

APPENDIX A - Bibliography

- **Construction Sector**
- **Recruitment and Retention of Immigrants**

CONSTRUCTION SECTOR

Alliance for Community College Innovation, February 1997. *Preparing a Twenty-First Century Work Force: Innovations in Programs and Practices*. Edited by David Scott. League for Innovation in the Community College: Mission Viejo, CA.

This report outlines over fifty successful and effective programs from partnerships to workforce prep and skills programs from colleges and organisations in Canada and the United States.

Association of Canadian Community Colleges, 2001. *Building a Productive Partnership: A meeting for Senior Executives from Community Colleges, Institutes of Technology and Federal Government Departments*. www.accc.ca/ftp/Events/20010925-BPP-RPT.pdf

College and institute presidents and senior federal officials met in Ottawa in September 2001 to discuss strategies for win-win situations, to clarify government processes and federal policy-making, in order to facilitate 'building productive partnerships'. College presidents talked about challenges around funding, and the topic of labour shortages was addressed in a variety of contexts.

Association of Colleges of Applied Arts and Technology, Research and Policy Office. March 2001. "Critical Skills Shortage." *Research News*. Issue 4. <http://www.acaato.on.ca/new/index.html>

This brief report addresses questions including where are the trades shortages? Which skills will be in demand, what is being done about the coming trades shortage, and what is being said about it? Some interesting issues addressed in "what is the problem?" section include negative perception of the trades is stopping many young people from choosing the trades as a career option; government policies like EI and social assistance are creating a disincentive to work; workplace training and education is not sufficient; labour mobility barriers and inconsistent recognition of professional accreditation is problematic; length of apprenticeship from can be too long.

Some solutions proposed to the problem include: creation of sector councils to build skills development and training programs, improve immigration system to attract more skilled workers; and co-operative education and apprenticeships to ease the transition from work to school. The report focused on the Canadian and Ontario scenes but does provide some data broken down by provinces and by industry.

BC Ministry of Skills Development and Labour. *Skills Development in British Columbia—Sector Priorities 2001/2002*. <http://www.labour.gov.bc.ca/skills/2001-2002-priorities.htm>

An index of key occupational sectors with anticipated skills shortages in BC.

Boyd, Monica and Thomas, Derrick. 2000. *Match or Mismatch? The Employment of Immigrant Engineers in Canada's Labor Force*. Conference on Migration and Development, Princeton University, May 4-6, 2000. <http://opr.princeton.edu/papers/cmd0002k.pdf>

British Columbia Construction Association, July 21, 2002. *Toward a World-Class BC Construction Industry Training System: A Working Paper*. www.bccassn.com/reports/Constr_Industry_Training_System.pdf

This working paper "proposes a new industry-led system for governing and administering apprenticeship and industry training in all sectors of the British Columbia construction industry" (2002. p.2). The paper outlines the rationale, governance, and advantages to the proposed industry-led training system.

British Columbia Construction Association, April 1997. *Apprenticeship: A Construction Industry Perspective*. www.bccassn.com/reports/Apprenticeship_rpt.pdf

The British Columbia Construction Association established a Task Force to evaluate and where

appropriate, make recommendations to improve the apprenticeship training system of the construction trades. Some of the Task Force's conclusions include: apprenticeship training should receive equitable funding, the federal government should maintain funding support for apprentices, create flexible delivery options and modularized training, require compulsory certification, and to maintain a current curriculum. This report is based on a province-wide questionnaire.

Business Council of British Columbia, June 14, 2002. *A solution to the Skilled Worker Shortage: Competency Based Training*. *Industrial Bulletin*, Vol. 34, No.06. www.bcbc.com/archive/ecv34n6.pdf

This discussion on trades training maintains that competency based training model will reduce barriers to training by reducing institutional training time, increase responsibility to employers, and should link to Red Seal program.

Bulletin of the British Columbia Construction Association (BCCA). December 2000. *All I Want for Christmas is: A Bricklayer, A Carpenter, A Few Plumbers*. <http://www.bccasn.com/bulletin/bltn1200.html>

Cameron, R., McEwan, R., & E. Van Boven, Canadian Apprenticeship Forum Conference Vancouver June 2 –4, 2002. *Presentation text: Increasing the Success Rate of the In-school Component of the Apprenticeship Training Plan*. www.caf-fca.org/files/written%20presentation.pdf

A study at Fanshaw College, Ontario concluded that retention in in-school apprenticeship programs and success rates could be improved substantially by broadening the role of instructors to include that of coach and by using adaptive technology, such as text-to-voice technology.

Canadian Construction Association. November 2002. *Five-Year Construction Forecast*. <http://www.cca-acc.com/factsheet/factsheet.html>

Construction industry projections for Canada indicate that growth in this industry will be modest until 2005. Stats provided by Infometrica Ltd.

Canadian Council of Professional Engineers. *From Consideration to Integration*. Funded by the Government of Canada's Human Resources Partnerships Directorate http://www.ccpe.ca/e/imm_consideration.cfm

From Consideration to Integration (FC2I) is an initiative of the Canadian Council of Professional Engineers and its constituent members, the provincial and territorial licensing bodies. The goal of FC2I is to develop new processes and/or improve current processes by which international engineering graduates (IEGs) are able to obtain an engineering license without compromising public safety or lowering professional standards and to find meaningful engineering employment. Doing this successfully means that the initiative is also looking at activities that take place prior to immigration. The project is fully funded by Human Resources and Skills Development Canada.

Launched in January 2003, FC2I is a three-phase project. Phase I focussed on understanding the IEG experience, examined provincial and territorial engineering licensing procedures, and learned from those who work with and employ IEGs. In Phase II, the project is analyzing the information gathered in Phase I, determining where the process of integration needs improvement, developing models and processes to better equip IEGs, developing consistent and transparent foreign credential recognition processes for licensing purposes, and beginning to build consensus among stakeholders on issues such as implementation of the selected solutions. In Phase III, the Steering Committee will work with key stakeholders to implement the new processes and develop supporting information materials.

Canadian Information Centre for International Credentials. January 2002. *Assessment and Recognition of Credentials for the Purpose of Employment in Canada: A Fact Sheet*. <http://www.cicic.ca/factsheets/factsheet2en.stm>

Including links to information on specific occupations and trades

Canadian Apprenticeship Forum, 2002. *Making it Work*, at www.caf-fca.org

The Making it Work booklet, produced by the Canadian Apprenticeship Forum, is an information guide outlining best practices for employers, apprentices and journeypersons for apprenticeship training in the

workplace. The link for an online version of the booklet is currently available at the Canadian Apprenticeship Forum site, www.caf-fca.org.

Canadian Home Builders' Association of BC. November 2002. *A New BC Home Builder Strategic Direction: Strengthening Professionalism, Standards, and Skills*. A Brief to the Hon. Shirley Bond, Minister of Advanced Education.

This brief provides the Minister of Advanced Education with an overview of CHBA-BC's strategic direction and provides input on the new industry training model.

Canadian Apprenticeship Forum. January 2004. *Accessing and Completing Apprenticeship Training in Canada: Perceptions of Barriers Experienced by Recent Immigrants*.

CEDCO Victoria. May 2002. *Community Promise: A Local Labour Market Study: Report on the Construction Sector*. Human Resources Development Canada. (includes a sector overview, gaps, needs, and recommendations)

Centre For Curriculum Transfer & Technology, 1995. *Report for the Apprenticeship Alternative Delivery Project-Phase 1*. www.ctt.bc.ca/curric/phase1.htm

This 'must read' document analyses the required learning tasks of two trades curriculum (automotive and carpentry) against delivery models to which they are best suited – Conventional and Enhanced Delivery (i.e. self-study, telecommunications, computer etc). This study was initiated due to the factors affecting the need for change in the Apprenticeship delivery model (funding issues, industry training needs, apprentice training needs) and the obstacles faced by the education sector in implementing the potential changes.

Construction Labour Relations - An Alberta Association, *Alberta Construction Workforce Supply/Demand Forecast 1999- 2003*. www.clra.org

An overview of Alberta's trade outlook in regard to employment, labour force and supply-demand balance for trades. Highest demand trades are projected to be electricians, bricklayers, and slowest growth from millwrights. A note of interest are that the Alberta Advanced Education and Career Development reports apprenticeship enrolments have increased by over 3000 in each of the last 2 years, and assumes the labour supply can be obtained from outside the province.

Counselling Foundation of Canada. *Helping Foreign Trained Professionals in Canada*. <http://www.contactpoint.ca/html/ftp-main.html>

A portal site for assisting counselors of foreign-trained professionals who have entered or wish to enter Canada.

Finlayson, Jock. July 2001. "Canada Facing Skills Shortage." *The National Post*. http://www.cdicollege.com/cdi/english.nsf/ContentPages/proof_29?OpenDocument

An article of the BC Business Council containing a list of occupations with highest demand for skilled workers.

Government of Ontario. "Internationally Trained Workers: Access to Professions and Trades," http://www.equalopportunity.on.ca/eng_t/apt/index.html

An online portal for skilled immigrant workers interested in working in Ontario, sponsored by the Paths to Equal Opportunity: Gateway to Diversity project.

Gunderson, Morley. January 2001. *Skill Shortages in the Residential Construction Industry*. Report to Canada Mortgage and Housing Corporation. <http://www.chba.ca/membersarea/constructionshortage101.pdf>

Human Resources Development Canada, *Job Futures*. [www.jobfutures.ca /doc/jf/trends/trends.shtml](http://www.jobfutures.ca/doc/jf/trends/trends.shtml)

The website presents the latest labour market projections for careers in trades and other. In addition, this

site links to information on the education and work experiences of recent graduates from postsecondary programs from across Canada. Links to provincial labour market job profiles can also be found here.

Human Resources Development Canada. *Recruitment of Foreign Workers to Canada.*

<http://www.hrdc-drhc.gc.ca/hrib/lmd-dmt/fw-te/common/intro.shtml>

A guide for recruiters and prospective job applicants, organized by occupational sector.

Human Resources Development Canada – Memorandum of Understanding – Tooling and Machining Trades. www.on.hrdcdrhc.gc.ca/English/ps/fwp/mou_e.shtml -

View this site to see what the Province of Ontario is doing to accept qualified trades immigrants in the area of Tooling and Machining.

Human Resources Development Canada. March, 2003. *Labour Market Partnership for Trades in North-Central British Columbia: Employer Survey Analysis.*

Human Resources Development Canada. March, 2003. *Labour Market Partnership for Trades in North-Central British Columbia: Interim Synthesis Report and Annotated Bibliography.*

Human Resources Development Canada. March, 2003. *Labour Market Partnership for Trades in North-Central British Columbia: A Study of the North Central Region.*

Hallin, Lillian, BC Stats. April 17, 2001. *A Guide to the BC Economy and Labour Market.* Retrieved on Dec 18, 2002 from www.guidetobceconomy.org/toc/html

This report is intended to be an overview of the BC economy for non-economists. The goal of this report is aimed to help individuals understand the economy in order to facilitate effective labour market planning and decision-making. The report provides the ABC's of technical concepts, an historical and current snapshot of the BC economy, an overview of the goods sector including construction, logging and forest products, non-resource-based manufacturing, mining and mineral products, and utilities. The report also explores emerging trends in the economy and various industries.

Industry Training and Apprenticeship Commission – Transition Advisory Committee, September, 2002. *A New Industry Training Model for British Columbia, Draft 5.*

Prepared by the Transition Advisory Committee, this report outlines the policy direction for the new ITAC model. The key components of the new provincial apprenticeship-training model are: it is industry-led, outputs are measurable and results-based, governance is stream-lined, the training system has multiple entries and exits, is modular and competency-based, includes some tuition fees, use of Red Seal continues, focuses on the recruitment of youth, uses public and private training facilities; and it redirects the risk to the learner, the employer, and relies heavily on coordination.

