to understand the language (including occ-specific vocab) needed in the workplace,	☐	☑	☐	☑	☐	☐	☐	☐	☑	☐	☐	☐	☐
Nurse Refresher Program for Nurses Educated Outside of Canada	Improve accuracy and fluency in English - reading, writing, speaking and listening; enhance communication skills for Canadian hospital setting.	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐	☐	☐	☑
	Other: clinical practice, RN exam prep													
Occupational Terminology Workshops	The course provides training in occupationally specific terminology.	☐	☑	☑	☑	☐	☐	☐	☑	☑	☑	☑	☐	☑
	Other: visits to employers													
On-line English Language Support for Work/Business Communication	Improved editing, proofreading skills and presentation skills.	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Practical Nurse Refresher/Transition Certificate Program	Increased confidence, understanding of the Canadian cultural context of health care, improved communication skills and critical thinking.	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑
	Other: preparation for Canadian Practical Nurse Registration Exam (CPNRE)													

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Preparation for and Access to Trade and Technology (PATT) - name may change	To be able to operate in English in the workplace. To know the occupatio terminology required by the trade.	☐	☑	☑	☑	☐	☐	☐	☑	☑	☑	☑	☐	☐
Reach-Up Program: English Language & Employment Program for Newcomers to Canada	To enhance employment related reading, writing, listening and speaking skills; to improve social interaction discourse skills for the Canadian work environment; to develop vocabulary related to the Canadian workplace	☐	☑	☐	☑	☐	☐	☐	☑	☑	☑	☐	☐	☑
	Other: Linguist- Ind. Self Study Program													
Retail Training Course	Expected that participants' skills will increase by 2 benchmarks in reading and listening/speaking, and at least 1 benchmark in writing.	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐
RN Licensure Preparation Program	Increase English language proficiency, test preparation, familiarity with nursing language in English.	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: RN exam prep, help getting volunteer positions													
Sector-Specific Terminology Information Counselling	Clients self-assess as they progress through job search and employment.	☑	☐	☐	☑	☐	☐	☐	☑	☑	☐	☐	☐	☐
Spelling for Success for Business and Professions	Improved spelling strategies and skills for work and student environments	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: spelling skills													

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Strategies for Listening for Business and Professions	Improved listening strategies and skills to listen effectively in work and st environments.	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐
Success Skills Centre	Increased employment opportunities for professional and highly skilled immigrants. Other: employment counseling	☐	☐	☐	☐	☑	☑	☐	☑	☑	☑	☐	☑	☑
Test-Taking Techniques for LPN Registration Exam	Improved test-taking skills to pass the LPN Registration Exam Other: test preparation	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
The Ontario Network for International Professionals Online (Onip.online)	Sector-specific terminology tutorials are available in: Written Communication; Understanding and Using Active Verbs; Comprehension and Vocabulary; Reading and Understanding Profession-specific Texts Other: online networking; orientation; informatio on certification; language tutorials online	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑
Transition to Technical and Trades Careers	Pre-trade or technical English and vocabulary; improve communication (including technical writing in the technical stream); improve communication skills for workplace interaction; language learning strategi research/prepare a brief report; SQ3R.	☑	☐	☐	☑	☑	☑	☐	☑	☑	☑	☐	☐	☐
Workplace English	Improved language skills for maintaining present employment.	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Name	Statement of Outcomes	Day	Evening	Weekends	Language Training	Work Experience	Work Placements	Job Shadowing	Resume Writing	Job Search	Resource Centre	Mentorship	Internship	Other
Workplace Language Training	Develop language and communication skills for the workplace.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑
	Other: Based on client need													
Writing Skills for Business and Professions	Improved writing strategies and skills for work and study environments.	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐

Program or Service Location

Name	--- Academic ---				-- Community --				------ Work -----				----- Online -----				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
Conversation Master for Business and Professions	☐	☐	☐	☐	☐	☐	☐	☑ on site	☐	☐	☐	☐	☐	☐	☐	☐	
Academic English for University and College Entrance	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Accelerated English for Health Care Professional	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Advanced Pronunciation and Accent Development	☐	☐	☐	☐	☐	☐	☐	☑ on site	☐	☐	☐	☐	☐	☐	☐	☐	Adult Education Centres as required
ATAPTIE: Alternative Teacher Accreditation Program for Teachers with Int'l Exp.	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Basic Language Skills	☐	☐	☐	☑ SIAST Institute of Technology	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Biotechnology Bridging Program for Internationally-Trained Professionals	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
Bridge to Success for Trades	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Bridge Training for Engineering Technician and Technologists (OPTIONS)	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Bridge Training Project for Teachers	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Bridging Program for Internationally Educated Accounting Professionals	☐	☐	☐	☑ technical institute	☑	☐	☐	☐	☐	☐	☐	☑ work placements	☐	☐	☐	☐	
Bridging Program for Medical Laboratory Technology	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Canadian Access for International Professions and Skilled Trades (C.A.I.P.S.)	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Canadian Communication for Physicians Trained Abroad	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Canadian Employment Skills Program	☐	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
CARE for Nurses	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Career Action for Newcomers Job Search Program	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Career Bridge	☐	☐	☐	☐	☑	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	
										workshops in boardrrom							
Career Exploration Class	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Certinurse.ca	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	
Combined Skills Program: Accounting	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	
									Practicum								
Combined Skills Program: Baking & Pastry Arts	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Combined Skills Program: Culinary Arts	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	
									restaurants, hotels, care facilities								

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
Combined Skills Program: Hairstyling	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Combined Skills Program: Home Support/Resident Care Attendant	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	Care facilities, home care
Commercial Baking and Decorating Program	☐	☐	☐	☑ technical institute	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Computer Programmer for Internationally Educated Professionals	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Drilling Rig-Hand Program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
EASL Home Support/Resident Care Attendant Program	☑	☐	☐	☐	☐	☐	☐	☑ long term care facilities/hospitals	☐	☐	☐	☐	☐	☐	☐	☐	
Employment Preparation for Retail Services	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Employment Program with a Business English Workshop component	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
Engineering Technology Upgrading Program	☐	☐	☐	☑ Technical College	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Engineers and Technologists Integrated Program	☐	☐	☐	☑ Technical Institute	☑	☐	☐	☐	☐	☐	☐	☑ Work placements	☐	☐	☐	☐	
English Communication Courses for Professionals	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☑ Client sites	☐	☐	☐	☐	
English for Business and Academic Purposes (CLB 6-8)	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Business Communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	on G& R site
English for Business Purposes	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Computer Professionals	☐	☐	☐	☑ technical institute	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
English for Engineering Professional	☐	☐	☐	☐	☐	☐	☐	☑ Success Skills Centre	☐	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hal	Other	Computer	Web	Blended	Other	
English for Health Care Aides	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Health Sciences	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Nursing Purposes	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Professional Purposes	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Technical Purposes	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Testing and Certification.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	on delivery site
English for the Canadian Workplace	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English for Truck Drivers	☐	☐	☐	☐	☐	☐	☐	☑ Regional Secondary School	☐	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
English in the Workplace	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English in the WorkPlace - English for Work and Business	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	
English in the Workplace - on site program	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Enhanced ELSA Level 4/5	☑	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	Private School
ESL Co-op for Adults	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
ESL Co-op Work Experience Program (Cred	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
ESL for Health Studies	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	Adult Learning Centre
ESL for Professional Communication	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☑	☐	☐	☐	☐	job shadowing

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hal	Other	Computer	Web	Blended	Other	
ESL Training for Jobs for Hospitality	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	practicum in hotels and restaurants
ESL Training for Jobs for Resident Care Attendant (RCA)	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	long-tern care facilities, practicum
Geriatric Nursing Care Attendant	☐	☐	☐	☐	☑	☑	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Glazier First Year Apprenticeship Training	☐	☐	☐	☑ Technical Insitute	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Graduate Nurse Refresher with English as an Additional Language (GNEAL)	☑	☐	☐	☑ nursing lab	☐	☐	☐	☐	☐	☐	☐	☑ hospital	☐	☐	☐	☐	
Health Care Aid Certificate Program	☐	☐	☐	☐	☐	☐	☐	☑ private school	☑	☐	☐	☐	☐	☐	☐	☐	
Home Daycare Providers' Course	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Home Support Workers' Course	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
Home Support/Resident Care Attendant - ESL	☑	☐	☐	☐	☐	☐	☐	☑ care facilities	☐	☐	☐	☐	☐	☐	☐	☐	
Homecare Attendant Training Program	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Immigrant Women at Work Program (IWW	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Intensive English as a Second Language	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Intensive ESL for Employment	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Intensive ESL for Employment	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
International Midwifery Pre-registration Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑ clinical placements	☐	☐	☐	☐	
International Pharmacy Graduate Program	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑ structured practical training on-site	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
International Pharmacy Graduate Program in Vancouver (IPG)	☐	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Internationally Trained Teachers	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	Employment Projects of Winnipeg
Job Connect	☐	☐	☐	☐	☐	☐	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Job Connect	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Job Connect	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
JobLINC	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Labour Market Language Training L4-5	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Language and Communication Training	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hal	Other	Computer	Web	Blended	Other	
LINC 4/5	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Microelectronics Manufacturing Techniques for Intl. Trained Prof.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
MIT - Mentoring of Internationally Trained Tradespeople	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
New Canadians Program	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
New Options for Foreign-Trained Nurses Seeking Employment in Ontario	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Now You're Talking	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Nurse Refresher Program for Nurses Educated Outside of Canada	☐	☐	☐	☐	☐	☐	☐	☑ Vancouver General Hospital	☐	☐	☐	☑ clinical practice and classroom instruction	☐	☐	☐	☐	
Occupational Terminology Workshops	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Name	Academic				Community				Work				Online				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
On-line English Language Support for Work/Business Communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	
Practical Nurse Refresher/Transition Certificate Program	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑ community care facility	☐	☐	☐	☐	
Preparation for and Access to Trades and Technology (PATT) - name may change	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Reach-Up Program: English Language & Employment Program for Newcomers to Canada	☐	☐	☐	☐	☐	☐	☐	☑ YMCA	☐	☐	☐	☐	☐	☐	☐	☐	
Retail Training Course	☑	☐	☐	☐	☑	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
RN Licensure Preparation Program	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Sector-Specific Terminology Information Counselling	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Spelling for Success for Business and Professions	☐	☐	☐	☐	☐	☐	☐	☑ on site	☐	☐	☐	☐	☐	☐	☐	☐	

