Presentation outline

- About the Canadian Information Centre for International Credentials and the Ontario College of Teachers
- Credential Assessment landscape in Canada
  - Purposes for credential assessment
  - Challenges
- A regulatory perspective: the Ontario College of Teachers
- Broad overview of the Building Bridges project
  - Goal of the project
  - Background
  - Promote consistency in the assessment of credentials
  - Support capacity-building

The Canadian Information Centre for International Credentials (CICIC)

Established in 1990

- a pan-Canadian information and referral service to individuals and organizations for the purpose of promoting international mobility and improving the recognition and portability of Canadian and international academic credentials;
- provides information on postsecondary education and quality assurance practices in Canada to assist in the recognition of Canadian qualifications;
- manages labour mobility projects, focusing on academic credential assessment and the teaching profession.
**PSE ATTAINMENT AMONG 25-65 YEAR OLDS, BY SOURCE OF CREDENTIAL**

![Graph showing education attainment by source of credential.]

**Our immigrants come from all over the world**

![Map of the world showing countries where immigrants come from.]

**When is an international academic credential assessment required?**

- **Immigration**
  - Federal and provincial immigration systems

- **Study**
  - Admission to universities and other post-secondary institutions
  - Admissions to some bridging programs

- **Work**
  - Regulated – licence to practice
  - Non-regulated – voluntary certification
  - Employer
HOW MANY ORGANIZATIONS ASSESS CREDENTIALS?

- Regulatory bodies and professional associations: 270
- Universities and colleges: 286
- Assessment services: 6


HOW MANY ASSESSMENTS DO THEY COMPLETE EACH YEAR?

- Regulatory bodies and professional associations: 4,000
- Universities and colleges: 133,000
- Assessment services: 8,700

Source: CICIC, Feasibility Study for a Distance Education Program for Canadian Academic Credential Assessors, 2012.

What is the assessment process?

1. Authentication of documents
2. Status of the educational institution
3. Comparability
4. Production of an assessment report

- Academic record (grades+)
- Program capacity
- Strategic policies

- Competencies and skills
- Previous work experience / certification
- Language proficiency
- Character

Council on Licensure, Enforcement and Regulation
Global Trends

- Global search for talent to drive productivity and innovation
- Immigration reform and aging population
- Immigrant “integration” and notion of fairness
- Role of regulators – protecting the public and “improving society”
- Emerging best practices in academic credential assessment promote
  - Global mobility of talent
  - Protection of public safety through the notion of “substantial differences”
  - Fair treatment of immigrants through greater consistency and portability of assessments

Challenges in academic credential assessment in Canada

- Decentralized – no one body responsible for determining standards in academic credential assessment
- Consistency – across multiple organizations and sometimes for different purposes
- Capacity – especially for organizations with relatively low volumes of credential assessments
- Portability – can one assessment be used for multiple purposes? 
- Communication challenges – access vs. admission/certification – individuals with recognized credentials may not gain admission or be certified

GOAL OF THE BUILDING BRIDGES PROJECT

- To facilitate the assessment of academic credentials for international students’ admission to Canadian colleges and universities
- To integrate internationally trained newcomers into the workforce in both regulated and unregulated professions
BUILDING BRIDGES PROJECT OVERVIEW

- Managed by CICIC, funded by the federal government
- Development and success based on the contribution of the assessment community

Three phases:
- Environmental scan
- Development of reference tools to build consistency and portability of credential academic credential assessment
- Build capacity in the field of academic credential assessment
- Foster greater consistency and collaboration among assessors.

All reports are available at http://evaluation.cicic.ca

Building Bridges – On-line distance education program

Key objectives:
- Develop the program architecture for an on-line distance education program (Credential Assessment 101) and run a pilot of the core course for such a program.
- Work with academic credential assessment experts and distance education providers to develop the architecture of the program
- Deliver, on a pilot basis, the core course for such a program. Expected pilot launch: Winter 2015

Comparability Tables Working Group – A regulatory perspective

Ontario College of Teachers
Ordre des enseignantes et des enseignants de l’Ontario

September 13, 2014
ONTARIO COLLEGE OF TEACHERS

- Established in 1997 to regulate the practice of teaching in Ontario in the public interest
- License teachers to teach in the publicly-funded elementary and secondary school system in Ontario
- Evaluate the credentials of internationally educated teachers

COMPARABILITY TABLES WORKING GROUP

- Goal of the project
- Reasons for joining:
  - Continuous improvement
  - Share expertise
  - Community of assessors
  - Create a ‘homegrown’ tool
  - Strategic priority

- Methodology/Process
  - Identify source countries
    - Phase I: Algeria, France, Philippines, Saudi Arabia
    - Phase II: Brazil, Iran, Lebanon, Russian Federation
    - Phase III: Cameroon, China, India, England, Northern Ireland and Wales
  - Define the structure of the tables
  - Collect data
  - Timelines
LESSONS LEARNED: SIMILARITIES

- Shared principles of best practices
  - Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials
    - Entrance requirements
    - Duration
    - Content
    - Accreditation
    - Bridges to traditional degrees

LESSONS LEARNED: DIFFERENCES

- The regulatory perspective
- Differing mandates and objectives
  - Credential recognition vs academic equivalency
- Satisfying the academic registration requirement
  - Accreditation of institution
  - Type/Level of credential
  - Duration

THE OUTLIER: THE PHILIPPINES

- Factors that impact decisions:
  - Lisbon Agreement
  - Ontario government regulations
    - Regulation 176/10 (Teacher’s Qualifications)
    - Regulation 271/09 (Fair Registration Practices)
    - Bill 175 (Ontario Labour Mobility Act, 2009)
  - Registration Appeal decisions
- Implications of outcomes
LESSONS LEARNED: CHALLENGES

• Third party assessments
• Pitfalls of terminology
  – ASSESS
  – ACCEPTABLE
  – Transfer credit / Advanced Standing
• Terminology Guide for Academic Credential Assessment in Canada

FOR MORE INFORMATION

Toolbox for academic credential assessors:
http://cicic.ca/736/The-Academic-Credential-Assessment-Community-Tool-Box-canada
• Recognized institutions
• Degree mills
• Country education profiles
• Professional development opportunities
• Links to national information centres

CICIC Web site: http://cicic.ca

QUESTIONS?

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