Industry Training and Apprenticeship Commission. March 2001. *Ensuring a Skilled Workforce for British Columbia: A Report to Stimulate Joint Action on Trades and Technical Skills Shortages.*

<http://www.bc.hrdc-drhc.gc.ca/thompsonshuswap/shortage/ensur.pdf>

Industry Training and Apprenticeship Commission, March 2001. *Ensuring a Skilled Workforce for British Columbia: A Report to Stimulate Joint Action on Trades & Technical Skill Shortages.*

www.learnandearn.bc.ca/whatsnew/ITAC_Report.pdf

This document outlines the importance of addressing the skilled trades shortage, factors driving the shortage, barriers and challenges to training, options for addressing these barriers, and solutions for addressing the skilled trades shortage. In BC, "As the population ages and less young workers enter the workforce to replace them, serious shortages in many trades will appear. Trades facing the most serious problem include electricians, millwrights, heavy duty mechanics and plumbers" (ITAC, 2001, p.5).

Industry Training and Apprenticeship: *Addressing Skills Shortages through Partnerships, Innovation, and Flexibility*, Business Council of British Columbia, Conference, May 10, 2002 at The Sheraton Wall Centre.

www.aved.gov.bc.ca/speeches/welcome.htm

Presentations included a keynote address by Hon. Shirley Bond, Minister of Advanced Education, topics included: Key Elements & Options for a New Industry Training System, presented by industry; Attracting Youth; Tapping Underutilized Talent: The Aboriginal Workforce; A Training Model for Heavy Industry; Prior Learning Assessments; Immigration.

ITAC, 2002. Ensuring a Skilled Workforce in BC (p.17).

http://www.learnandearn.bc.ca/whatsnew/ITAC_Report.pdf

ITAC/MTU/Machinists'/BCIT Partnership on employee training Aerospace Industries Association of BC initiative to identify its skill needs and develop strategies to meet them with ITAC and education sector Critical Skills Task Force – ITAC/BC Technology Industries Association The Joint Management/Labour Training Boards in the construction industry which plan and deliver innovative apprenticeship and skills upgrading

Johncox, G. January 29, 2001. *Compulsory Certification in Elected Trades: Where to from here in B.C.?*

www.labourpolicies.com/pdf/CompCertification_Johncox.pdf

This report defines compulsory certification; views on compulsory certification by key interested parties; discussion of best direction for trades and training.

Long, Ellen, 1997. *The Impacts of Basic Skills Programs on Canadian Workplaces: Results of a National Study for ABC CANADA Literacy Foundation*, Second Edition.

www.nald.ca/fulltext/pat/impactof/cover.htm

A Canada-wide survey on work-place literacy training shows that improving literacy skills of Canadian employees increases productivity, reduces errors, improves the quality of work and work effort, and addresses issues around barriers to such work-place learning, such as cost-cutting, employer attitude, and employee fear of being let-go/ridiculed; also employer testimonials.

Malatest, R.A. & Associates for the British Columbia Ministry of Education and the Ministry of Advanced Education, *Evaluation of the SSA Scholarship Strategic Initiative Summary Report*.

www.bcid.gov.bc.ca/careers/ssa/welcome.htm

An evaluation of the Secondary School Apprenticeship (a Career Program), offered to secondary school students across the province indicates that the scholarship opportunity represents a significant incentive for students, is useful to students, and SSA scholarship winners had successful employment experiences.

Martin, Allan. June 4, 2002. Alternative Delivery for Technical Training. Presentation to: The Canadian Apprenticeship Forum Apprenticeship 2002 Conference "Apprenticeship is the Future".

<http://www.caffca.org/files/CS%20502%20-%20Allan%20Martin.pdf>

Durham College – Whitby Skills Training Centre offers millwright and machining programs in a continuous-intake format. They are also moving to on-line trades training.

Ministry of Advanced Education, *Skill Shortages and Increased Industry Training*.

www.victoriaworkforce21.com/docs

This document outlines suggested components to a trades training model, which can address the trades shortage. Suggestions include, reallocating resources, broadening access to training, addressing the current drop-out rate, standardization Entry Level Training programs, progressive credentials, share knowledge of best practices, increase promotion of trades, mechanisms to increase industry investment, increase industry partnerships.

Ministry of Training, Colleges and Universities. 2002. *Training, Access to Trades in Ontario. A Guide for Foreign-Trained Industrial Electricians*. Ontario. (Fact Sheet)

Prism Economics and Analysis. December 2000. *Carpentry Trade: Human Resources Analysis – Final Report*.

The report presents findings from a series of research activities (survey, focus groups, review of technologies, apprenticeship and training, projections, and other sources) and formed the basis for national recommendation and a strategy for human resource development.

Schuetze, Hans G., November 2001. *Bibliography on Workplace-Based Training*. Report commissioned by ITAC. www.itac.gov.bc.ca/

Commissioned by ITAC, this report from the Centre for Policy Studies in Higher Education and Training at UBC discusses research in training and work-based training. The report notes that there are limitations in the amount and kind of research that exists on this topic. Some limitations include: the focus of class-based teaching and the use of national data rather than provincial or regional data. The latter is particularly problematic as education is a provincial responsibility, yet regional differences do exist. To understand training models and their effectiveness, these differences should be considered. The report also provides an extensive bibliography of studies in the area.

Skills Canada, 2001. *Skills Shortages & Labour Market Trends in the Machining Industry*. www.skillscanada.com/new/resource/machining-news-e.pdf

The Machining Industry in Canada is expecting a trades shortage – a study by Automotive Parts Manufacturers Association predicts a shortage of 14,680 machining industry jobs in the next 10 years (fall 2000 survey). Tradespersons are defined as general machinists, tool and die makers, mouldmakers, millwrights and industrial electricians.

Skills Canada, 2001. *Skills Shortages & Labour Market Trends in the Construction Industry*. www.skillscanada.com/new/resource/construction-news-e.pdf

Labour shortages are predicted Canada-wide in the construction trades with an emphasis on contractor, carpenters, plumbers, bricklayers, labourers, and steamfitters.

Stevens, Geoff. December 2000. *A Flexible Training Delivery Strategy for the Industry Training and Apprenticeship Commission*. www.itac.gov.bc.ca/ftp/itac/flex_strat.pdf .

Mandated to improve work-based training in British Columbia, ITAC initiated this study to provide recommendations. Recommendations require a sector, technology, content and curriculum, implementation strategy.

Van Vliet, P., June 2002. *Canadian Construction Research Board, Executive Summary – Achieving Excellence in Construction: A Response to the Federal Government Announcement on Canada's Innovation Strategy*. www.ccrb-ccrc.ca

Discusses problem with funds for research being directed toward new technology sectors rather than the construction sector. The construction industry wants to gain recognition of their contribution to the overall Canadian economy. The paper criticises the government's Innovation Strategy for not placing emphasis on taxation or impact on doing business or on stimulating research.

Youth & Labour Market Services – Ministry of Advanced Education, Aug 7, 2002. *Notes on Labour Market Demand/Supply Conditions for Selected British Columbia Occupations*. Retrieved on November 27, 2002, www.aved.gov.bc.ca/labourmarketinfo/reports/demandsupplyconditions-selectedoccupations.pdf

More specific to British Columbia, this analysis of BC labour market projections in the trades states that the skilled trades belongs to the secondary group of occupations of lesser immediate and future skills shortage concerns. "Skilled trades occupations such as plumbers, electricians and carpenters currently do not appear to exhibit extensive skills shortages condition in BC though future shortages remain a concern given retirements expected and relatively low numbers of new workers being trained in these areas." Results are based on economic indicators and employer-based survey research to determine where the labour shortages occur.

RECRUITMENT AND RETENTION OF IMMIGRANTS

Abou Najm, Nabila. *The Devaluation of Foreign Credentials in Canada*. Hull: Department of Canadian Heritage. 2001

This study lends support, by examining wage gaps, to the hypothesis that immigrants with foreign degrees in particular fields of study are economically penalized in the Canadian labour market. Additional information in this study shows that immigrants who hold Canadian credentials but who are from Asia, Africa and South America, are also being economically disadvantaged. Overall, this study shows that the effects of gender, race, and credentials on earnings are all important pieces of information that cannot be ignored in the transferability of human capital of immigrants to the Canadian labour market.

Affiliation of Multicultural Societies and Service Agencies of BC. 2000. *A Synopsis of Initiatives Affecting the Labour Market Integration of Foreign-Trained Professionals and Trades Workers*. Vancouver: AMSSA.

This report focuses on changes that may positively affect the labour market integration of foreign-trained professionals and trade workers. The paper thus reviews activities in areas that may facilitate such change: (1) developing the infrastructure for prior learning assessment, assessment of foreign credentials, and access to trades and access to public sector jobs; (2) government leadership in assisting professional associations and regulatory bodies in identifying in appropriate barriers in the assessment process or the standards applied; (3) the development of a clear action/accountability plan through the "Looking Ahead" project for the Lower Mainland/Fraser Valley areas.

Alboim, Naomi. 2002. *Fulfilling the Promise: Integrating Immigration Skills into the Canadian Economy*. The Maytree Foundation. Ottawa: The Caledon Institute of Social Policy.

The Maytree Foundation envisages a system in which Canada values and benefits from the skills, training, education and experience of skilled immigrants by expediting labour market entry in their field of expertise. This paper proposes that solutions be designed as part of an overall system instead of the current ad hoc approach. The proposed system would be composed of the following fundamental components:

- Incentives for all stakeholders in designing, delivering, and evaluating programs and services and for skilled immigrants to access them
- Access by skilled immigrants to information, assessment services, expert advice, and bridging programs to fill identified gaps
- A leadership council to foster collaboration, identify priorities and linkages, and communicate results

Intended as a catalyst for discussion and action, this paper identifies stakeholders who potentially could take the lead in pursuing each proposal and other to be involved in the collaboration.

Baxter, David. 2002. *The Future is Now: British Columbia's Current Population and its Future Needs*. Selected slides from a presentation to the Provincial Congress. <http://www.urbanfutures.com/Research/BC%20Provincial%20Congress%20Baxter.pdf>.

Based on demographics alone, the slide presentation presents a picture of the future where BC's current population will face tremendous challenges in trying to support the current level of healthcare and social services into the future.

BC Stats Infoline. July, 2002. *Report: Immigrants as a Source of Labour Supply*.

Bloom, Michael and Grant, Michael. 2001 *Brain Gain: The Economic Benefits of Recognizing Learning and Learning Credentials in Canada*. Ottawa: Conference Board of Canada. Available at: <http://www.conferenceboard.ca/education/reports/default.htm>

New Canadians often have advanced degrees and professional certifications that are not recognized in Canada, so talented people crowd the bottom of the income ladder instead of contributing their knowledge to the economy. This report examines the learning recognition gap in Canada today and how an improved system for recognizing learning of immigrants would result in a brain gain to offset the

brain drain to the US. Immigrants and people who have received on-the-job training or who have lost ground by transferring between post-secondary educational institutions or between provinces could benefit from learning recognition. The report includes options for action by governments, employers and credential-granting institutions that could significantly improve learning recognition in Canada.

British Columbia Chamber of Commerce. 2002. *Closing the Skills Gap: A Report of the British Columbia Chamber of Commerce Skills Shortage Initiative*. Vancouver: BC Chamber of Commerce.

In light of its concern about ensuring a globally competitive economy and workforce, the BC Chamber of Commerce initiated the Skills Shortage Initiative involving a survey of over 1,000 Chamber members, six regional forums, and an analysis and synthesis of several reports and studies. As well as outlining the challenges to addressing skill shortages, this paper provides recommendations for action from the BC Chamber and suggestions regarding tools and resources for businesses to use in order to recruit, develop and retain skilled workers. Best practice profiles are provided throughout the paper.

Brouwer, Andrew. 1999. *Immigrants Need Not Apply*. Ottawa: Caledon Institute of Social Policy and The Maytree Foundation.

This paper describes the difficulties facing immigrant professionals and trades people seeking employment in their field of expertise. It outlines the immigrant selection process, the social and economic costs of non-recognition of foreign qualifications, the barriers faced by immigrants seeking licensure in their occupations, and the roles of each of the stakeholders in the accreditation process.

Canadian Alliance of Education and Training Organizations. 2002. *Halifax Declaration for the Recognition of Prior Learning*. Ottawa.