Name	--- Academic --				-- Community -				------ Work -----				----- Online -----				Other Location Type
	Community College	Board of Education	University	Other	Agency	Training Centre	Community Centre	Other	In-house Training	Training Centre	Union Hall	Other	Computer	Web	Blended	Other	
Strategies for Listening for Business and Professions	☐	☐	☐	☐	☐	☐	☐	☑ on site	☐	☐	☐	☐	☐	☐	☐	☐	Adult Learning Centres as required
Success Skills Centre	☐	☐	☐	☐	☐	☐	☐	☑ on site	☐	☐	☐	☐	☐	☐	☐	☐	
Test-Taking Techniques for LPN Registration Exam	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	College of Licensed Practical Nurses
The Ontario Network for International Professionals Online (Onip.online)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	
Transition to Technical and Trades Careers	☑	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	
Workplace English	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	on delivery site
Workplace Language Training	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑ On site	☐	☐	☐	☐	
Writing Skills for Business and Professions	☐	☐	☐	☐	☐	☐	☐	☑ on site	☐	☐	☐	☐	☐	☐	☐	☐	

Program or Service by Province

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
	Workplace Language Training	Service	Yes	Other	
Alberta	Bridging Program for Internationally Educated Accounting Professionals	Program	Yes	Accounting/Finance	6
Alberta	Canadian Employment Skills Program	Program	Yes	Other	5
Alberta	Commercial Baking and Decorating Program	Program	Yes	Other	5
Alberta	Drilling Rig-Hand Program	Program	Yes	Other	5
Alberta	Engineering Technology Upgrading Program	Program	Yes	Engineering	6
Alberta	Engineers and Technologists Integrated Program	Program	Yes	Engineering	5
Alberta	English for Computer Professionals	Program	Yes	Information Technology	5
Alberta	Geriatric Nursing Care Attendant	Program	Yes	Health Care	<5
Alberta	Glazier First Year Apprenticeship Training	Program	Yes	Industrial Trades	<5
Alberta	Homecare Attendant Training Program	Program	Yes	Health Care	<5
Alberta	Transition to Technical and Trades Careers	Program	No	Construction Trades	<5
British Columbia	Combined Skills Program: Accounting	Program	No	Accounting/Finance	
British Columbia	Combined Skills Program: Baking & Pastry Arts	Program	No	Other	
British Columbia	Combined Skills Program: Culinary Arts	Program	No	Other	
British Columbia	Combined Skills Program: Hairstyling	Program	No	Other	
British Columbia	Combined Skills Program: Home Support/Resident Care Attendant	Program	No	Health Care	
British Columbia	EASL Home Support/Resident Care Attendant Program	Program	No	Health Care	

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
British Columbia	English for Health Sciences	Program	No	Other	7
British Columbia	English for the Canadian Workplace	Program	Yes	Other	<5
British Columbia	Enhanced ELSA Level 4/5	Program	Yes	Other	<5
British Columbia	ESL for Professional Communication	Program	Yes	Other	6
British Columbia	ESL Training for Jobs for Hospitality	Program	Yes	Hospitality	<5
British Columbia	ESL Training for Jobs for Resident Care Attendant (RCA)	Program	Yes	Health Care	<5
British Columbia	Graduate Nurse Refresher with English as an Additional Language (GNEAL)	Program	No	Health Care	
British Columbia	Health Care Aid Certificate Program	Program	Yes	Health Care	<5
British Columbia	Home Support/Resident Care Attendant - ESL	Program	No	Other	6
British Columbia	International Pharmacy Graduate Program in Vancouver (IF	Program	Yes	Health Care	8
British Columbia	Nurse Refresher Program for Nurses Educated Outside of Canada	Program	No	Health Care	
British Columbia	Practical Nurse Refresher/Transition Certificate Program	Program	No	Health Care	
British Columbia	Reach-Up Program: English Language & Employment Program for Newcomers to Canada	Program	Yes	Other	6
British Columbia	RN Licensure Preparation Program	Program	No	Health Care	
Manitoba	Conversation Master for Business and Professions	Program	Yes	Other	6
Manitoba	Academic English for University and College Entrance	Program	Yes	Other	8
Manitoba	Accelerated English for Health Care Professional	Program	Yes	Health Care	5
Manitoba	Advanced Pronunciation and Accent Development	Program	Yes	Other	6
Manitoba	Canadian Communication for Physicians Trained Abroad	Program	Yes	Other	8
Manitoba	English for Business Communication	Program	Yes	Other	5

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
Manitoba	English for Business Purposes	Program	Yes	Other	5
Manitoba	English for Engineering Professional	Program	Yes	Engineering	5
Manitoba	English for Health Care Aides	Program	Yes	Health Care	5
Manitoba	English for Nursing Purposes	Program	Yes	Health Care	5
Manitoba	English for Professional Purposes	Program	Yes	Other	5
Manitoba	English for Technical Purposes	Program	Yes	Other	5
Manitoba	English for Testing and Certification.	Program	Yes	Other	5
Manitoba	English for Truck Drivers	Program	Yes	Other	<5
Manitoba	ESL for Health Studies	Program	Yes	Health Care	5
Manitoba	Intensive English as a Second Language	Program	Yes		<5
Manitoba	Intensive ESL for Employment	Program	Yes	Other	5
Manitoba	Intensive ESL for Employment	Program	Yes	Other	5
Manitoba	Internationally Trained Teachers	Program	Yes	Education	5
Manitoba	On-line English Language Support for Work/Business Communication	Program	Yes	Other	5
Manitoba	Spelling for Success for Business and Professions	Program	Yes	Other	5
Manitoba	Strategies for Listening for Business and Professions	Program	Yes	Other	5
Manitoba	Success Skills Centre	Service	Yes	Other	5
Manitoba	Test-Taking Techniques for LPN Registration Exam	Program	Yes	Health Care	5
Manitoba	Workplace English	Program	Yes	Other	5
Manitoba	Writing Skills for Business and Professions	Program	Yes	Other	5

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
New Brunswick	Labour Market Language Training L4-5	Program	Yes	Other	<5
New Brunswick	LINC 4/5	Program	Yes	Other	<5
Newfoundland	Career Exploration Class	Program	No	Other	5
Nova Scotia	English in the Workplace	Program	Yes	Other	<5
Nova Scotia	English in the WorkPlace - English for Work and Business	Program	No	Other	5
Nova Scotia	English in the Workplace - on site program	Program	No	Other	No
Ontario	ATAPTIE: Alternative Teacher Accreditation Program for Teachers with Int'l Exp.	Program	No	Education	No
Ontario	Biotechnology Bridging Program for Internationally-Traine Professionals	Program	No	Other	9
Ontario	Bridge to Success for Trades	Program	Yes	Other	7
Ontario	Bridge Training for Engineering Technician and Technologists (OPTIONS)		Yes	Engineering	7
Ontario	Bridge Training Project for Teachers	Program	Yes	Education	7
Ontario	Bridging Program for Medical Laboratory Technology	Program	No	Health Care	6
Ontario	Canadian Access for International Professions and Skilled Trades (C.A.I.P.S.)	Program	No	Other	5
Ontario	CARE for Nurses	Program	Yes	Health Care	7
Ontario	Career Action for Newcomers Job Search Program	Program	Yes		5
Ontario	Career Bridge	Service	Yes	Other	8
Ontario	Certinurse.ca	Service	No	Health Care	
Ontario	Computer Programmer for Internationally Educated Professionals	Program	No	Information Technology	
Ontario	Employment Preparation for Retail Services	Program	Yes	Other	5
Ontario	Employment Program with a Business English Workshop component	Program	No	Other	No