Drawing on more than a decade of study, debate and demonstration, the Halifax Declaration emphasizes recognition of prior learning as fundamental to a culture of lifelong learning; responsibility of educational, professional and other organizations to provide access to and support for the recognition and evaluation of formal and informal learning; the right of Canadians and immigrants to have their prior learning evaluated and recognized; and, the need for dedicated funding, national standards and leadership and integrated action at all levels.

Canadian Information Centre for International Credentials. 2002. *Fact Sheet #2: Assessment and Recognition of Credentials for the Purpose of Employment in Canada*. Toronto:
<http://www.cicic.ca/factsheets/factsheet2en.stm>

This fact sheet answers the most frequently asked questions about the process of assessment and recognition of credentials for the purpose of employment in Canada. It is intended to help individuals learn more about how to obtain assessment and recognition of their qualifications.

Canadian Information Centre for International Credentials. 2002. *Report on Federal, Provincial and Territorial Activities Related to the Assessment of Credentials*. Toronto:
<http://www.cicic.ca/evaluation/fptactivities.en.php>

This report is intended as a brief inventory of all provincial and territorial activities related to the assessment of credentials as well as those being undertaken by the federal government, inter-governmental agencies, and non-governmental organizations. For each province and territory, note is made of whether a provincially mandated assessment service exists. The procedures for licensure or certification in the trades and professions, as well as for assessment of credentials for the purpose of entry into post-secondary education, are also described.

Canadian Labour and Business Centre. February, 2004. *Moving Forward: A Strategy for the Integration of Internationally Trained Workers in Ottawa*. [http://www.clbc.ca/files/Reports/ITWP -
_Moving_Forward.pdf](http://www.clbc.ca/files/Reports/ITWP_-_Moving_Forward.pdf)

Canadian Labour and Business Centre. September 15, 2003. *Interim Report for the Integration of Internationally-Trained Workers Project*. Developed in collaboration with United Way/Centraide of Ottawa and LASI/World Skills.

In recent years, immigration has become the major contributor to the country's population and labour force growth. To achieve its full potential, Canada and in particular its cities must attract, maintain and

effectively utilize this growing pool of internationally-trained skilled workers. In Ottawa, as in many other urban centres across the country, recently-landed immigrants have a considerably lower labour force participation rate and a significantly higher unemployment rate than the Canadian born. In an effort to address these labour market integration issues, the Ottawa Internationally Trained Workers project has been developed under the partnership of United Way/ Centraide Ottawa, the Canadian Labour and Business Centre, and LASI World Skills. The project's overall goal is to develop a community-based strategy aimed at facilitating the accreditation and integration of internationally-trained workers into the Ottawa economy.

Canadian Labour and Business Centre. 2002. *Partnerships That Work! Sector Council Seminar on Workplace Training and New Worker Integration* May 23, 2002, Fairmont Chateau Laurier, Ottawa.

Canadian Labour and Business Centre.

http://www.clbc.ca/files/Reports/partnerships_that_work_proceedings_e.pdf

The Canadian Labour and Business Centre (CLBC) convened Partnerships That Work! to showcase current best practices and consider new ways in which sector councils can address key issues identified in the federal government's February 2002 paper called Knowledge Matters -- Skills and Learning for Canadians. Some 190 senior representatives from sector councils, the labour, business and education communities, and federal and provincial governments took part in the discussion.

Canadian Labour and Business Centre – with United Way/Centraide of Ottawa and LASI/World Skills. 2003. *Interim Report for the Integration of Internationally-Trained Workers Project*. September 2003.

http://www.clbc.ca/files/Reports/Consolidation_report.pdf

In an effort to address labour market integration issues, the Ottawa Internationally Trained Workers project has been developed under the partnership of United Way/ Centraide Ottawa, the Canadian Labour and Business Centre, and LASI World Skills. The project's overall goal is to develop a community-based strategy aimed at facilitating the accreditation and integration of internationally-trained workers into the Ottawa economy. This document represents interim report of the project.

Canadian Labour and Business Centre. *Tapping the Potential: A Statistical Profile of Ottawa's Immigrant Workforce*. Background report for Joint Project on Integrating Foreign Trained Workers into the Labour Market.

http://www.clbc.ca/files/Reports/Fitting_In/Statistical_Profile_of_Ottawas_Immigrant_Workforce.pdf

This analysis of recent census and administrative data discusses the role immigration plays in building the nation's capital talent pool and the extent to which it is underutilized. This article by Senior Researcher Clarence Lochhead explores the characteristics of recent immigrants to Ottawa in terms of education and skills levels, and illustrates the underutilization of foreign-trained talent.

The percentage of Canada's immigrants who settle in Ottawa has remained at about 3% of all immigration to Canada over the past few years. Between 1996 and 2001, immigration made up 38% of Ottawa's population growth. More remarkable is the fact that 51% of those who immigrated to Ottawa in 2001 held a university degree. In the same year, 6.3% of all Canada's new immigrants with a Ph.D. intended to settle in Ottawa, almost twice the overall Ottawa settlement rate of 3.3% – the number of immigrants with a doctorate in that year exceeded the annual number of Ph.D. granted by the two local universities combined.

Despite this influx of highly-skilled immigrants, the failure to recognize their credentials contributes to higher levels of unemployment among them and to a poor match between jobs and skills. Recent Ottawa immigrants (Census 1996 data) aged 25 to 44 with a university degree were four times more likely than their Canadian-born counterparts to be unemployed. Even more alarming is the fact that for some recent immigrants, the transition from immigration to employment never happens.

Carter, Robert, Ed. 2000. *Addressing Cultural Issues: Beyond the Corporate Context*. Thousand Oaks: Sage Publications Inc.

Organisations have the power to facilitate change. Yet, dominant group values translate into distinct organizational cultures which then define the range of acceptable behaviours and establish the standards for what and who is rewarded within the organization. Given the increasingly diverse

workplace, the most effective organizations will be those whose cultures are able to translation the varied backgrounds and experiences of members into superior insight and responsiveness.

The book provides intervention strategies that disrupt the integration of multiple cultural perspectives in schools, hospitals, and other organizations. It also provides an overview of approaches to organizational analysis and interventions that have the potential to increase organizational effectiveness. The role of leaders is emphasized in creating climates that foster or hinder the capacity of institutions to address issues of race, class, and culture.

CB Mercer & Associates. 2002. *Internationally Trained Professionals in BC: An Environmental Scan*. Vancouver: SDISS, ISS and MOSAIC.

This environmental scan serves as an information resource to inform the management team of the BCITP Net project concerning the characteristics of BC's Internationally Trained Professionals population. To this end this report offers an overview of BC's demographic and landing information; a summary of survey findings involving immigrant serving agencies, English Language Services for Adults (ELSA) service providers, member agencies of the Association of Service Providers for Employability and Career Training (ASPECT), and BC's regulatory bodies and professional associations; a summary of follow-up interviews conducted with several survey respondents; and an annotated bibliography of both BC and Canadian literature addressing this subject.

Centre for Canadian Language Benchmarks. July 2002. *Benchmarking the English language Demands of the Nursing Profession Across Canada*. www.language.ca

The study determines the real-life English language demands of the nursing profession in Canada and assigns appropriate Canadian language benchmark levels to the four skill areas (speaking, listening, reading, and writing). The study involved survey questionnaires to 1000 randomly-selected nurses across Canada, CanTESTs to internationally-educated nurses in five provinces, focus groups with a range of stakeholders, key interviews, and observation.

Committee for Economic Development & Fund for Corporate Initiatives. 2000. *Dialogue on Diversity*.

Diversity is an economic imperative and not just a moral or ethical issue in today's world marketplace. Affirmation action and quotas are seen as yesterday's agenda. A globally diverse workforce is a vital competitive asset providing a wide array of perspectives, ideas, talents, experiences, and skills. Thus, the external environment is forcing corporate change, but also corporate leadership is fundamental. The focus of the CEO determines where the company focuses.

The proceedings present excerpts from a wide-ranging business-to-business discussion. The goal of the project was to move the issue of corporate diversity beyond the theoretical context and into the practical realm in the workforce and marketplace.

Department of Canadian Heritage. 2002. *What are the Stakeholders Doing?* Ottawa: http://www.pch.gc.ca/progs/multi/societal/stake_e.cfm?nav=2

At present, major stakeholders are slowly moving in several policy directions to correct the socio-economic imbalances present in the system. These policy initiatives, which are becoming much more coordinated over time, are aimed at improving the accreditation 'routes' for immigrant professionals. The paper provides a brief summary of selected policy initiatives addressing immigrant accreditation issues.

Department of Canadian Heritage. 2002. *What is the Immigrant Accreditation Picture in Canada?* Ottawa: http://www.pch.gc.ca/progs/multi/societal/picture_e.cfm?nav=2.

As Canada admits more immigrants, the country becomes responsible for ensuring that appropriate mechanisms are in place to facilitate their integration into the labour force. The paper identifies some of the barriers that exist including: no national body responsible for the recognition of foreign degrees; Canadian professional associations often lack the necessary information on both education systems abroad and work experience equivalencies; educational and occupational standards vary by province; and each Canadian province and territory has a different standard of setting educational qualifications, training and certification of professionals.

EASI Working Group. 2002. *EASI Strategy: Employment Access For Skilled Immigrants: A Systems*

Approach To Facilitate The Entry Of Skilled Immigrants Into The British Columbia Labour Market. Available at: http://www.mcaws.gov.bc.ca/amip/iqp/EASI_systems_model_june_24_02.doc

Employment Access for Skilled Immigrants: An Implementation Strategy. 2003. Susan Simosko & Associates. Sidney, BC.

The Looking Ahead Initiative and the Centre for Curriculum, Transfer, and Technology facilitated a roundtable meeting of 60 key stakeholders to examine issues related to improving the access of immigrants to professions and trades through prior learning assessment and qualifications recognition. Stakeholder groups including regulatory organizations, professional and trade associations, post-secondary institutions, non-governmental organizations, businesses, and government.

The major focal point of roundtable was the examination of a systems approach to these issues:

- Numerous barriers to integration of immigrants
- Significance of immigrant population and integration in the labour market
- Looming skill shortages in virtually all occupation areas
- Need to recognize skills in BC
- An agreement that all will benefit from effective and fair system of access

Results of meeting include an initial plan of recommended actions and consensus to proceed to develop a made in BC strategy and to take a systems approach similar to that proposed by the Maytree Foundation.

Fernando, T. 1994. *Creating a -Just Society+ : Multiculturalism and Employment Equity in Canada.* International Sociological Association.

Finlayson, Jock. July 2002. *Skill Shortages and BC's Changing Labour Market: Implications for Immigrants and Immigration Policy.* Presentation to SUCCESS.

Finlayson, Jock. 2001. *Will Labour Shortages Derail the BC Economy?* Vancouver: Business Council of British Columbia.

The critical role of knowledge workers in today's economy, reveals the fact that more employers are reporting difficulties finding qualified workers, and demographic projections pointing to a steadily aging population all raise questions about the future supply of skills. This publication tries to shed some light on this complex and increasingly important topic.

Gandz, Jeffrey. 2001. *A Business Case for Diversity.* London, Ontario: University of Western Ontario, Richard Ivey School of Business.

Both private and public sector organizations are under continuing pressure to improve their bottom lines. For private sector organizations this is profit and profitability; in the public sector it is the efficient delivery of services for all members of society. The business case for diversity will be different for each enterprise but there is a compelling generic business case for achieving and managing diversity in the workplace.

This study describes the ways that diversity can help organizations:

- identify and capitalize on opportunities to improve products and services;
- attract, retain, motivate and utilize human resources effectively;
- improve the quality of decision-making at all organizational levels; and
- reap the many benefits from being perceived as a socially conscious and progressive organization.

These benefits should be manifested in an improved bottom line and maximization of shareholder value.

Goldberg, Michelle. 2000. *The Facts Are In! Newcomers Experiences in Accessing Regulated Professions in Ontario.* Toronto: Ontario Ministry of Training, Colleges and Universities, Access to Trades Unit.