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
Ontario	English Communication Courses for Professionals	Service	No	Other	6
Ontario	English for Business and Academic Purposes (CLB 6-8)	Program	Yes	Other	6
Ontario	ESL Co-op for Adults	Program	No	Other	6
Ontario	ESL Co-op Work Experience Program (Credit)	Program	No	Other	5
Ontario	Home Daycare Providers' Course	Program	Yes	Other	<5
Ontario	Home Support Workers' Course	Program	Yes	Health Care	5
Ontario	Immigrant Women at Work Program (IWWP)	Service	Yes	Other	5
Ontario	International Midwifery Pre-registration Program	Program	No	Other	
Ontario	International Pharmacy Graduate Program	Program	Yes	Other	7
Ontario	Job Connect	Program	No	Other	7
Ontario	Job Connect	Program			6
Ontario	Job Connect	Service	No	Accounting/Finance	7
Ontario	Language and Communication Training	Service	No		7
Ontario	Microelectronics Manufacturing Techniques for Intl. Traine Prof.	Program		Other	
Ontario	MIT - Mentoring of Internationally Trained Tradespeople	Service	No	Other	No
Ontario	New Canadians Program	Program	No	Other	5
Ontario	New Options for Foreign-Trained Nurses Seeking Employment in Ontario	Program	Yes	Health Care	5
Ontario	Now You're Talking	Program	Yes	Other	7
Ontario	Occupational Terminology Workshops	Program	No	Other	<5
Ontario	Preparation for and Access to Trades and Technology (PATT) - name may change	Program	No	Other	6

Province	Name	Program or Service	CLB Referenced	Sector	CLB Required
Ontario	Retail Training Course	Program	Yes	Other	5
Ontario	Sector-Specific Terminology Information Counselling	Program	Yes	Other	6
Ontario	The Ontario Network for International Professionals Onlin (Onip.online)	Service	No	Other	No
Prince Edward Island	JobLINC	Service	No		
Saskatchewan	Basic Language Skills	Program			<5

Appendix I
Notable projects for Future Consideration

Notable Programs for Future Consideration

There were a number of programs that were not profiled in the ELT Database as they did not meet one or more of the criteria for inclusion. These are identified below as good contacts for future updates or revisions of the database:

British Columbia

The province of British Columbia is conducting a number of research projects through the Ministry of Community, Aboriginal and Women's Services (MCAWS) the results of which should be considered for inclusion in the ELT database, if appropriate. Also, cross referencing with programs listed in the *Inventory of Canadian Bridging Programs,* a project currently underway ion BC, may provide additional information in regards to labour market language training available which may not have been captured in the ELT database.

Alberta

The following programs available in Alberta are labour-market focused, have a language-training component but are not currently or sufficiently aligned with the CLB:

Bow Valley College Work Experience Program
Calgary Catholic Immigration Society – Drilling Rig-Hand, Millwright, Electrician and Trowel Trades programs
Grant McEwan College Nurse Credentialing Course
MCC Employment Development Trades Training for Immigrants
Mount Royal College PLAR program for Nurses
NorQuest College – Re-Entry Program for Practical Nurses: Bridge to Business program; Career Options for New Canadians
Programs which are labour-market focused and CLB-referenced but do not have a language training component:
Bredin Institute
Bow Valley College – Directions for Immigrants in Trades and Professional Careers

The following programs, tools or research in Alberta that meet or intend to meet the criteria are still under development and should be considered once completed:

Bow Valley College TOWES/CLBA research
Calgary Mennonite Centre for Newcomers Automotive Technician Apprenticeship Program
Robertson College - ESL Prep for the Health Care Industry; Personal Support Worker Challenge Program; Personal Support Worker; Pharmacy Technician Program
Manitoba

The following are notable models:

Employment Solutions for Immigrant Youth

This is a very creative program that meets many of the specifications of Enhanced Language Training with the exception that youth are included in the client base and funding sources.

- Targets ages 15-30
- 10 weeks/ 8 sessions per year/full-time
- 15 participants
- Uses the CLB for entrance requirements (minimum CLB 5)
- Partnerships for funding are creative/collaborative: HRSD, Manitoba Adult Language Training Branch, Manitoba Literacy and Learning, and Manitoba for Youth.
- Offers a training allowance/income supplement to participants
- Bridges educational upgrading with employment and language skills
- Has a work placement and computer skill development component
- Has a high success rate

Robertson College Vocational Programs

The vocational programs at Robertson College (12 in all) include an adjunct ESL option and use the CLB levels for entrance. CLBA testing is available on site.

Every vocational program has 2 weeks of intensive specific language training preparation.

All programs include 6 hours of adjunct ESL each week.

Teachers instruct in both the vocational program and the adjunct ESL option.

Workplace Based Language Training - Winnipeg

All-Fab Building Components Inc.; Amphenol Technical Products International; Boeing Canada Technology; Endurapak Inc.; Greensteel Industries Ltd.; G&R Languages; Vansco Electronics; MAWEC; Palliser Furniture; UFCW Training Centre; UNITE Manitoba Joint Council; Warehouse One; Jewish Child and Family Services; Cadorath Aerospace; Manitoba Fashion Institute; Western Glove; Parc la Salle; Steinbach; Loewen Windows; Elite Swine; Pembina Valley; Meridian; Salem Homes; Lao's Lucky Restaurant; Kroeker Farms; Gateway Resources; Notre Dame De Lourdes; Consortium of businesses; Hamiota; T&D's Restaurant

There are also a number of bridging programs (see MB Labour Market Information Profile) that focus primarily on assisting immigrant professionals in navigating credential systems and professional requirements. All have a cultural component that includes communication, but their main focus is not language development, but rather communication. For that reason they were not included in the annotation.

Ontario

A number of initiatives in Ontario, including the Bridge Training Programs funded by the Ministry of Training, Colleges and Universities Programs, are emerging in pilot form. A number of these programs do not address language training specifically, although communication and cross cultural communication are beginning to merge as important components of the projects.

The following programs, still in the development stage, should be considered in future:

Program: The Employment Readiness Program

Description: Immigrants with different professional backgrounds will be accepted into the program as long as they meet the minimum level for entry – CLB 8. Then, based on the gaps and needs identified for each individual, a one-on-one program will be developed to help learners integrate into work. The Employment Readiness Program

Contact: Shailja Verma (Ottawa-Carleton Catholic District School Board)

Program: Bridging for Teachers

Description: A service and program model offering services for internationally educated teachers ranging from general orientation to work placements.

Contact: Peggy Edwards (Skills for Change, Toronto)

Program: Self-Marketing for the Canadian Workplace

Description: A component of the job search programs of the Centre for Foreign Trained Professionals and Tradespeople which has no language training outcomes specifically but which deals with communication and language for work search.

Contact: Dorothy Solate (COSTI/Humber Centre for Foreign Tained professionals and Tradespeople

Business English courses available through the Continuing Education Department of School Boards are often accessed by internationally trained professionals, but are not linked in any real way to the labour market were not included in the ELT database, but they do address some of the needs of this clientele.

ELT Projects Funded in 2004-2005

ELT programs funded in 2004 do not appear in the database, but these should be added as soon as possible.

Tool by Province

Province	Title	Tool Type	Developer/Author	Target Occupation
Alberta	Assessment Test for Commercial Baking	Placement test	Calgary Catholic Immigration Society	Trades focus
Alberta	Canadian Culture Workplace Business Communication Module	Curriculum	Calgary Catholic Immigration Society	Professional focus
Alberta	ESL Resource Package for Alberta Communities	Other	Lorene Anderson and Dawn Seabrook de Vargas	General ESL/Language
Alberta	Language at Work: A Job Analysis Guide	Other	Julie. C. Lockhart, Bow Valley College	Other
Alberta	On Target! A Resource Book of Stage One Assessment Tasks Referenced to the CLB	Other language assessment	Chris. C. Mitra (Ed.); Bow Valley College	General ESL/Language
Alberta	On Target! A Resource Book of Stage Two Assesment Tasks Referenced to the CLB	Other language assessment	Christine W. Mitra (Ed.); Bow Valley College	Other
Alberta	Professional Communications for Accountants Module	Curriculum	Karen Berg, Career and Employment Service Edmonton Mennonite Centre for Newcomers	Professional focus
Alberta	Professional Communications for Engineering Technologists Curriculum	Curriculum	Edmonton Mennonite Centre for Newcomers	Professional focus
Alberta	Workplace English Language Proficiency Assessment - Based on the Canadian Language Benchmarks	Other language assessment	Bow Valley College	Other
Manitoba	Benchmarking Tools/Resources for Assigning CLB levels to L2 Language Learners	Other	Lucy Epp	Other
Manitoba	Canadian English Language Benchmark Assessment For Nurses (CELBAN)	Other language assessment	Lucy Epp & Catherine Lewis	Professional focus

Province	Title	Tool Type	Developer/Author	Target Occupation
Manitoba	Canadian Language Benchmarks: Listening/Speaking Resource	Other	Catherine Lewis, Van Nguyen, Lisa Petit & Valerie Unwin	General ESL/Language
Nova Scotia	English for Work and Business	Curriculum	Carol Derby and HILC	General business focus
Nova Scotia	ESL Study Guide for Room Attendant's Certification	Certification Exam Preparation	English in the Workplace at HILC	Trades focus
Ontario	Benchmarks Competency Assessment Training Workshop	Other	Centre for Language Training and Assessmen	
Ontario	Canadian Business Culture Workshops	Curriculum	Tiska Wiedermann and Andrea Strachan	Professional focus
Ontario	Canadian Language Benchmarks 2000: Additional Sample Task Ideas	Other	Grazyna Pawlikowska-Smith	Other
Ontario	Canadian Language Benchmarks: A Guide to Implementati	Other	Tara Holmes; Gail Kingwell; Joanna Pettis; Margaret Pidlaski	
Ontario	Canadian Workplace Communication	Curriculum	Andrea Strachan, ardocs writers & consultant	General business focus
Ontario	Career Pathing for ESL Students - Curriculum Guide	Curriculum	Algonquin College Language Institute	General business focus
Ontario	ESL Co-op Work Experience Program Syllabus	Curriculum	Betty Jenkins	General business focus
Ontario	ESL for Health Sciences	Curriculum	Algonquin College Language Institute	Professional focus
Ontario	ESL for Technology	Curriculum	Algonquin College Language Institute	Professional focus

Province	Title	Tool Type	Developer/Author	Target Occupation
Ontario	ESL Home Daycare Providers' Course Curriculum Guidelines	Curriculum	Team from OCCDSB	Other
Ontario	ESL Nursing Proficiency Test: A Benchmarked Test for N native Speakers of English	Placement test	Algonquin College Language Institute, Gail Gaffney and Heather Kovacs	Professional focus
Ontario	Home Support Workers' Course ESL Curriculum Guidelines	Curriculum	Team from OCCDSB	Other
Ontario	Language Assessment for Learning	Other language assessment	Graybridge-Malkam	Other
Ontario	LERN Curriculum	Curriculum	Windsor-Essex YMCA	Professional focus
Ontario	Ontario College Writing Exemplars	Other	Karen Crawford-Hill (Coordinator),	Other
Ontario	Steps to Employment in Ontario	Curriculum	LCRT Consulting under contract with Citizenship and Immigration Canada	Other
Ontario	STIC: Sector-Specific Terminology, Information & Counselling	Curriculum	Skills for Change	Professional focus
Ontario	Talk English Café	Curriculum	Andrea Strachan, ardocs writers & consultants	General business focus
Ontario	The Adult ESL Curriculum Guidelines 4th Edition	Curriculum	Christina Keith, Kristine Copkov, Catherine Lawrence, Margaret Stasiak	General ESL/Language
Ontario	Working Smart in Canada	Curriculum	Judith Bond and Marni Johnson , Workplace Training & Services (WTS) Inc.	Professional focus

Tool Developers

Title	Tool Type	Developer/Author	Year	Based On CLB
Assessment Test for Commercial Baking	Placement test	Calgary Catholic Immigration Society	2000	2000
Benchmarking Tools/Resources for Assigning CLB levels to L2 Language Learners	Other	Lucy Epp	2001	2000
Benchmarks Competency Assessment Training Workshops	Other	Centre for Language Training and Assessment	2000	1996
Canadian Business Culture Workshops	Curriculum	Tiska Wiedermann and Andrea Strachan	2003	2000
Canadian Culture Workplace Business Communication Module	Curriculum	Calgary Catholic Immigration Society	2004	2000
Canadian English Language Benchmark Assessment For Nurses (CELBAI	Other language assessmen	Lucy Epp & Catherine Lewis	2003	2000
Canadian Language Benchmarks 2000: Additional Sample Task Ideas	Other	Grazyna Pawlikowska-Smith	2002	2000
Canadian Language Benchmarks: Listening/Speaking Resource	Other	Catherine Lewis, Van Nguyen, Lisa Petit & Valerie Unwin	1998	1996
Canadian Language Benchmarks: A Guide to Implementation	Other	Tara Holmes; Gail Kingwell; Joanna Pettis; Margaret Pidlaski		2000
Canadian Workplace Communication	Curriculum	Andrea Strachan, ardocs writers & consultants	2003	2000
Career Pathing for ESL Students - Curriculum Guide	Curriculum	Algonquin College Language Institute	2000	
English for Work and Business	Curriculum	Carol Derby and HILC	2003	

Title	Tool Type	Developer/Author	Year	Based On CLB
ESL Co-op Work Experience Program Syllabus	Curriculum	Betty Jenkins	1997	
ESL for Health Sciences	Curriculum	Algonquin College Language Institute	2000	
ESL for Technology	Curriculum	Algonquin College Language Institute	2000	
ESL Home Daycare Providers' Course Curriculum Guidelines	Curriculum	Team from OCCDSB	2000	1996
ESL Nursing Proficiency Test: A Benchmarked Test for Non-native Speakers of English	Placement test	Algonquin College Language Institute, Gail Gaffney and Heather Kovacs	2003	2000
ESL Resource Package for Alberta Communities	Other	Lorene Anderson and Dawn Seabrook de Vargas	2003	2000
ESL Study Guide for Room Attendant's Certification	Certification Exam Preparation	English in the Workplace at HILC	2000	
Home Support Workers' Course ESL Curriculum Guidelines	Curriculum	Team from OCCDSB	2000	1996
Language Assessment for Learning	Other language assessmen	Graybridge-Malkam	1998	1996
Language at Work: A Job Analysis Guide	Other	Julie. C. Lockhart, Bow Valley College	1998	1996
LERN Curriculum	Curriculum	Windsor-Essex YMCA	1999	1996
On Target! A Resource Book of Stage One Assessment Tasks Reference the CLB	Other language assessmen	Chris. C. Mitra (Ed.); Bow Valley College	1998	1996
On Target! A Resource Book of Stage Two Assesment Tasks Reference the CLB	Other language assessmen	Christine W. Mitra (Ed.); Bow Valley College	1999	1996
Ontario College Writing Exemplars	Other	Karen Crawford-Hill (Coordinator),	2002	2000

Title	Tool Type	Developer/Author	Year	Based On CLB
Professional Communications for Accountants Module	Curriculum	Karen Berg, Career and Employment Services, Edmonton Mennonite Centre for Newcomers	2004	2000
Professional Communications for Engineering Technologists Curriculum	Curriculum	Edmonton Mennonite Centre for Newcomers	1996	2000
Steps to Employment in Ontario	Curriculum	LCRT Consulting under contract with Citizenship and Immigration Canada	2001	2000
STIC: Sector-Specific Terminology, Information & Counselling	Curriculum	Skills for Change		1996
Talk English Café	Curriculum	Andrea Strachan, ardocs writers & consultants	2003	2000
The Adult ESL Curriculum Guidelines 4th Edition	Curriculum	Christina Keith, Kristine Copkov, Catherine Lawrence, Margaret Stasiak	2003	2000
Working Smart in Canada	Curriculum	Judith Bond and Marni Johnson , Workplace Training & Services (WTS) Inc.	2004	2000
Workplace English Language Proficiency Assessment - Based on the Canadian Language Benchmarks	Other language assessmen	Bow Valley College	2001	1996

Tool Targets

Title	Tool Type	Target Instructor	Target Providers	Target Participants
Assessment Test for Commercial Baking	Placement test	ESL instructors	Community College	Previous training in field
Benchmarking Tools/Resources for Assigning CLB levels to L2 Language Learners	Other	ESL instructors	Other	Other
Benchmarks Competency Assessment Training Workshops	Other	ESL instructors	Other	Other
Canadian Business Culture Workshops	Curriculum	Other	Other	Other
Canadian Culture Workplace Business Communication Module	Curriculum	Other	Community Service Agency	Previous training in field
Canadian English Language Benchmark Assessment For Nurses (CELBAN)	Other language assessment	Other	Other	Previous training in field
Canadian Language Benchmarks 2000: Additional Sample Task Idea	Other	ESL instructors		
Canadian Language Benchmarks: Listening/Speaking Resource	Other	ESL instructors	Other	Other
Canadian Language Benchmarks: A Guide to Implementation	Other	ESL instructors		
Canadian Workplace Communication	Curriculum	ESL instructors	Community Service Agency	Other
Career Pathing for ESL Students - Curriculum Guide	Curriculum	Other	Community College	Other
English for Work and Business	Curriculum	ESL instructors	Community Service Agency	Other