In 1997 the Access to Professions and Trades unit of the Ministry of Training, Colleges and Universities undertook a research study about the experiences of immigrants seeking employment in Ontario's regulated professions. This report summarizes the results of the study.

Gunderson, Morley and MKG Associates. January 2001. *Skill Shortages in the Residential Construction Industry*. Report to the Canada Mortgage and Housing Corporation.

This study outlines the characteristics of the residential construction industry, describes the broader labour market context, and presents the implications for labour shortages in construction. The report provides a discussion of why labour shortages arise and persist and links these reasons to implications for ways in which shortages can be alleviated.

Human Resource Development Canada. 2002. *Knowledge Matters: Skills and Learning for Canadians*. Ottawa.

Immigration Policy Branch. 1997. *The Labour Market Integration of Recent Immigrants to British Columbia*. Victoria: Ministry Responsible for Multiculturalism and Immigration.

This paper outlines the labour market impacts of immigration. The paper suggests an Action Plan for the BC Government to maintain the benefits of immigration, in the face of major changes in immigration, the economy and labour market of British Columbia.

Jones, Cheryl L. 2000. *Diversity in Business: Background Paper*. Victoria: Ministry of Multiculturalism and Immigration.

A review of literature was conducted in business, marketing, and management magazines that focus on diversity. Interviews were done with companies both nationally and internationally. The only qualifier was that all sources must have given diversity a fair shot, and had, for the most part, succeeded and gone beyond trying to meet legislated quotas. The lessons learned are recorded.

Jothen, Kerry. 2002. *Enhancing the Participation of Immigrants in British Columbia's Economy and Labour Market: A Chinese Canadian Workforce Strategy*. Vancouver: Prepared for the United Chinese Community Enrichment Services Society (SUCCESS).

This report provides an overview of immigration trends and developments in recent years and documents a number of key challenges and barriers to immigrants participating in BC's labour market. The report also profiles 'best class' examples in credential recognition, employment, youth initiatives, training, settlement, etc. in BC. Based on the situational context, challenges, barriers and best practices, the report proposes a framework for a Chinese Canadian Workforce Strategy. As well as including a vision, strategic goals, values or principles, and outcomes, the framework provides the foundation for recommendations, strategies and actions with which to achieve the strategic direction.

Kerlin, Scott. March 2002 *Online Resource Guide: Recognition, Recruitment & Development of Skilled Immigrant Workers in Canada and BC*. Centre for Curriculum, Transfer & Technology. Victoria, BC. members.shaw.ca/mc.tansey/immigrants.htm

Listing of sites are grouped by the following topics:

- Policy Papers, Case Studies, and Guides for Recognition of Foreign Worker Credentials in Canada
- Research on Labour Skills Shortages in BC and Canada
- Research on Immigrant Skills Development and Utilization in BC and Canada
- Resources, News, and Perspectives about Recruiting Foreign Skilled Workers to Canada
- Resources on the Canadian Immigration Process for Skilled Workers
- Resources on the Experiences of Immigrant Workers and Individuals in Canada

Kitching, Ann. 1998. *Evaluating and Matching Skills of Immigrants to British Columbia: Developing a Process to Assess Foreign Trades Credentials, Skills, Training and Work Experience Pilot Project*. Coquitlam: Human Resources Centre Coquitlam.

The objective of this pilot project was to develop a process for the assessment of the knowledge and skills of immigrants with foreign trades training and/or experience and for the integration of immigrants into the British Columbian apprenticeship system, and labour market by focusing on three automotive trades.

Kunin, Roslyn and Gallagher, Paul. 2000. *Work-Based Training: A Key to BC Prosperity*. Burnaby: Vancouver: Industry Training and Apprenticeship Commission.

The purposes of this paper are two-fold: to substantiate the fact that BC's economy will be in crisis within

the next five years unless we take the steps necessary to ensure an adequate supply of technical and trade workers, and to indicate what actions are necessary to ensure that BC will have the skilled technical and trades workforce necessary for expansion of our mixed knowledge/industrial economy.

Kunz, Jean Lock. 2003. *Being Young and Visible: Labour Market Access Among Immigrant and Visible Minority Youth*. Human Resources Development Canada.

Youth represent one of the most culturally diverse groups in Canada. It has been shown that labour market participation among immigrant youth, especially those who are members of a visible minority, has been lower than the Canadian-born. Using the 1996 Census, this paper provides an overview of labour market attachment of immigrant and visible minority youth in Canada. Specifically, it examines the patterns of labour force participation among youth aged 15-29. Comparisons are made between youth who are foreign-born and Canadian-born, as well as between visible minority and non-visible minority youth.

Lochhead, Clarence. July, 2003. *The Transition Penalty : Unemployment among Recent Immigrants to Canada*. Canadian Labour and Business Centre.

Upon arrival in Canada, immigrants experience a "transition penalty": a period of adjustment as they establish themselves in a new country. Senior CLBC Researcher Clarence Lochhead has found disturbing evidence this period of transition has lengthened over the past twenty years.

Recent immigrants, those living in Canada for less than five years, had in 2001 an unemployment rate of 12.7% according to census data, compared to a much lower rate of 7.1% in 1981. (Unemployment rates among Canadian-born were 7.9% in 1981 and 7.4% in 2001.)

It now takes more than 10 years in Canada before unemployment rates for Canadian-born and immigrant populations become comparable. This growing transition penalty undermines Canada's capacity to fully benefit from this much-needed source of skilled workers.

Looking Ahead. 2001. *Employing New Immigrants Forum: Lessons Learned in Integrating New Immigrants into the BC Labour Market*. Vancouver: Looking Ahead Initiative.

This forum brought together government agencies, employers, professional associations, trade unions, trade associations and training providers to share information about the recruitment, retention and promotion of new immigrants in BC's workforce. The forum explored necessary steps to address the medium and long-term skills shortage in British Columbia.

Mata, Fernando. 1999. *The Non-Accreditation of Immigrant Professionals in Canada: Societal Dimensions of the Problem*. Ottawa: Department of Canadian Heritage.

This paper explores issues related to the problem of the non-accreditation of foreign-trained professionals in Canada. It touches on the major societal impacts of the problem plus the stages and barriers in the immigrant accreditation process. It also examines some policy initiatives presently being undertaken by the major stakeholders such as provincial and federal governments, postsecondary educational institutions, professional bodies and employers. The paper concludes by a brief list of possible four policy elements of a concerted national strategy to deal more effectively with this issue in Canada.

Nakamura, Alice, Masao Nakamura, Christopher Nicol, and W. Erwin Diewart. 1999. *Labour Market Outcomes and the Recruitment Information Needs of Immigrants and Other Job Seekers*. Vancouver: CareerOwl Discussion Paper.

This paper summarizes key findings in a recently completed study of immigrant settlement. It reveals that large numbers of more recent immigrants born in countries other than the United States and the United Kingdom are doing poorly in comparison with the native born and earlier arrival cohorts of immigrants. This is despite the fact that, on average, more recent waves of immigrants are more educated. Evidence is reviewed demonstrating that the relatively poor outcomes for many recent immigrants are not primarily a consequence of discrimination against visible minorities. Instead, the report suggests there have been changes in the Canadian labour market that are making it harder for all new entrants to find work.

Parmar, Jas. 2003. *Access to Trades for Internationally-Trained Tradespersons: Final Report*. Ministry of Community, Aboriginal and Women's Services and Kwantlen University College.

The report summarises and analyses perspectives on assessment strategies provided through interviews. It reviews projects, papers, and initiatives and provides recommendations for successful assessment strategies and for appropriate responses to meet the needs of internationally trained tradespersons. It also provides recommendations related to successful assessment strategies. The report examines the issues related to accessing the following four trades in BC: electrical, carpentry, plumbing, and refrigeration. These four trades have both national and provincial codes and knowledge of these codes is imperative for success in entry to practice.

Prefontaine, Jean Paul and Bensen, Andrew. 1999. *Barriers to Canadian Immigrant's Economic Integration: Government Response to Market Failure*. Vancouver: Third National Metropolis Conference.

This paper focuses on some of the factors that help to explain why more recent arrivals may be performing poorly in the local labour market compared to nativeborn individuals or established immigrants. The composition and economic performance of the Canadian foreign-born population is profiled, including a summary of policy changes affecting composition, and a brief review of recent Canadian empirical studies measuring performance and integration. The most prevalent labour market barriers are identified, accompanied by further discussion of their impacts on the economic performance of Canada's recent wave of immigrants. The paper presents a theoretical explanation for the foundation and persistence of immigrant-specific labour market barriers, followed by an overview of key government policies and programs introduced as possible solutions.

Public History Inc. 2002. *Foreign Credential Recognition in Canada: Final Report*. Ottawa: Human Resource Development Canada.

The objective of this research was to review the frameworks in Canadian jurisdictions for the recognition of foreign-trained academic credentials and occupational requirements for professions and trades. In particular, this research focused on the current processes and services within each province for the assessment and recognition of foreign-earned credentials for the purposes of licensing in regulated occupations or qualifications for employment.

Registered Nurses Association of BC (RNABC). *Occupational Fact Sheet for Internationally Educated Nurses*. March 2003. Available at: <http://www.mcaaws.gov.bc.ca/amip/iqp/regulated.htm>

Intended for internationally educated nurses, this fact sheet provides a simple language guide on how to become registered and practice as a nurse in BC.

Rivers & Associates. 2000. *Foreign Trained Nurses in British Columbia: Employment Issues and Opportunities*. Victoria: Ministry of Multiculturalism and Immigration.

This discussion paper was prepared to support the Access to Health Care Professionals Ad Hoc Committee in its efforts to explore the possible utilization of qualified foreign trained nurses already in BC as a means of helping to reduce BC's nursing shortage. Objectives of the paper include outlining access routes which foreign trained nurses take to re-enter their profession, researching the quantity and extent of the supply of foreign trained nurses residing in BC already, and offering suggestions for improving current access routes and communicating with non-practicing foreign trained nurses regarding access routes to the profession.

Sangster, Derwyn. January, 2001. *Assessing and Recognizing Foreign Credentials in Canada — Employers' Views*. Prepared for Citizenship and Immigration Canada and Human Resources Development Canada in consultation with the Canadian Chamber of Commerce

Silkowaska-Masior, Benilda and Szajkowski, Teresa. 1998. *Mentorship Program for New Immigrants*. Ottawa: Cadedon Institute of Social Policy.

Skills for Change is a nonprofit organization that provides training to help immigrants and refugees participate in the workforce and the wider community. The authors describe the agency's Mentorship Program which pairs highly skilled, foreign-trained professionals who are currently unemployed with motivated individuals already established in their fields of work. Mentorship pair to meet on a regular basis and mentors help newcomers learn about job search techniques and prospective job opportunities. Benefits to business and the greater community are discussed.

Smith, Marilyn L. 2001. *Recognition of Foreign Credentials: A Survey of Community-based and Research Projects Funded by the Multicultural Program, Department of Canadian Heritage, 1995 – 2001*. Ottawa: Department of Canadian Heritage.

This report summarizes recently funded (c. 1995 – 2001) community-based research projects on the recognition of foreign credentials through the Multiculturalism Program. Reports were considered in terms of the diversity of approaches in addressing issues of foreign accreditation, major issues and key findings, recommendations, and 'best practices' that could be adopted on a wider scale and shared with others.

Spigelman, Martin. 1999. *Looking Ahead: Immigration Overview – Planning for the Labour Market Integration of Immigrants in the Lower Mainland and Fraser Valley Regions*. Vancouver: Immigrants Labour Force Integration Steering Committee.

This Working Paper provides an overview of the data relating to immigrants in British Columbia and their participation in 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.

S.U.C.C.E.S.S. 2002. *Enhancing the Participation of Immigrants in BC's Economy & Labour Market: Challenges and Recommendations*.

The purpose of this paper is to provide the Minister of Advanced Education with an overview of issues relating to immigrants' access to education, training, and employment in trades and professions in BC. The paper also identifies what the United Chinese Community Enrichment Services Society (S.U.C.C.E.S.S.) is doing to address these challenges and provides recommendations.