Title	Tool Type	Target Instructor	Target Providers	Target Participants
ESL Co-op Work Experience Program Syllabus	Curriculum	Other	School Boards	Other
ESL for Health Sciences	Curriculum	Other	Community College	Other
ESL for Technology	Curriculum	Other	Community College	Other
ESL Home Daycare Providers' Course Curriculum Guidelines	Curriculum	ESL instructors	Other	New to field
ESL Nursing Proficiency Test: A Benchmarked Test for Non-nativ Speakers of English	Placement test	Other	Community College	Previous training in field
ESL Resource Package for Alberta Communities	Other	ESL instructors	Community Service Agency	Other
ESL Study Guide for Room Attendant's Certification	Certification Exam Preparation	ESL instructors	Workplaces	New to field
Home Support Workers' Course ESL Curriculum Guidelines	Curriculum	ESL instructors	Community Service Agency	Other
Language Assessment for Learning	Other language assessment	Other	Workplaces	Other
Language at Work: A Job Analysis Guide	Other	Other	Other	Other
LERN Curriculum	Curriculum	ESL instructors	Community Service Agency	Previous training in field
On Target! A Resource Book of Stage One Assessment Tasks Referenced to the CLB	Other language assessment	ESL instructors	Other	Other
On Target! A Resource Book of Stage Two Assesment Tasks Referenced to the CLB	Other language assessment	ESL instructors	Other	Other
Ontario College Writing Exemplars	Other	Other	Pre-college	

Title	Tool Type	Target Instructor	Target Providers	Target Participants
Professional Communications for Accountants Module	Curriculum		Other	Previous training in field
Professional Communications for Engineering Technologists Curriculum	Curriculum	ESL instructors	Other	Previous training in field
Steps to Employment in Ontario	Curriculum	ESL instructors	Other	Previous training in field
STIC: Sector-Specific Terminology, Information & Counselling	Curriculum	ESL instructors	Community Service Agency	Previous training in field
Talk English Café	Curriculum	ESL instructors	Community Service Agency	Other
The Adult ESL Curriculum Guidelines 4th Edition	Curriculum	ESL instructors		Other
Working Smart in Canada	Curriculum	Other	Community Service Agency	Previous training in field
Workplace English Language Proficiency Assessment - Based on th Canadian Language Benchmarks	Other language assessment	ESL instructors	Other	Other

Tool Partners

Title	Tool Type	Developer/Author	Partners/Advisors	Target Occupation	CLB Version
Assessment Test for Commercial Baking	Placement test	Calgary Catholic Immigration Society	n/a	Trades focus	2000
Benchmarking Tools/Resources for Assigning CLB levels to L2 Language Learners	Other	Lucy Epp		Other	2000
Benchmarks Competency Assessment Training Workshops	Other	Centre for Language Training and Assessment			1996
Canadian Business Culture Workshops	Curriculum	Tiska Wiedermann and Andrea Strachan	ACCES Toronto; Career Bridge Intern:	Professional focus	2000
Canadian Culture Workplace Business Communication Module	Curriculum	Calgary Catholic Immigration Society	APEGGA, Canadian Council of Professional Engineers, Industry partner	Professional focus	2000
Canadian English Language Benchmark Assessment For Nurses (CELBAN)	Other language assessment	Lucy Epp & Catherine Lewis		Professional focus	2000
Canadian Language Benchmarks 2000: Additional Sample Task Ideas	Other	Grazyna Pawlikowska-Smith	CCB Board of Directors; ESL Colleagues; Advisors	Other	2000
Canadian Language Benchmarks: Listening/Speaking Resource	Other	Catherine Lewis, Van Nguyen, Lisa Petit & Valerie Unwin		General ESL/Language	1996
Canadian Language Benchmarks: A Guide to Implementation	Other	Tara Holmes; Gail Kingwell; Joanna Pettis; Margaret Pidlaski	Alberta Learning; CCLB; Manitoba Department of Labour and Immigration		2000

Title	Tool Type	Developer/Author	Partners/Advisors	Target Occupation	CLB Version
Canadian Workplace Communication	Curriculum	Andrea Strachan, ardocs writers & consultants	JVS employment counsellors	General business focus	2000
Career Pathing for ESL Students - Curriculum Guide	Curriculum	Algonquin College Language Institute	LASI World Skills and Counseling Department at Algonquin	General business focus	
English for Work and Business	Curriculum	Carol Derby and HILC	Gerry Mills	General business focus	
ESL Co-op Work Experience Program Syllabus	Curriculum	Betty Jenkins	none	General business focus	
ESL for Health Sciences	Curriculum	Algonquin College Language Institute	LASI World Skills	Professional focus	
ESL for Technology	Curriculum	Algonquin College Language Institute	LASI World Skills	Professional focus	
ESL Home Daycare Providers' Course Curriculum Guidelines	Curriculum	Team from OCCDSB	none	Other	1996
ESL Nursing Proficiency Test: A Benchmarked Test for Non-native Speakers English	Placement test	Algonquin College Language Institute, Gail Gaffney and Heather Kovacs	Red River College (involved in benchmarking the test)	Professional focus	2000
ESL Resource Package for Alberta Communities	Other	Lorene Anderson and Dawn Seabrook de Vargas	Bow Valley College; NorQuest College; Community Adult Learning Councils	General ESL/Language	2000
ESL Study Guide for Room Attendant's Certification	Certification Exam Preparation	English in the Workplace at HILC	Tourism Industry Association of Nova Scotia, Canadian Tourism Human Resource Council	Trades focus	

Title	Tool Type	Developer/Author	Partners/Advisors	Target Occupation	CLB Version
Home Support Workers' Course ESL Curriculum Guidelines	Curriculum	Team from OCCDSB	none	Other	1996
Language Assessment for Learning	Other language assessment	Graybridge-Malkam	none	Other	1996
Language at Work: A Job Analysis Guide	Other	Julie. C. Lockhart, Bow Valley College	Albeta Advanced Education and Career Development; Industry Advisory Committee	Other	1996
LERN Curriculum	Curriculum	Windsor-Essex YMCA		Professional focus	1996
On Target! A Resource Book of Stage One Assessment Tasks Referenced to the CLB	Other language assessment	Chris. C. Mitra (Ed.); Bow Valley College	ESL Instructors in Alberta	General ESL/Language	1996
On Target! A Resource Book of Stage Two Assesment Tasks Referenced to the CLB	Other language assessment	Christine W. Mitra (Ed.); Bow Valley College	ESL Instructors in Alberta	Other	1996
Ontario College Writing Exemplars	Other	Karen Crawford-Hill (Coordinator),	Heads of Language Steering Group; School Boards; Community Colleges	Other	2000
Professional Communications for Accountan Module	Curriculum	Karen Berg, Career and Employment Services, Edmonton Mennonite Centre for Newcomers	CGA; CMA; Northern Alberta Institute of Technology; industry partners	Professional focus	2000
Professional Communications for Engineerin Technologists Curriculum	Curriculum	Edmonton Mennonite Centre for Newcomers	ASET; APEGGA; CCPE (national umbrella group of licensing bodies for engineering)	Professional focus	2000
Steps to Employment in Ontario	Curriculum	LCRT Consulting under contract with Citizenship and Immigration Canada	Regulators, employers, ESL instructors, ESL students	Other	2000

Title	Tool Type	Developer/Author	Partners/Advisors	Target Occupation	CLB Version
STIC: Sector-Specific Terminology, Information & Counselling	Curriculum	Skills for Change	Ministry of Training, Colleges and Universities	Professional focus	1996
Talk English Café	Curriculum	Andrea Strachan, ardocs writers & consultants	ACCES staff and program participants	General business focus	2000
The Adult ESL Curriculum Guidelines 4th Edition	Curriculum	Christina Keith, Kristine Copkov, Catherine Lawrence, Margaret Stasiak		General ESL/Language	2000
Working Smart in Canada	Curriculum	Judith Bond and Marni Johnson , Workplace Training & Services (WTS) Inc.		Professional focus	2000
Workplace English Language Proficiency Assessment - Based on the Canadian Language Benchmarks	Other language assessment	Bow Valley College	ESL Instructors	Other	1996

Research Aim

Title	Funder or Sponsor	Aim/Objective
A Synopsis of Initiatives Affecting the Labour Mark Integration of (1)	Equal Opportunity Secretariat, Ministry Responsible for the Public Service (2)	The report focuses on changes that may positively affect the labour market integr of foreign-trained professionals and trade workers.
Aerospace Relate Courses - Manufacturing Practices	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific ski courses at RRC.
Aerospace Relate Courses-Dimensional Metrology: Benchmarking Project Report	Adult Language Training Branch/Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers in occupation specific skill courses at Red River College
Aerospace Relate Courses-Dimensional Metrology: Benchmarking Project Report	Adult Language Training Branch/Manitoba Dept of Culture,Heritage & Citizenship	To determine the English language demands for English second language speakers in occupation specific skill courses at Red River College.
Aerospace Relate Courses-Metallurgy and Heat Treatment: Benchmarking Project Rep	Adult Language Training Branch Manitoba Dept of Culture, Heritage & Citizenship	To determine the English Language demands for English second language speakers in occupation specific skill courses at Red River College.
Aerospace Relate Courses-Metallurgy and Heat Treatment: Benchmarking Project Rep	Adult Language Training Branch/Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English language speakers (L2) in occupation specific skill courses at Red River College.
Aerospace Related Courses - Geometrical Dimensioning: Benchmarking Report	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific ski courses at RRC.
Aerospace Related Courses-Metallurgy & Heat Treatment BenchmarkingProjectReport	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Aircraft Maintenance Engineer - Basic Electricity: Benchmarking Project Report	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific ski courses at RRC.