Training and Development Associates. 1999. *Reaching Our Full Potential: Prior Learning Assessment and Recognition for Foreign-trained Canadians*. Ottawa: Canadian Labour Force Development Board.

The goal of this report is to help the Canadian Labour Force Development Board 'fulfill the promise of PLAR for foreign-trained persons in Canada' by identifying practical ways to facilitate the integration of foreign-educated and trained individuals into the Canadian labour force in an equitable, coherent and coordinated manner through PLAR. A team of seven consultants from across Canada used surveys, literature searches, interviews, focus groups and case studies to determine the current status of credential assessment and PLAR in Canada and in four other countries and to develop an action plan with 22 recommendations.

Vera Radyo. 1996. *Cultural Diversity in Organizations and Business: Gaining a Competitive Advantage: A Primer*. The Affiliation of Multicultural Societies and Service Agencies (AMSSA).

This primer is a guide for organizations that desire to become more effective in affecting organizational change to value and manage cultural diversity. It includes an overview of the context and conceptual framework, describes the process of change in terms of its different steps and stages, and provides a set of tools and resources. The tools include sample policies and guidelines that can assist organizations in the process of change.

Watt, Douglas and Douglas Watt Michael Bloom. 2001. *Exploring the Learning Recognition Gap in Canada*. Conference Board of Canada. Available at:

<http://www.conferenceboard.ca/education/reports/pdfs/RecogLearn.pdf>

Is there a learning recognition gap in Canada? This report explores this question and asks: What economic costs do we, as individuals, as employers, and ultimately, as a society, bear when we fail to fully recognize people's learning and learning credentials? This report is the first phase in a research project being undertaken with financial support from the Learning and Literacy Directorate, Human Resources Development Canada, the Ontario Ministry of Training, Colleges and Universities, and the Saskatchewan Ministry of Post-Secondary Education and Skills Training.

Welch, Cleckley and McClure. 1997. *Strategies for Promoting Pluralism in Education and the Workplace*. Westport: Praeger.

Intercultural communication competence is essential for living and working in a global society and diversity skills have become critical for the continued viability of US businesses. The book introduces broad

strategies for promoting diversity and discipline-specific strategies and cultural perspectives on the issue of diversity

APPENDIX B – Programs, Services & Other Resources

- Information and Outreach
- Training and Apprenticeship
- Construction Associations/Unions
- Employment Services/ Immigrant Serving Agencies
- Promising Practices

Information and Outreach

Program	Agency	Description and Links
"Immigrating to Canada as a Skilled Worker" – Information regarding immigration to Canada	Citizenship and Immigration Canada	<ul style="list-style-type: none"> ▪ Learn how to assess your language skills; ▪ Use our on-line Self Assessment tool to see if you qualify as a skilled worker. ▪ Learn about the regulated and non-regulated professions; credential assessment; Canadian labour market information and job banks; and employment information by province and territory http://www.cic.gc.ca/english/skilled/index.html
Achieve BC – Construction Job Profiles	Province of British Columbia	http://www.achievebc.ca/cpt/jobprofile_typeofwork.html#Construction
Guide: " Self-Employment - Is it for me? "	Government of Alberta	http://www.apeg.bc.ca/intreng/documents/ITE-LMI-Self-Employment-IsItForMe.pdf
Job Bank – Canada Wide Search		http://www.jobbank.gc.ca

Training & Apprenticeship

Program	Agency	Description and Links
Apprenticeship	British Columbia	BCITs website claims that the province contracts between 50-60% of all regular apprenticeship technical

Program	Agency	Description and Links
Training	Institute of Technology (BCIT)	training. Regular classes are scheduled in more than 30 apprenticable trades. The website provides a link for each trade with detailed information on the trade, training, prerequisites and other relevant information. www.bcit.ca/apprenticeship .
Construction Trades Training	Southern Interior Construction Association	<p>A program of pre-employment for job entry into the construction industry.</p> <p>Objective – to improve the employability of people interested in working in the trades and to facilitate their integration into the labour market.</p> <ul style="list-style-type: none"> - Includes 13 weeks of classroom instruction covering construction safety, blueprint reading, electrical, trade math, welding and mechanical, carpentry and construction, hand and power tools, and material handling. - Includes 3 weeks of First Aid Level III - 1 week of equipment training - 4 weeks of practical on-site training through a work placement - 1 week job search training - Held at Okanagan University College <p>Contact: Doug Schram at SICA's Kelowna Office – (250) 491-7330 http://www.sica.bc.ca/sub/education/education.trades.shtml</p>
Entry Level Trades Training	British Columbia Institute of Technology (BCIT)	The Entry Level Trades Training (ELTT) program can vary from 13 weeks to 10 months in duration. Upon successful completion of the ELTT program, the student may be granted credit for the first level of apprenticeship training in a specific field. (Machinist Core receives credit for levels 1, 2, and 3 of apprenticeship training.) Upon successful completion of ELTT the student would be hired by a company, work full time and return to BCIT for technical training once a year until the apprenticeship is completed. A student who completes an ELTT program is highly sought after by employers as the student has attained the necessary skills to be immediately productive on the work site. http://www.bcit.ca/apprenticeship/Students/what.shtml
Fresh Start – Trades Upgrading Program	British Columbia Institute of Technology (BCIT)	To access trades training at BCIT, potential students must satisfy a particular trades entrance criteria, which mostly varies between grade 10 to 12 mathematics and English. In lieu of these high school prerequisites, a student can write a pre-entry test provided by the School of Trades. The pre-entry test assesses the applicant's skill level in mathematics and English, and can be written any Tuesday or Thursday starting at 9 a.m. in Room 340 of building NE1. Out-of-town testing can be arranged. http://programs.bcit.ca/0050000000
Industry Training Authority	Province of BC	http://www.aved.gov.bc.ca/industrytraining/
Industry Training Career Centre: Learn & Earn – Trades and Occupations	BC Government, Ministry of Advanced Education	This website addresses apprenticeship trends in several traditional and emerging trades. Some of the data provided on the website include basic information on trades exist, including descriptions of the trades, average salaries for workers, future projections of the trade, education and training (including links to institutions offering the training), certification, and additional information (e.g., "inside scoop" and "beyond the basics"). Some of trades listed in the website include (but are not limited to) carpenters, diesel engine mechanics, millwright, welders, tool and die makers, and automotive electrical technicians.

Program	Agency	Description and Links
		http://www.learnandearn.bc.ca/pls/trades/tradesList
Red Seal Program	Canadian Council of Directors of Apprenticeship (CDDA).	The Red Seal allows qualified trades persons to practice the trade in any province or territory in Canada where the trade is designated without having to write further examinations." The Red Seal program recognises forty-five trades nationally. This program is administered in each province under the direction of the Canadian Council of Directors of Apprenticeship (CDDA). Apprenticeship training is legally designated responsibility of the provinces and territories by the federal government. http://www.red-seal.ca/english/index_e.shtml
Skill Plan: BC	Construction Industry Skills Improvement Council	SkillPlan is a joint labour and management initiative of the BC construction industry. SkillPlan connects the context of construction with learning. Members are provided with upgrading opportunities to support their successes in apprenticeship and journeyperson training. Like so many industries, what was once adequate is no longer so. As a result of changing government policy, on-the-job requirements such as health and safety demand that workers obtain documentation, often by written examination. For an ageing workforce and workers for whom English is a second language, such requirements may be challenging. Workplace instructions and manuals have become more necessary and more difficult, reflecting the complexity of new machinery and processes. http://www.skillplan.ca/
Trades Division	College of New Caledonia.	Information on program offerings in the north-central region is available at http://www.cnc.bc.ca/trades/

Construction Associations/Unions

Association	Description and Links
BC Construction Association	www.bccassn.com
British Columbia Construction Association	Available on this website is information on the BCCA General & Trade Contractors Accreditation Certificate Program as well as discussion papers on current labour market issues in the construction trades. http://www.bccassn.com/
Canadian Homebuilders Association of BC	
Canadian Homebuilders Association of Victoria	www.chbavictoria.com
Construction and Specialised Workers Union	
Construction Association of Victoria	www.cav.com
Construction Sector Council	The CSC is a national organization comprised of labour and business leaders mandated to address the current

Association	Description and Links
	and future human resource needs of the construction industry. www.csc-ca.org
Construction Trades Employment Development Committee of Victoria (CTED)	
Council of Construction Trades Association	
Electrical Contractors Association of BC	http://www.eca.bc.ca/
Independent Contractors and Business Association	Represents the open shop (Non-union) construction industry in BC. It monitors and lobbies all levels of government to ensure legislation reflects the needs and wishes of the open shop sector. www.icba.bc.ca
International Union of Painters and Allied Trades	http://www.ibpat.org/
Mechanical Contractors Association of BC	http://www.mcabc.org/
Roofing Contractors Association	http://www.rcabc.org
The British Columbia and Yukon Territory Building and Construction Trades Council (BCYT-BCCT)	An organization uniting construction trades unions. Some career information is available at their website at http://www.bcbuildingtrades.org/pages/careers.htm
United Brotherhood of Carpenters and Joiners	http://www.victoriacarpenters.com/
Workers Compensation Board of BC	www.worksafebc.com

Employment Services/ Immigrant Serving Agencies

Program/Agency	City/Region	Description and Links
Abbotsford Community Services	Abbotsford	
ASPECT Member agencies		The Association of Service Providers for Employability and Career Training (ASPECT) is an association of community-based trainers that represents and promotes the interests and activities of members to strengthen their capacity to provide services to people with barriers to employment

Program/Agency	City/Region	Description and Links
Burnaby Multicultural Society	Burnaby	
Cornerstone Academy		http://www.cornerstoneacademy.bc.ca/
Campbell River Multicultural and Immigrant Services	Campbell River	
Engineering International-Education Assessment Program (EIEAP)		Assesses the educational qualifications of individuals who were educated and trained outside of Canada, by comparing their education to a Canadian engineering education. The EIEAP is the only assessment service in Canada specializing <i>exclusively in the assessment of engineering education credentials</i> . It does not evaluate work experience. http://www.ccpe.ca/e/imm_education_1.cfm
Immigrant Services Society of BC	Vancouver	
Inter-Cultural Association of Greater Victoria	Victoria	
Kamloops Caribou Regional Immigrant Services	Kamloops	
Kiwassa Neighbourhood House	Vancouver	
Little Mountain Neighbourhood House	Vancouver	
Mennonite Central Committee	Abbotsford	
MOSAIC	Vancouver	For Employers: Free postings for employers, Pre-screening of applicants, direct referral, practicum placements (604) 708-9300 or (604) 254-0244 www.mosaicbc.caom/program_employer-info.html For Immigrants –New Start, Employment Access, and Career Connections Programs Three levels of employment programs for unemployed immigrants with lower to intermediate English skills. The programs range from 4 to 7 weeks and include services such as: on-to-one counselling, career research, interview preparation, resume writing, access to facilities and services, labour market information, and assessment services.
NETWERCC		Foreign-Trained Professionals Committee www.netwercc.com

Program/Agency	City/Region	Description and Links
North Shore Multicultural Society	North Vancouver	
Progressive Inter-cultural Community Services Society	Surrey	
Richmond Multicultural Concerns Society	Richmond	
SUCCESS	Vancouver, Burnaby	
Trade Referral and Assessment, Direct Employment Strategy (TRADES)		T.R.A.D.E.S "guides people into the trades, and helps them explore interests in different trades and assists trades people in obtaining full-time employment." This agency has offices in Ft. St. John, Kelowna, and New Westminster. www.tradesbc.org .
Vernon and District Immigrant Services Society	Vernon	

Promising Practices (Trades Training, Recruiting and Retaining Immigrants, and Other Models)

Program	Agency	Description and Links
2001 Best Practices	Yves Landry Foundation	<p>The foundation recognises best practices in the area of technological education and promotion. In 2001, awards went to some of the following programs</p> <ul style="list-style-type: none"> - Skilled Trades: Good Careers, Great Future – Industry-Education Council of Hamilton (IEC) - This is a trades awareness and promotion campaign (Outstanding Innovation in Education Award). - Career Academy for "Hire" Education – by Oshawa Central Collegiate Institute; the goal of this program is to bridge students into skilled trades training (Outstanding Youth Apprenticeship Program). - The Modern Foundry Technologies Institute – by the Mohawk College of Applied Arts and Technology; A successful partnership with the metal casting industry (Outstanding Technical Industry-Education Partnership). <p>www.ylandryfund.org/client/YLF/YLF.nsf/web/Best+Practices!opendocument</p>
A Guide for Foreign-Trained Tradespeople	Government of Ontario	In Ontario, the Ministry of Training, Colleges and Universities, through its Workplace Support Services offices, helps tradespeople to obtain recognition of their trade qualifications and experience, or to enter an apprenticeship. Tradespeople who have enough related work experience to meet Ontario standards and who pass a written examination receive a Certificate of Qualification.