Title	Funder or Sponsor	Aim/Objective
Aircraft Maintenance Engineer - Canadian Aviation Regulations: Benchmarking	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific ski courses at RRC.
Aircraft Maintenance Engineers(Occupation)Benchmarks Project Report	Manitoba Aerospace Human Resources Coordinating Committee	To conduct an analysis of the English language demands of aircraft maintenance engineers.
Automotive Technician : Benchmarking Project Rep	Adult Language Training Branch Manitoba Labour and Immigration	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Benchmarking Adult Rates of Second Language Acquisition and Integration	Alberta Learning and Citizenship & Immigration Canada	Responds to the question: "How long does it take Adult immigrants to learn Engli well enough to meet their needs? "
Benchmarking English Language Demands of the Nursing Profession Across Canada	Centre for Canadian Language Benchmarks	To conduct analysis of the English language demands of the nursing profession in Canada.
Benchmarking the TOEFL	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To use CLB to measure & assess the competency levels required for second langua speakers to be successful in mtg the college/university English language requiremen through TOEFL.
Beyond the Basics: A Provincial Needs Assessment c Literacy Services for New Ca	Human Resource Development Canada (HRDC	To learn about the delivery of literacy skills, including English as a second languag to new Canadians and to identify successes and recommend initiatives that would b effective in the future.
Business Administration Program: Benchmarking Project Report	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ESL speakers (L2) in occupation specific skill programs at Red River College.
Canadian Language Benchmarks - TOEFL Research Project : A Comparison Study…	Alberta Learning	to determine the comparabillity of performances in the two tests and the possibili using both tests in the academic admission process for colleges and universities
Canadian Language Benchmarks Report for the Trucking Industry	Red River College	To determine the English language demands for ESL speakers (L2) in truck driving training programs in Manitoba.

Title	Funder or Sponsor	Aim/Objective
Civil Technology: Benchmarking Project Report	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
CNC Machinist at Bristol Aerospace	Manitoba Aerospace Human resources Coordinating Committee	To conduct an analysis of the English language demands of sheet metal machinists order to develop workplace language programs and to inform screening mechanism Bristol Aerospace for prospective immigrant applicants.
Colleges Integrating Immigrants to Employment (CIITE)	Ontario Ministry of Training, Colleges and universities	Articulation of an accessible pathway through the college system that builds on the education, skills and experience of internationally trained immigrants and results i employment in the same or related field.
Computer Accounting Technician: Benchmarking Project Report	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific ski courses at RRC.
Computer Aided Drafting Technician: Benchmarking Project Report	Adult Language Training Branch/Manitoba Dept of Culture, Heritge and Citizenship	To determine the English language demands for English second language speakers in occupation specific skill programs at Red River College.
Computer Analyst/Programmer: Benchmarking Proj Report	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific ski courses at RRC.
Culinary Arts: Benchmarking Project Report	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Developing Integrated Programming for Immigrant Professionals	Alberta Learning and Citizenship and Immigration Canada	- to develop a model or template for developing integrated bridging programs for immigrant professionals; using Accounting as the pilot study
Development and Validation of CanTEST Versions f Canadian Language Benchmarks	Centre for Canadian Language Benchmarks	To determine CanTEST and CLB compatibility and establish CLB versions of the CanTEST for use in assessing CLB Stage II and III language proficiency.
Development Service Worker: Benchmarking Projec Report	Adult Language Training Branch/Manitoba Labour and Immigration	To determine the English language demands for English second language speakers in occupation specific skill programs at Red River College.

Title	Funder or Sponsor	Aim/Objective
DevelopmentoftheCLBAforNurses(CELBAN)-NursingSpecificLanguageAssessmentTool	Centre for Canadian Language Benchmarks	To describe the development of the CELBAN.
DevelopOccupationalSpecificLanguageAssessmentT Using CLB's:Guide-Trade&Profess	Centre for Canadian Language Benchmarks	To provide test developers with a framework for the development of occupation specific English language assessment tool.
Early Childhood Education CBA/PLA Project Repor	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To conduct analysis of the English language demands of an Early Childhood Educa II.
Early Childhood Education: Benchmarking Project Report	Adult Language Training Branch Manitoba Labour and Immigration	To determine the English language demands for English second language speakers in occupation specific skill programs at Red River College.
Electrical (Certificate): Benchmarking Project Repoi	Adult Language Training Branch Manitoba Labour and Immigration	To determine the English language demands for English second language speakers in occupation specific skill programs at Red River College.
Electrical Engineering Technology: Benchmarking Project Report	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific sk courses at RRC.
Gas Turbine Engine: Benchmarking Project Report	Adult Language Training Branch/Manitoba Labour and Immigration	to determine the English language demands for English second language speakers L in occupation specific skill programs at Red River College.
Health Care Aide: Benchmarking	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To determine the English language demands for ES: (L2) in occupation specific sk courses at RRC.
Heavy Duty Equipment Mechanic: Benchmarking Project	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Hotel & Restaurant Administration: Benchmarking Project	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.

Title	Funder or Sponsor	Aim/Objective
International Business: Benchmarking Project Repor	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Internationally-EducatedEngineersQualifications (IEEQ) Pilot Program	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	To analyze the language demands of 3 specific Engineering courses at the Univers of Manitoba in the internationally Education Engineering Qualifications (IEEQ) F Program.
Labour Market Attachment Needs of Immigrants in Nova Scotia	HRSD	To document the labour market attachment needs of immigrants in Nova Scotia.
Literacy Through E-learning: The Second Language Learning Café at the Bank of C		Description of successful Second Language Learning Café at the Bank of Canada (EFL and ESL)
Looking Ahead: Immigration Overview Planning for the Labour Market (1)	Immigrants Labour Force Steering Committee	Provides an overview of the data related to immigrants in BC and their participati the paid labour force. The overview will enable people to work from a common information base as they engage in the Looking Ahead analysis and planning.
Manufacturing Technician	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Meeting the Needs and Making Connections: A Repo on the Saskatchewan Immigrant	Citizenship and Immigration Canada	To identify unmet service needs of immigrants in Saskatchewan and underlying causes of the high rate of secondary migration of immigrants and refugees out of Saskatchewan.
Midwife (ESP Curriculum Development) CLB Projec	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	To conduct an analysis of the English language demands of the midwife upgrading establish a base line of English language competency for entry and to provide a framework for the development of a customized curriculum.
Motor Vehicle Mechanic (Occupation) Benchmarks Project Report	Settlement and Labour Market Services/Manitoba Labour and Immigration	To conduct an analysis of the English language demands of motor vehicle mechan
Nursing Refresher: Benchmarking Project Report	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.

Title	Funder or Sponsor	Aim/Objective
Nursing: Benchmarking Project Report	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Occupational Therapist (Occupation) Benchmarks Project Report	Settlement & Labour Market Services (MB De of Labour & Immigration)	To conduct analysis of the English language demands of occupational therapists.
Ontario College Writing Exemplars	School/College/Work Initiative; Ministry of Training, Colleges and Universities	To develop a set of Ontario college writing exemplars and align the writing descrip to the CLB.
Pharmacist Occupation) Benchmarks Project Report	Immigration & Multiculturalism Division/Manitoba Labour and Immigration	To conduct an analysis of the English language demands of the pharmacy professi
Piping Trades	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Policy Brief: The Skilled Worker Class	Metropolis Project	Discussion on the selection Criteria in the Immigration and Refugee Protection Ac including language proficiency
Services Review to Identify Providers of English Language Instruction (1)	Ministry of Community, Aboriginal & Women Services, Settlement and (2)	To identify providers that focus on English language acquisition and Labour Marke training and describe the characteristics of the program, identify current trends and perceived gaps in LMLT.
Skill Shortages and BC's Changing Labour Market (1)	SUCCESS/Business Council of British Columbia	To address the role of immigration in meeting future labour market needs.
Stepping Stones to Success	Human Resources Development Canada	To determine the extent to which a number of professional associations and provi government departments are recognizing foreign credentials on PEI
Sterile Processing Technician: Benchmarking Projec Report	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.

Title	Funder or Sponsor	Aim/Objective
Using the CLB to Benchmark College Program/Courses & Language Proficiency Tests	Red River College (Language Training Centre)	To describe a process to analyze the language levels used in programs at RRC, and determine the levels that 2nd language students need in order to meet college/university entrance requirements based on tests of language proficiency.
Viability of a Foreign Credential Assessment Service in Atlantic Canada	HRDC	To explore the viability of a foreign credential assessment service in Atlantic Can
Visible Minorities in Saskatchewan	Government of Saskatchewan	A statistical profile of the visible minority population in Saskatchewan
Welding: Benchmarking Project Report	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.
Word Processing Technology: Benchmarking Project Report	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	To determine the English language demands for English second language speakers (L2) in occupation specific skill programs at Red River College.