Program	Agency	Description and Links
		http://www.edu.gov.on.ca/eng/training/foreign.html
Accessibility and Removal of Barriers Project	Canadian Apprenticeship Forum	The study aimed to identify and explore the perspectives of individuals, unions, employers, governments and educators concerning barriers to accessing maintaining and completing apprenticeships, determine which barriers are systemic and which may be specific to certain groups, and engage the apprenticeship community in a consultative process to discuss the findings and examine recommendations http://www.caf-fca.org/english/accessibility.asp
Canadian Apprenticeship Forum		A unique partnership between labour, business, Inter- Provincial Alliance of Apprenticeship Board Chairs (IPA), educators, persons with disabilities, members of visible minorities, aboriginal persons, women, the Canadian Council of Directors of Apprenticeship (CCDA) and Human Resources Development Canada (HRDC). It operates with two main objectives: Promote apprenticeship as an effective training and education system, and provide a mechanism for the key stakeholders to support the apprenticeship delivery systems across Canada." www.caf-fac.org
From Consideration to Integration	Canadian Council of Professional Engineers	<i>From Consideration to Integration</i> (FC2I) is an initiative of the Canadian Council of Professional Engineers designed to develop new processes and/or improve current processes by which international engineering graduates (IEGs) are able to obtain an engineering license without compromising public safety or lowering professional standards and to find meaningful engineering employment. The initiative is also looking at activities that take place prior to immigration. http://www.ccpe.ca/e/imm_consideration.cfm
Inventory/Information Project	Canadian Apprenticeship Forum	The inventory / information project is a 3 – phased project designed to provide Canadians with an accessible and one-stop inventory of apprenticeship information. http://www.caf-fca.org/english/inventory.asp
Learning and Education Assisted by Peers (LEAP) –	B.C. Workforce Literacy Initiative – Literacy BC	A literacy program developed in the British Columbia forest industry aimed at improving literacy in the work place. http://www2.literacy.bc.ca/Workforce/resource/basicsk/page14.htm
Looking Ahead Initiative		www.lookingahead.bc.ca
Making it Work 2002	Canadian Apprenticeship Forum	The Making it Work booklet, produced by the Canadian Apprenticeship Forum, is an information guide outlining best practices for employers, apprentices and journeypersons for apprenticeship training in the workplace. The link for an online version of the booklet is currently available at the Canadian Apprenticeship Forum site. www.caf-fca.org
Occupational Fact Sheets	Government of Ontario	Information for Internationally Trained Workers http://www.edu.gov.on.ca/eng/document/nr/02.03/bg0308.html
Self Assessment Guide	APEGBC	This self-assessment form will help you identify the areas in which you need to upgrade your knowledge and skills. http://www.apeg.bc.ca/intreng/documents/ITE-Resources-GeneralAssessmentGuide.pdf

Program	Agency	Description and Links
Tradeworks Training Society		<p>Tradeworks provides skills training and employment programs for people who want to change their lives. Many Tradeworks participants are Provincial Social Assistance recipients. Many participants require extra support in the quest to re establish themselves. The idea of "teach a person to fish and they will be able to feed themselves" is at the core of Tradeworks operating philosophy.</p> <p>http://www.tradeworks.bc.ca/</p>

APPENDIX C – Key Informant Interviews

Key Informant Interview Questions:

- skilled immigrants

1. Tell me a bit about your background.
 - a. Where are you from?
 - b. What is your training in?
 - c. What were you working as before moving to BC?
2. What has been your experience in looking for work in your field and line of work in BC?
3. Did you use/have you used any services/resources in finding a job/working in your job?
 - a. If so, what? Were they helpful to you? Why/why not?
 - b. If not, why not?
4. Are you working now?
 - a. If so, what position/field are you working in?
 - b. How did you land your job?
 - c. What are your long term plans for employment?
5. What advice would you give to someone in your same line of work who was moving to BC and hoping to find a job in the construction industry?
6. What advice would you give to employers who want to recruit and retain foreign trained workers for the construction industry?
7. Anything else to add?

Key Informant Interview Questions:

- **immigrant associations**

1. Tell me a bit about your association.
 - a. What does it do?
 - b. Who do you work with?

2. (If not obvious) Do you have experience working with foreign trained workers (FTW) who want to work/are working in the trades/construction industry in BC?
 - a. If no, since you haven't had direct experience in this area, can you share the knowledge you have of gained in working with foreign trained workers who are seeking work or are working in the construction industry?
 - b. If yes,
 - i. What sorts of issues/challenges do these people face?
 - ii. How does your association help people to address/overcome these challenges?
 - iii. What are the key success factors?
 - iv. Do any best practices come to mind? If so, explain.
 - v. What advice would you/do you give to immigrants who are coming to BC with skills in the trades/construction?
 - vi. What recommendations would you make to government/training providers/professional associations/employers to make it easier for FTW to find and retain work in the construction industry?

3. Anything else to add?

Key Informant Interview Questions:

- Employers

- Obtain a profile prior to interview: What sort of business; How many employees; location

1. What experience have you had in hiring foreign trained workers (FTWs)?
 - *If yes, skip to question 5 and then insert question 2 after question 11.*
 - *If no, continue with question 2, 3 and 4, followed by 10, 11 and 12.*
2. Are you currently short workers in any areas/do you expect to require workers in any areas in the future?
 - a. If so, explain what type of skills/employees you require/expect to require.
3. Would you consider hiring a foreign trained worker to fill these shortages?
 - a. If so, which positions and why?
 - b. If not, why not?
4. What ideas/suggestions do you have for programs, services or resources that would facilitate the employment of foreign trained workers in the construction sector?

For employers who answered "No" to question 1, skip to #10, 11 and #12

5. Have you used any services/resources in recruiting or retaining these employees?
 - a. If so, what? Have they been useful? Please explain.
 - b. If not, why not?
6. Have you encountered any issues/challenges in recruiting FTWs?
7. Have you encountered any issues/challenges in retaining FTWs?
8. Does your organization do anything in particular to create and support an inclusive environment?
 - a. If so, what do you do?
9. What advice would you give other employers who want to hire and retain FTWs?
10. What advice would you give to FTWs looking for work in the trades/construction sector?
11. What suggestions and recommendations do you have for government, service providers, training institutions and business and professional associations to address the barriers to successfully recruiting and retaining foreign trained workers?
12. Anything else to add?

Key Informant Interview Questions:

- employer associations in the construction industry

1. Tell me a bit about your association.
 - a. What does it do?
 - b. Who do you work with?
2. (If not obvious) Do you have experience working with employers who are recruiting/hiring/retaining foreign trained workers (FTW)?
 - a. If you haven't had direct experience in this area, can you share any knowledge you may have gained through other sources?
 - b. If yes,
 - i. What sorts of issues/challenges do these employers face?
 - ii. How does your association help employers to address/overcome these challenges?
 - iii. What are the key success factors?
 - iv. Do any best practices come to mind? If so, explain.
 - v. What advice would you/do you give to employers about hiring and retaining FTWs?
 - vi. What advice would you/do you give to immigrants who are coming to BC with skills in the trades/construction?
 - vii. What recommendations would you make to government/training providers/professional associations/employers to make it easier for FTW to find and retain work in the construction industry?
3. Anything else to add?

Key Informant Interview Questions:

▪ **federal and provincial governments**

1. What experience have you had working with foreign trade workers (FTWs) who want to work in the construction industry?
2. What experience have you had working with employers who want to recruit and/or retain (FTWs)?
3. What issues/challenges do you see employers facing in hiring/retaining FTWs?
4. What issues/challenges do you see FTWs facing in finding/retaining work in the construction sector?
5. What initiatives are you aware of within the public sector to address these challenges?
6. Are any of these efforts (programs/policies/services) proving to be successful?
 - a. If so, how do you know? What are the key success factors?
 - b. If not, why not? What have you learned?
7. What additional things would you like to see the public sector undertake?
8. Are you aware of any best practices in this area? If so, explain.
9. What recommendations would you make to professional associations/employers/service providers/trainers to increase the representation of FTWs in the construction industry?
10. Anything else to add?

Key Informant Interview Questions:

▪ **education/training/employment service providers**

1. Tell me a bit about the service/education/training that you provide.
2. What experience have you had in working with foreign trained workers (FTWs) who want to work in the construction industry in BC?
3. What issues/challenges do these people face?
4. How do the services/education/training that you provide help to address these challenges?
5. What advice would you/do you give to FTWs who are coming to BC with skills and experience in the trades/construction sector?
6. Do you also work with/interact with employers?
 - a. If so, what issues/challenges do they face? How do the services/education/training that you provide help to address these challenges?
7. What advice would you/do you give to employers with respect to hiring/retaining FTWs?
8. What recommendations would you make to government/professional associations/employers to increase the representation of FTW the construction industry?
9. Anything else to add?

Key Informant Interview Questions:

- **professional associations and academic experts**

1. What experience have you had in working with/researching foreign trained workers (FTWs) who want to work in the construction industry in BC?
2. What issues/challenges do you see employers facing in hiring/retaining FTWs?
3. What issues/challenges do you see FTWs facing in finding/retaining work in the construction sector?
4. How are/could these challenges be addressed?
5. Are you aware of any best practices in this regards? If so, explain.

FOR PROF ASSOCIATIONS:

What is your professional associations doing to address these challenges and make it easier to increase the representation of FTS in the construction industry.

6. What additional things would like to see done?

FOR ACADEMICS:

6. Are you aware of any particularly enlightening/innovative research that speaks to this topic?
7. Are you aware of any relevant/related research projects underway to explore these issues?

8. What advice would you give a FTW coming to BC with hopes of working in this field?
9. What advice would/do you give an employer who is wanting to recruit and retain FTWs?
10. Do you have any suggestions/recommendations for government/employment services providers/trainers to increase the representation of FTWs in the construction industry?
11. Anything else to add?

Appendix D: Focus Group Questions and Facilitator Guide

Focus Group Questions - Employers in the Construction Industry

- **Purpose:** To identify skilled immigrant and employer needs, promising practices, existing resources and tools; to understand the level of awareness and perception of services/resources available and their ideas for service improvement; and to explore the nature of barriers in employing and retaining skilled immigrants.
- 1. What experience have you had in hiring immigrants? Works to give us a sense of their experience and it might be worth counting how many have/have not had any experience.
- 2. For those of you who have had experience in this area, what kinds of programs, services or resources have been useful to you in the recruitment, training and retention of foreign trained workers?
- 3. Again for those who have had experience, what kinds of things do you do in your organization to support the recruitment and retention of foreign trained workers? (With leadership, management, human resource, staff)

Now we will draw upon those who have had experience and those who have ideas.

4. What are some of the challenges that you have encountered (or that you would anticipate if you were to) in the recruitment, training and retention of foreign trained workers?
5. What advice would you give to other employers wanting to recruit and retain foreign trained workers?
6. What advice would you give to foreign trained workers seeking employment in the construction industry?
7. What suggestions and recommendations do you have for government, service providers, training institutions and business and professional associations to address the barriers to successfully recruiting and retaining foreign trained workers?
8. When you hire employees for your organization what are the factors you consider most important?

Foreign Trained Workers with a background in the trades/construction/ engineering

➤ **Purpose:** To explore the barriers encountered in finding and retaining work in the construction industry, their awareness and perception of services/resources available to help them and their ideas for improving the system (training and employment services specifically)

1. What has been your experience in seeking employment in the construction industry in British Columbia.
2. If you are working, how did you find your job? (for example: colleagues, friends, employment programs and agencies, professional associations, etc.)
3. What services and programs have you used to help you find and keep employment? Can you also speak about what worked particularly well?
4. What are (or were) the challenges in getting and keeping work at the level you were trained for.
5. What advice would you give to someone else of your background that is seeking employment in the construction industry?
6. What advice would you give to employers who want to recruit and retain people from your background?
7. What recommendations for government, employers, and service providers to address any challenges and help you work in the construction sector? (including ideas for resources, services, policy, etc.)

Notes for Facilitators

In order to ensure the quality and accuracy of the information obtained through the focus groups it is imperative that they be conducted in a consistent way. The following will provide facilitators with some guidelines to support a consistent process.

Facilitators:

It is necessary to have two facilitators in each focus group.

One person will facilitate the process, ensuring that each participant gets an opportunity to contribute and that discussions are relevant to the questions. In order to get through the questions within the allotted time it is important for the person facilitating the process to have an eye on the clock. Some questions will generate more lengthy discussions while others will serve to summarize and supplement information generated by previous questions.

The second facilitator will function as the recorder of the information generated through responses to the focus group questions. It will be necessary for the recording facilitator to check with participants to ensure that the information being committed to writing is reflective of their comments.

Flipcharts:

Flipcharts will be the primary method of recording the information provided by focus group participants. The recording facilitator will make notes of the information provided by focus group participants and will check to ensure that the notes accurately reflect participant comments.

In order to maintain a consistent information gathering process that will enable efficient use of the information, it is important for facilitators to use the following process.

Prior to the start of the focus group the recording facilitator will prepare flip charts for use during discussions.

- Purpose
- Agenda
- Barriers/Challenges
- Promising Practices
- Recommendations to people seeking employment
- Recommendations to employers
- Recommendations to government and service providers

In addition to the flipcharts with specific heading several pages of blank flipchart paper will be required to record the more general responses provided by participants in questions 1 - 3.

TIP: Use the paper on the flip chart stand to record the ongoing discussions and tape the titled sheets on the walls within easy walking distance. It is also useful to have several pages prepared and numbered for each question or topic area.

As participants provide responses to the questions, the recording facilitator will note the responses on a flip chart that is visible to the participants. Throughout the discussions, information that addresses specific research topics should be added to the relevant flipchart.

For example, the first question asks for participant experiences. In describing their experiences participants may identify some barriers/challenges or promising practices they have encountered. The facilitator will record the responses to the question and while doing so, pull out the barriers/challenges and promising practices as the participants identify them and record them on the appropriate flip chart. (i.e. "Barriers/Challenges" or "Promising Practices")

The fourth question asks specifically about barriers and challenges. The responses to this question will be added to any already recorded on the "Barriers/Challenges" flipchart.

At the conclusion of the focus group the flip charts must be carefully numbered so that there is no confusion about responses when the flip chart notes are typed and the information is analyzed.

TIP: Noting the topic or question number, along with the page number, is very helpful.

Tape Recording:

Even though the focus group sessions are not going to be transcribed, it is strongly recommended that each focus group is tape-recorded so that there is a back-up method to ensure accuracy if there are any questions with regard to the notes.

Ensure tape recorders are placed where they will be able to catch everyone's voice in the room. Considering using two tape recorders.

Questions:

It is essential to the integrity of the research that the facilitators use the questions that are provided. While it may be necessary to provide some clarification, the facilitators must be rigorous in not directing or leading the responses to the questions.

In order to accommodate varying information processing styles, each participant should have a copy of the questions and the facilitator should read the questions aloud.

Throughout the question process it will be necessary to balance the opportunities for discussion with the need to allow sufficient time to fully address all of the questions. Given time for brief introductions, the number of questions and a brief wrap up, approximately twenty minutes is available for each question. Some questions will generate more discussion than others and will provide information that answers subsequent questions. For that reason it will require the judgment of the facilitator to determine how much time to allow for each question.

Opening:

It is appropriate for facilitators to welcome participants and to introduce themselves as participants arrive.

A sample agenda is included on the following page. For purpose and process item it is suggested that you briefly explain the purpose of the focus group and refer to the flip chart you have prepared. The purpose is noted at the top of the Focus Group Questions handout.

In explaining the process it will be important to note that all experiences and opinions are valued and that there is no need for consensus among the group. Indicating that the discussions will be recorded on flip charts and by tape recorder will also be important.

A brief discussion concerning confidentiality within the group is also appropriate prior to starting with introductions and the information collection process.

Participant Introductions:

It is likely that facilitators will have introduced themselves to the participants as they arrived in the group. In the interest of time it is suggested that each participant introduce themselves by providing the following three pieces of information:

- Name
- Field of Work
- Country of Origin

Agenda

Purpose and Process

Introductions

Questions

Break

Questions

Participant Information Data Collection Sheet

Wrap Up

Checklist for Facilitators

- Pens for participants
- Note paper or small notebooks for participants
- Nametags
- Felt Markers for participants to mark nametags
- Flip chart paper and stand
- Additional Flip chart paper
- Felt Markers in colors that participants can easily read
- Masking tape
- *Tape recorder(s)
- Sufficient number of audiotapes to record for three hours
- Extension cord(s) or batteries for tape recorder(s)
- Copies of Focus Group Questions for participants (one for each participant)
- Copies of Focus group Background Data for Participants (one for each participant)

***N.B.** In order for the tape recorder to work effectively, it will be important to eliminate as much background noise as possible.

Focus Group Background Data for Participants

Age Group: <input type="checkbox"/> less than 20 <input type="checkbox"/> 21 - 30 <input type="checkbox"/> 31 - 40 <input type="checkbox"/> 41 - 50 <input type="checkbox"/> 51 - 60 <input type="checkbox"/> 65 +	
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Occupational Designation:	
Highest level of education or certification:	
Are you aware of any difference between your certification and the certification of your occupation in British Columbia? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Are you currently working? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you working in your industry? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are you working at the same level/job in your industry that you were before coming to British Columbia? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Any additional comments:	

Appendix E: Employer Survey Form and Comments

The research project is undertaken in a partnership of the BC Construction Association and S.U.C.C.E.S.S. and has been funded by the Ministry of Community, Aboriginal, and Women's Services.

BC's construction industry is investigating the potential for including an increased number of foreign-trained construction workers, to off set the skill shortages being experienced now or those that are expected to occur in the future. This survey is thus intended to provide information on the skill requirements of construction employers, their interest in and capacity for hiring skilled immigrants, their perspectives on barriers to employment, and their views on what key services should be provided to enable them to hire skilled immigrants.

The survey will take approximately 10 minutes to complete. Completed surveys must be received by **May 12, 2004**. Please fax your completed survey to Abigail Fulton at the BCCA Head Office, **250-475-1078**.

Confidentiality: The information will only be used for the purposes of this study and will not be disclosed or released to anyone for any other purpose.

NAME: _____ TITLE: _____

COMPANY: _____

TYPE OF WORK YOUR COMPANY DOES: _____

REGION (Please circle):

SICA NBCCA VRCA VICA

HOW MANY WORKERS DO YOU EMPLOY? _____

- In which trades are you currently having difficulty recruiting? (Please put zero next to the column where no shortages apply and add any other trades in which you are experiencing shortages.)

Trades	No. Employees Required
NONE	
CARPENTRY	
MECHANICAL TRADES	
ELECTRICAL TRADES	
OTHERS - PLEASE LIST BELOW	

- Do you foresee any additional skill shortages in the future?

YES

NO

DON'T KNOW

If yes, please fill in the following table:

Trade	# Years until shortage expected

3. What are the most important attributes and skills that you look for in your employees? (Please rate the importance with 1 as very important and 5 as not very important.)

Skills/ Attributes	Rank (1 to 5)
SKILLS IN TRADE AREAS	
ABILITY TO WORK IN A TEAM	
COMMUNICATION/ LANGUAGE SKILLS	
QUALIFICATIONS	
ADAPTABILITY, WILLINGNESS TO CHANGE	
WORK ETHIC	
REQUIRES MINIMAL SUPERVISION	
OTHERS - Please list below	

4. Does your company currently, or has it in the past, employed foreign-trained construction workers?

YES

NO

DON'T KNOW

If not, why not? _____

Please skip to question 6 if answering NO above.

If yes, please list any services or programs that helped you to hire foreign-trained workers.

5. Has your company experienced any of the following challenges/barriers in hiring foreign-trained construction workers? (Please check all that apply and add any others that are not indicated.)

Challenges/Barriers	In Hiring	In Retaining
INABILITY TO TEST COMPETENCY		
LACK OF GOOD COMMUNICATION /LANGUAGE SKILLS		
INABILITY TO WORK EFFECTIVELY IN A TEAM		
NOT ENOUGH RELEVANT LOCAL EXPERIENCE		
LACK OF CERTIFICATION		
CULTURAL DIFFERENCES		
OTHERS - Please list below		

Additional comments: _____

6. Is your company interested/ willing to employ foreign-trained workers?

YES NO DON'T KNOW

If not, why not? _____

What would help you to hire foreign-trained workers?

7. Have you used any employer services/resources within the past 2 years? (For e.g. apprenticeship training programs, employment services etc.)

YES NO DON'T KNOW

If not, why not? _____

ADDITIONAL COMMENTS

If you have any more comments on the issue of recruitment and retention of foreign-trained workers in the construction industry in BC, please add below.

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

Comments from Contractor Survey

- Promote trades education in the schools
- Reduce emphasis on university education when applications are received from people wanting to enter Canada
- Get trades workers who are just beginning their trades training in foreign countries so they can more easily adapt to our construction methods.
- We have had to deal with some challenges but that has not stopped us from employing foreign trained workers.
- Would hire labourers with good work ethics and quality workmanship.
- Some form of "official" evaluation of certification of foreign credentials would be helpful
- Competency testing and evaluation would make it easier to hire foreign trained workers.
- The sooner the construction industry unions get their heads out of the sand the better.
- We need a major change to immigration policy.
- Review immigration policies to make it easier to land foreign trained workers in Canada, on a permit if nothing else.
- There is a desperate shortage of skilled, trained and competent refrigeration workers and it will continue to get worse into the future.
- I think we have enough young people coming through the school system now that could be encouraged to join the construction trades.
- I refuse to undertake this survey as all questions seem to lead to the conclusion that we don't have to train tradesmen. Good tradesmen will not be an importable commodity. They have to be generated locally by laws that will disallow anyone but qualified tradesmen to participate in the industry. Foreigners who have their interpreters sit in on T.Q. testing may make it appear we have sufficient numbers but are they qualified?
- An accurate system to establish compatibility between candidate and employer would make it easier to hire foreign trained workers.
- Confirm certifications are equal to Canadian Trades Certificates.
- We have not hired any foreign trained workers locally but we have many foreign workers in other branches. There have been minimal problems. Competency is determined prior to hiring.
- Having a good knowledge of English would make it easier to hire foreign trained workers.
- Where can we find foreign trained workers?
- How many people are out of work in BC? Let's use them first.
- I feel it would not be a benefit to hire foreign trained workers. It will push the wages down. Push trades harder in the schools.