Research by Province

Province	Title	Author	Year	Publisher
	Policy Brief: The Skilled Worker Class	Erin Tolley	2003	Metropolis Project
Alberta	Benchmarking Adult Rates of Second Language Acquisition and Integration	Dr. David L.E. Watt and Deidre M. Lake	2004	University of Calgary
Alberta	Canadian Language Benchmarks - TOEFL Research Project : A Comparison Study…	David L.E. Watt, Associate Professor, University of Calg	2000	University of Calgary
Alberta	Developing Integrated Programming for Immigrant Professiona	Karol Adamowicz, Edmonton Mennonite Centre for Newcomers	2004	Edmonton Mennonite Centre for Newcomers
Manitoba	Aerospace Relate Courses - Manufacturing Practices	Lucy Epp & Mary Stawychny	1998	Red River College
Manitoba	Aerospace Relate Courses-Dimensional Metrology: Benchmarki Project Report	Luce Epp, Mary Stawychny	1998	Red River College
Manitoba	Aerospace Relate Courses-Dimensional Metrology: Benchmarki Project Report	Lucy Epp, Mary Stawychny	1998	Red River College
Manitoba	Aerospace Relate Courses-Metallurgy and Heat Treatment: Benchmarking Project Rep	Lucy Epp, Mary Stawychny	1998	Red River College
Manitoba	Aerospace Relate Courses-Metallurgy and Heat Treatment: Benchmarking Project Rep	Lucy Epp, Mary Stawychny	1998	Red River College
Manitoba	Aerospace Related Courses - Geometrical Dimensioning: Benchmarking Report	Lucy Epp & Mary Stawychny	1998	Red River College
Manitoba	Aerospace Related Courses-Metallurgy & Heat Treatment BenchmarkingProjectReport	Lucy Epp & Mary Stawychny	1998	Red River College

Province	Title	Author	Year	Publisher
Manitoba	Aircraft Maintenance Engineer - Basic Electricity: Benchmarki Project Report	Lucy Epp & Judith Hayes	2000	Red River College
Manitoba	Aircraft Maintenance Engineer - Canadian Aviation Regulations Benchmarking	Lucy Epp & Judith Hayes	2000	Red River College
Manitoba	Aircraft Maintenance Engineers(Occupation)Benchmarks Proje Report	Lucy Epp, Chris McInnis	2001	Red River College
Manitoba	Automotive Technician : Benchmarking Project Report	Luce Epp, Mary Stawychny	2000	Red River College
Manitoba	Benchmarking the TOEFL	Lucy Epp & Mary Stawychny	1999	Red River College
Manitoba	Business Administration Program: Benchmarking Project Repor	Lucy Epp & Mary Stawychny	1998	Red River College
Manitoba	Canadian Language Benchmarks Report for the Trucking Indust	Lorna Hiebert	1999	Red River College
Manitoba	Civil Technology: Benchmarking Project Report	Lucy Epp & Mary Stawychny	2000	Red River College
Manitoba	CNC Machinist at Bristol Aerospace	Grace Eidse & Margaret Pidlaski	1997	Adult Language Training Branch
Manitoba	Computer Accounting Technician: Benchmarking Project Repo	Lucy Epp & Mary Stawychny	1998	Red River College
Manitoba	Computer Aided Drafting Technician: Benchmarking Project Report	Lucy Epp, Mary Stawychny	1998	Red River College
Manitoba	Computer Analyst/Programmer: Benchmarking Project Report	Lucy Epp & Mary Stawychny	2000	Red River College

Province	Title	Author	Year	Publisher
Manitoba	Culinary Arts: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Red River College
Manitoba	Development Service Worker: Benchmarking Project Report	Lucy Epp, Mary Stawychny	2000	Red River College
Manitoba	DevelopOccupationalSpecificLanguageAssessmentToolUsing CLB's:Guide-Trade&Profess	Lucy Epp & Catherine Lewis	2004	Centre for Canadian Language Benchmarks
Manitoba	Early Childhood Education CBA/PLA Project Report	Judith Hayes & Lisa Petit	2000	Adult Language Training Branch
Manitoba	Early Childhood Education: Benchmarking Project Report	Lucy Epp, Mary Stawychny	2001	Red River College
Manitoba	Electrical (Certificate): Benchmarking Project Report	Lucy Epp, Mary Stawychny	2000	Red River College
Manitoba	Electrical Engineering Technology: Benchmarking Project Repo	Lucy Epp	2001	Red River College
Manitoba	Gas Turbine Engine: Benchmarking Project Report	Lucy Epp, Mary Stawychny	2001	Red River College
Manitoba	Health Care Aide: Benchmarking	Lucy Epp	2000	Red River College
Manitoba	Heavy Duty Equipment Mechanic: Benchmarking Project	Lucy Epp & Mary Stawychny	2000	Red River College
Manitoba	Hotel & Restaurant Administration: Benchmarking Project	Lucy Epp & Mary Stawychny	1998	Red River College
Manitoba	International Business: Benchmarking Project Report	Lucy Epp	2002	Red River College

Province	Title	Author	Year	Publisher
Manitoba	Internationally-EducatedEngineersQualifications (IEEQ) Pilot Program	Catherine Lewis	2003	Red River College
Manitoba	Manufacturing Technician	Lucy Epp & Mary Stawychny	1998	Red River College
Manitoba	Midwife (ESP Curriculum Development) CLB Project	Lisa Petit	1999	Adult Language Training Branch
Manitoba	Motor Vehicle Mechanic (Occupation) Benchmarks Project Report	Lucy Epp, Chris McInnis	2002	Red River College
Manitoba	Nursing Refresher: Benchmarking Project Report	Lucy Epp & Mary Stawychny	2000	Red River College
Manitoba	Nursing: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Red River College
Manitoba	Occupational Therapist (Occupation) Benchmarks Project Report	Lucy Epp & Chris McInnis	2002	Red River College
Manitoba	Pharmacist Occupation) Benchmarks Project Report	Joanne Pettis, Paz Bowman	2003	Red River College
Manitoba	Piping Trades	Lucy Epp & Mary Stawychny	1999	Red River College
Manitoba	Sterile Processing Technician: Benchmarking Project Report	Lucy Epp & Mary Stawychny	2002	Red River College
Manitoba	Using the CLB to Benchmark College Program/Courses & Language Proficiency Tests	Lucy Epp & Mary Stawychny	2000	Red River College
Manitoba	Welding: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Red River College

Province	Title	Author	Year	Publisher
Manitoba	Word Processing Technology: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Red River College
Nova Scotia	Labour Market Attachment Needs of Immigrants in Nova Scotia	Gardner Pinfold Consulting Economists Ltd.	2004	
Nova Scotia	Viability of a Foreign Credential Assessment Service in Atlantic Canada	Gardner Pinfold Consulting Economists Ltd.	2003	MISA
Ontario	Benchmarking English Language Demands of the Nursing Profession Across Canada	Lucy Epp & Mary Stawychny	2002	Centre for Canadian Language Benchmarks
Ontario	Colleges Integrating Immigrants to Employment (CIITE)	CONNECT	2005	
Ontario	Development and Validation of CanTEST Versions for Canadian Language Benchmarks	J. St. John and M. Des Brisay	2001	Centre for Canadian Language Benchmarks
Ontario	DevelopmentoftheCLBAforNurses(CELBAN)-NursingSpecificLanguageAssessmentTool	Lucy Epp & Catherine Lewis	2003	Red River College
Ontario	Literacy Through E-learning: The Second Language Learning C at the Bank of C	Allison Campbell	2002	Conference Board of Canada
Ontario	Ontario College Writing Exemplars	Karen Crawford-Hill & Project Team	2002	Ontario College Heads f Language
Prince Edward Island	Stepping Stones to Success	Jasmina Gari, Michelle Jay, Kevin Arsenault, Beti Andri	2003	PEI Association for Newcomers to Canada
Saskatchewan	Beyond the Basics: A Provincial Needs Assessment of Literacy Services for New Ca	Lynda E. McPhee	2001	The National Literacy Secretaria
Saskatchewan	Meeting the Needs and Making Connections: A Report on the Saskatchewan Immigrant	Immigration Branch, Government Relations and Aborigin Affairs	2002	Government of Saskatchewan

Province	Title	Author	Year	Publisher
Saskatchewan	Visible Minorities in Saskatchewan	Doug Elliot	2004	Government of Saskatchewan