- There are lots of foreign Canadians and Aboriginals here in Canada already that need training.
- Lots of trades in Alberta would like to return to BC.
- I would like a government a little less minimum wage and with more labour stability in mind.
- Greater initiative needs to be taken by the unions.
- Apprenticeship programs must be maintained.
- I am upset with the apprenticeship program that there is currently no training happening. I have just started training an apprentice and hopefully there is school for him in the near future.
- They need a pre-apprenticeship school before going to work for an employer, to get the basics. I should not have to employ a person who has no idea and be expected to train him from scratch.
- It costs a certain amount to try someone out and if they make a mistake it can be expensive. We need to know that a person can do the job before we hire them. Testing for competency and training in communications is required before we can hire foreign trained workers.
- Need to get unions involved in the process of training and accepting foreign trained workers.
- There are no foreign trained electrical workers available through the union.
- We need information on how to hire foreign trained workers.
- We have a shortage problem. How do we bring skilled workers in, especially since we can't train them here fast enough?
- What about setting up a skilled worker registry?
- What about skills assessments?
- Young people do not appear to want to enter apprenticeship programs. They work as helpers as they need money.
- We need to know the qualifications of workers before we hire.
- The greatest challenge is finding the right person.
- Subsidies are okay but not necessary if the person has the skills.
- It is very expensive process to hire and integrate foreign trained workers. Government support is required for ESL, safety training, and prior learning recognition. This could be through tax incentives or by offering programs to offset the costs to the employer.
- Skilled workers with some trades training, a proper attitude towards work and safety and in their 30's to 40's are non-existent.
- At present I must use an immigration lawyer (costs\$3000) to assist in bringing in foreign workers. There is too much documentation and red tape to make it practical.
- The best trades works come from east and west Europe.
- Communication skills and skills in a trade would be necessary for a successful employee. A driver's license is a must in northern and central areas.
- We have not had an application from a foreign trained workers, consequently have never had the opportunity to consider one. If we had an application we would consider them for a job.
- Concentrate on E.U. or British Commonwealth countries. They have similar trades standards and systems and few problems with language and culture giving a quick return on the time invested.
- I strongly support the idea of using foreign trained workers.

- The immigration department should be lobbied to change the criteria for allowing immigration to this country. We do not need professionals only. We need people that can handle tools, not pens.
- I think we should bring in more trades people from other areas. We need a stronger pool to help keep prices in check.
- Canadians come first! There is no shortage of Canadians – they are just becoming lazy.
- I've been in the construction business since 1957. There have always been a fair number of foreign trained workers. Generally they are preferable to North American trained workers.
- The shortage of skilled carpenters is preventing us from getting more work.
- Develop a list of available foreign trained workers.
- There is no current shortage in our steel fabrications industry and I don't foresee a shortage soon. There is no work!
- The government should get off its butt and let more trades people into the country!

Appendix F: Complete List of Participant Recommendations

List of Recommendations made by Focus Group Participants and Interviewees

Interviews with Foreign Trained Workers

- Establish better methods of connecting people to the jobs
- Provide training subsidies for trades training
- Change immigration policies so that the immigrants that Canada is marketing to will find jobs once they arrive

Interviews with Industry Associations

- Provide incentives (to industry associations, employers, unions) to hire foreign trained workers and provide training, which targets FTWs (i.e. combination language and skills training).
- Establish a central agency to provide counselling support to FTWs
- Strengthen linkages between employers and training providers across the different trades to discuss issues, training and provide advice to government
- Support the full apprenticeship program
- Develop methods for assessing prior experience and qualifications

Interviews with Service Providers

- Establish and support a service that connects foreign trained workers and employers

Contractor Interviews

- Establish a provincial body to evaluate and give accreditation to foreign trained workers at the level that is appropriate for their skills
- Make training available to fill the gaps between what the foreign trained worker bring and what accreditation standards require.
- Ensure qualification standards are broad and equal for everyone involved in the trades
- Develop a registry of foreign trained workers who are seeking employment
- Educate stakeholders in the realities of the labour market and the need to train younger workers regardless of their background.
- Do not eliminate trades training or make training so specialized that workers are limited in where they can work or what they are able to do
- Provide financial incentives for companies to train and hire foreign-trained workers
- Develop an assessment program that would provide provincial certification for the on-the-job training provided by employers

Employer Focus Group - Prince George

- A person coming with a foreign ticket must be assessed, probably orally, to determine where they would fit into the qualification scheme. They could then take a shorter program than the traditional apprenticeship to bring their skills to the level required for certification.
- Immigration policies need to be re-evaluated to give priority to younger workers
- Encourage local young people to go into trades
- Immigration authorities should encourage immigrants to go to communities where they will have a sense of community, support and shared culture
- Encourage unions to revise policies and attitudes to reflect current realities
- Apprenticeship training must provide a broad base of skills
- There must be incentives for people to go to northern communities, perhaps similar to those that are being considered in the medical field. That may also result in other family members coming to the community thus establishing a base.
- Establish a registry for foreign trained workers so that employers are able find foreign trained workers. Include qualifications (in our terms), where they are willing to live, experience, etc.
- Employers must change their attitudes toward the costs of training. If we train a worker, that person is available to the trade even if they do not stay with the company.
- Promote communities that need workers.
- Tax incentives for employers who are willing to offer apprenticeships.

- Market Canada as a desirable place to live and work and make entrance standards reflect current labour market needs. (Not necessarily people who hold degrees.)

Employer Focus Group - Kelowna

- Immigration policies and criteria need to catch up with the realities and needs of trades
- Close the gap between what immigrants are being told and ensure accuracy and follow up
- Encourage local people to go into trades
- Review mandatory retirement age
- Start wars
- Determine processes for assessing qualifications for foreign trained workers
- Market to the female population to fill trades jobs
- Start training young people earlier
- Trades schools oriented to what is needed
- Get to the teachers so they can support the viability of trades as career choices
- Keep the government out of industry decision making and increase the involvement of industry reps for decision making
- Increase immigration from Europe
- Implement incentives for employers to train apprentices
- Lobby with governments to see trades as an important field and as worthwhile as some of the professions traditionally funded
- Qualification exams could be given in the individual's first language and they could receive a provisional ticket that requires them to learn English before they are fully qualified
- Our country was made by immigrants and although language is an issue it should not be a limiting issue
- Testing of skills, practical as well as technical, is required
- Programs to fill the gaps determined by skill assessment are required
- A body needs to take on responsibility for assessment of prior learning and determination of where the person fits in the qualification process
- Encourage the acquisition of English skills. Communication is a requirement in the industry and integration through language increases pride in the trade and allows transfer of skills
- English training for industry specific terminology
- Non-English speakers where English skills are not necessary
- A General Trades program could be developed to bridge the gaps - leading to earlier access to employment for foreign trained workers. Specific trade qualifications could follow from that for those workers who want to get qualifications in specific trades.
- Review immigration policies to give preference to young people.
- Review immigration policies to give preference to qualified trades people.
- Identify countries that share similar qualifications and recruit from those countries. Market jobs in those countries.
- Lobby the government to recruit trades people.
- Independent companies with trades vacancies could advertise.
- Trades training could be modified to meet specific needs and temporary tickets could be issued limiting the work to those specific tasks within that company as long as a suitable level of skill was maintained. The ticket would only be good for that job.
- Diplomas must be evaluated for authenticity.
- Industry could validate (assess) skills.
- Mobile assessment process could be used to pre-qualify individuals seeking immigration to Canada and then individual business or industries could sponsor the qualified people as vacancies occur.
- An All Trades training facility should be established in the Southern Interior (specifically Kelowna).
- Regional training facilities should be established.
- Common course among the trades could be amalgamated to make regional training viable.
- Tickets have to reflect specialty trained for; modules could give tickets for that module only and full qualification could be achieved through the acquisition of several modules.

Employer Focus Group - Lower Mainland

- Change the immigration rules to attract/bring in trades people, not just professionals.
- Engaged industry associations in the process of deciding which FTWs and skills should be prioritized so as to ensure that the labour pool coming into Canada meets the needs of the industry.

- Shift the understanding in schools/society about what skills are “valuable” so that students see the benefits of pursuing the trades as careers.
- Reinstate government resources for training and apprenticeships programs
- Expand trades training and apprenticeships in the in high schools - beginning in grade 8
- Change student loan rules so as to allow only two opportunities to complete a degree
- Expand incentives programs to attract people into the trades
- Support full apprenticeships
- Provide counselling/support services to help employers to manage apprentices
- Establish resource centres to link employers and potential apprentices, explain the apprenticeship process and help apprentices move through the system
- Enhance the monitoring/evaluation system tracking apprentices through the system
- Establish/support job coaches to help people navigate the system and act as liaison between the employees and employers to help with cultural/communication issues
- Establish supports to help employers deal with cultural issues - mitigate the risks associated with hiring FTWs
- Establish a link between cultural groups and industry associations and training institutes to facilitate communications and the integration of FTWs into work and industry training programs
- Develop safety training programs that are suited to the needs of/targeted to FTWs
- Establish a Construction Job Centre - to show employers and employee where the opportunities are
- Start a Boot Camp to introduce youth (and parents) to the trades
- Support training that reflects industry needs rather than education for the sake of education
- Instil the employer/industry culture among education/training providers

FTW Focus Group - April 14 (English)

- Government should provide training to foreign trained workers to increase their chance of getting employment.
- Government should provide more information related to various trades.
- Government should run volunteer programs to bring / provide training to foreign workers and to assess their ability to do the work under supervision.
- Government should provide scholarship.
- Professional bodies should be more flexible in assessing prior learning.
- Government should provide technical English language training.
- Government should develop a better system to assess foreign credentials.
- Government representatives should run workshops and trade talks for skilled immigrants
- Provide accurate information on job market in Canada before migration.
- Should provide information at the airport on how to get a job in skilled immigrant’s own field.
- Recognize foreign credentials and accept licenses from certain countries.
- Run job finding clubs for professionals.
- The entrance requirements to training programs should be lowered.
- Government should implement a policy to make it mandatory to assign work for skilled immigrants for 6 months with or without pay.
- Government should partner with APEC and employers to provide information sessions for skilled immigrants.

Recommendations to Employers:

- Employers should provide training in work related English.
- Local professionals should be mentors and train and supervise foreign trained workers.
- Employers who hire skilled immigrant should receive government subsidies.
- Employers should be open minded and be willing to provide work opportunities for foreign trained workers.
- Employer should conduct surveys on skills shortages
- Employer should deliver programs to allow skilled immigrant to work on a volunteer basis for a certain period of time under supervision so as to assess their ability.
- Employers should be more flexible in accepting foreign credentials. The ability to do the job is more important than credentials. Skilled immigrants should be given the opportunity to demonstrate their skills at workplace.
- Employers should run trade talks and information sessions for foreign trained workers to broaden their understanding of the employment situation

- Employer should run programs that combine language upgrading with actual work experience such as the Roofing program run by S.U.C.C.E.S.S and the Roofing Association.

Recommendations to Service Providers:

- Run Job Finding Club more related to engineering field
- Job Finding club should incorporate some information on trade
- Agencies like SUCCESS should develop more training / bridging programs
- Develop assessment tools to assess skilled immigrants' prior learning
- Should make more connection between job seekers and employers

Recommendations to People Seeking Employment:

- Utilize employment training programs
- Network with friends
- Cold calling to employers
- Start with an entry level job and improve language at the same time
- Do not give up
- Participate in activities and workshops organized by professional bodies
- Learn to improve their skills and learn the systems here

FTW Focus Group - April 14 Mandarin

Recommendations to Government

- Provide funding to run short-term, affordable bridging training programs
- Develop fair assessment/evaluation systems
- Link up immigration policies with labour market conditions
- Offer incentives to employers to hire immigrants
- Study models of other countries, such as that of Japan, where there is a lot more flexibility in recognizing foreign credentials
- Apprise employers of the large pool of skilled immigrants already here in BC
- Establish on-going dialogues with groups/organizations representing interest of immigrants

Recommendations to Service Providers

- Offer training programs as soon as possible before the construction boom is over
- Connect employers and immigrants
- Connect training institutions and immigrants
- Offer longer assistance with our career development
- Provide a venue for immigrants to support and network with one another
- Help us tap into the hidden job market
- Organize support groups.

FTW Focus Group - April 20

- Put programs in place to better utilize the talents of the new immigrants
- Address the mismatch of jobs and skill levels of immigrants
- Immigration criteria does not match the job market
- Have better, more accurate and more easily available (LMI) Labour Market Information available before immigrants arrive and identify the job requirements
- Let immigrants know that local experience is very important; too important for industries own good in our estimation
- Canadian industry is a very conservative enterprise not willing to take chances on people with demonstrated abilities
- Let new immigrants know that Canadian licensing and regulatory bodies do not recognize the country of origin documents, experience or abilities
- Provide channels by web and email to allow those considering immigration to connect with professionals (from same ethnic background/country) before immigration
- Information on host programs for professionals and their families
- Information can also be from community church groups.