Research Titles

Title	Author	Year	Funder or Sponsor	Published in
A Synopsis of Initiatives Affecting the Labour Mark Integration of (1)	Penny Hanford	2000	Equal Opportunity Secretariat, Ministry Responsible for the Public Service (2)	www.mcaws.gov.bc.ca/amip/iqp /research_reports.htm
Aerospace Relate Courses - Manufacturing Practices	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Aerospace Relate Courses-Dimensional Metrology: Benchmarking Project Report	Luce Epp, Mary Stawychny	1998	Adult Language Training Branch/Manitoba Dept of Culture, Heritage & Citizenship	
Aerospace Relate Courses-Dimensional Metrology: Benchmarking Project Report	Lucy Epp, Mary Stawychny	1998	Adult Language Training Branch/Manitoba Dept of Culture,Heritage & Citizenship	
Aerospace Relate Courses-Metallurgy and Heat Treatment: Benchmarking Project Rep	Lucy Epp, Mary Stawychny	1998	Adult Language Training Branch/Manitoba Dept of Culture, Heritage & Citizenship	
Aerospace Relate Courses-Metallurgy and Heat Treatment: Benchmarking Project Rep	Lucy Epp, Mary Stawychny	1998	Adult Language Training Branch Manitoba Dept of Culture, Heritage & Citizenship	
Aerospace Related Courses - Geometrical Dimensioning: Benchmarking Report	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Aerospace Related Courses-Metallurgy & Heat Treatment BenchmarkingProjectReport	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Aircraft Maintenance Engineer - Basic Electricity: Benchmarking Project Report	Lucy Epp & Judith Hayes	2000	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Aircraft Maintenance Engineer - Canadian Aviation Regulations: Benchmarking	Lucy Epp & Judith Hayes	2000	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Aircraft Maintenance Engineers(Occupation)Benchmarks Project Report	Lucy Epp, Chris McInnis	2001	Manitoba Aerospace Human Resources Coordinating Committee	

Title	Author	Year	Funder or Sponsor	Published in
Automotive Technician : Benchmarking Project Rep	Luce Epp, Mary Stawychny	2000	Adult Language Training Branch Manitoba Labour and Immigration	
Benchmarking Adult Rates of Second Language Acquisition and Integration	Dr. David L.E. Watt and Deidre M. Lake	2004	Alberta Learning and Citizenship & Immigration Canada	Calgary
Benchmarking English Language Demands of the Nursing Profession Across Canada	Lucy Epp & Mary Stawychny	2002	Centre for Canadian Language Benchmarks	
Benchmarking the TOEFL	Lucy Epp & Mary Stawychny	1999	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Beyond the Basics: A Provincial Needs Assessment c Literacy Services for New Ca	Lynda E. McPhee	2001	Human Resource Development Canada (HRDC)	Report
Business Administration Program: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Canadian Language Benchmarks - TOEFL Research Project : A Comparison Study…	David L.E. Watt, Associate Professor, University of Calgary	2000	Alberta Learning	Calgary
Canadian Language Benchmarks Report for the Trucking Industry	Lorna Hiebert	1999	Red River College	
Civil Technology: Benchmarking Project Report	Lucy Epp & Mary Stawychny	2000	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	
CNC Machinist at Bristol Aerospace	Grace Eidse & Margaret Pidlaski	1997	Manitoba Aerospace Human resources Coordinating Committee	
Colleges Integrating Immigrants to Employment (CIITE)	CONNECT	2005	Ontario Ministry of Training, Colleges and universities	Under development
Computer Accounting Technician: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	

Title	Author	Year	Funder or Sponsor	Published in
Computer Aided Drafting Technician: Benchmarking Project Report	Lucy Epp, Mary Stawychny	1998	Adult Language Training Branch/Manitoba Dept of Culture, Heritge and Citizenship	
Computer Analyst/Programmer: Benchmarking Proj Report	Lucy Epp & Mary Stawychny	2000	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Culinary Arts: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Developing Integrated Programming for Immigrant Professionals	Karol Adamowicz, Edmonton Mennonite Centre for Newcomers	2004	Alberta Learning and Citizenship and Immigration Canada	Edmonton, Alberta
Development and Validation of CanTEST Versions f Canadian Language Benchmarks	J. St. John and M. Des Brisay	2001	Centre for Canadian Language Benchmarks	Report
Development Service Worker: Benchmarking Projec Report	Lucy Epp, Mary Stawychny	2000	Adult Language Training Branch/Manitoba Labour and Immigration	
DevelopmentoftheCLBAforNurses(CELBAN)-NursingSpecificLanguageAssessmentTool	Lucy Epp & Catherine Lewis	2003	Centre for Canadian Language Benchmarks	
DevelopOccupationalSpecificLanguageAssessmentT Using CLB's:Guide-Trade&Profess	Lucy Epp & Catherine Lewis	2004	Centre for Canadian Language Benchmarks	
Early Childhood Education CBA/PLA Project Repor	Judith Hayes & Lisa Petit	2000	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Early Childhood Education: Benchmarking Project Report	Lucy Epp, Mary Stawychny	2001	Adult Language Training Branch Manitoba Labour and Immigration	
Electrical (Certificate): Benchmarking Project Repor	Lucy Epp, Mary Stawychny	2000	Adult Language Training Branch Manitoba Labour and Immigration	
Electrical Engineering Technology: Benchmarking Project Report	Lucy Epp	2001	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	

Title	Author	Year	Funder or Sponsor	Published in
Gas Turbine Engine: Benchmarking Project Report	Lucy Epp, Mary Stawychny	2001	Adult Language Training Branch/Manitoba Labour and Immigration	
Health Care Aide: Benchmarking	Lucy Epp	2000	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	
Heavy Duty Equipment Mechanic: Benchmarking Project	Lucy Epp & Mary Stawychny	2000	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	
Hotel & Restaurant Administration: Benchmarking Project	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
International Business: Benchmarking Project Repor	Lucy Epp	2002	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	
Internationally-EducatedEngineersQualifications (IEEQ) Pilot Program	Catherine Lewis	2003	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	
Labour Market Attachment Needs of Immigrants in Nova Scotia	Gardner Pinfold Consulting Economists Ltd.	2004	HRSD	
Literacy Through E-learning: The Second Language Learning Café at the Bank of C	Allison Campbell	2002		Case Study December 2002
Looking Ahead: Immigration Overview Planning for the Labour Market (1)	Martin Spigelman	1999	Immigrants Labour Force Steering Committe	www.mcaws.gov.bc.ca/amip/iqp /research_reports.htm
Manufacturing Technician	Lucy Epp & Mary Stawychny	1998	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Meeting the Needs and Making Connections: A Rep on the Saskatchewan Immigrant	Immigration Branch, Government Relations and Aboriginal Affairs	2002	Citizenship and Immigration Canada	www.immigrationsask.gov.sk.c
Midwife (ESP Curriculum Development) CLB Projec	Lisa Petit	1999	Adult Language Training Branch (Manitoba Department of Labour & Immigration)	

Title	Author	Year	Funder or Sponsor	Published in
Motor Vehicle Mechanic (Occupation) Benchmarks Project Report	Lucy Epp, Chris McInnis	2002	Settlement and Labour Market Services/Manitoba Labour and Immigration	
Nursing Refresher: Benchmarking Project Report	Lucy Epp & Mary Stawychny	2000	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	
Nursing: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Occupational Therapist (Occupation) Benchmarks Project Report	Lucy Epp & Chris McInnis	2002	Settlement & Labour Market Services (MB Dept of Labour & Immigration)	
Ontario College Writing Exemplars	Karen Crawford-Hill & Project Team	2002	School/College/Work Initiative; Ministry of Training, Colleges and Universities	www.hol.on.ca
Pharmacist Occupation) Benchmarks Project Report	Joanne Pettis, Paz Bowman	2003	Immigration & Multiculturalism Division/Manitoba Labour and Immigration	
Piping Trades	Lucy Epp & Mary Stawychny	1999	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Policy Brief: The Skilled Worker Class	Erin Tolley	2003	Metropolis Project	Policy Brief No.1 January 200
Services Review to Identify Providers of English Language Instruction (1)	Sandy Berman, Circa Enterprises	2004	Ministry of Community, Aboriginal & Women's Services, Settlement and (2)	Final Report Document
Skill Shortages and BC's Changing Labour Market (1)	Jock Finlayson	2002	SUCCESS/Business Council of British Columbia	www.bcbc.com and (2)
Stepping Stones to Success	Jasmina Gari, Michelle Jay, Kevin Arsenault, Beti Andri	2003	Human Resources Development Canada	2003
Sterile Processing Technician: Benchmarking Projec Report	Lucy Epp & Mary Stawychny	2002	Adult Language Training Branch (Manitoba Dept of Labour & Immigration)	

Title	Author	Year	Funder or Sponsor	Published in
Using the CLB to Benchmark College Program/Courses & Language Proficiency Tests	Lucy Epp & Mary Stawychny	2000	Red River College (Language Training Centre	
Viability of a Foreign Credential Assessment Service in Atlantic Canada	Gardner Pinfold Consulting Economists Ltd.	2003	HRDC	MISA website
Visible Minorities in Saskatchewan	Doug Elliot	2004	Government of Saskatchewan	Sask Trends Monitor
Welding: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	
Word Processing Technology: Benchmarking Project Report	Lucy Epp & Mary Stawychny	1999	Adult Language Training Branch (Manitoba Dept of Culture, Heritage & Citizenship	