CAPE KNOWLEDGE EVENT 2010

Where do we go from here, Charlie?

Nikhat Rasheed
Independent Consultant, XCG Inc.
CAPE Volunteer & Communications

CAPE Achievements

1993-2003

- Informal group of engineers of 70 members
- Formed a community coalition of four groups
- Engaged with PEO joint-task force to develop them provisional license
- Meetings with some stakeholders (e.g. Hyrdo1)
- Completed a strategic plan

CAPE Achievements

2003-2006

- CASSA-CAPE Engineering Access Project (approx. $450,000+)
- Documented the barriers to meaningful employment
- Introduced the **four-cohort model**
- Build a membership of 965 IEBs
- Database the skills/competencies of IEBs
- 6 Multi-stakeholder roundtables to develop an integrated employment strategy “Canadian First tö Canada First

CAPE Achievements

2006-2010

- Online employment support tools package (self-assessment, portfolio builder, locating employers)
- Skills Commensurate Engineering Access (SCEA) project outcomes: **analysis of true gaps/skills** of IEBs matched with 400+ jobs (approx. $157,000+)
- Leveraging Global Engineering Skills (LGES) project outcomes: **curricula development process** (project summary) (approx. $505,000+)
- Membership increased from 965 to 3240
- Engaged with 100+ employers, 400+ front line workers, 80+ service providers, 20+ job developers trained
- Established/supported Multi-Profession Roundtable on Employment and Policy (approx. 175+ members)

CAPE Achievements

Scope of Achievements: 2006-2010

- Increase in stakeholder engagement: 390%
- Increased membership: 235%
- Increase in annual project funding: 10%
- Revenue generation from fee-for-service tools: $120,000
- Raised approx. $300,000 in-kind contributions of services/ volunteer hours
- Served/counseled approx. 500 people individually
- Put 25+ people on the path to sustainable employment through CAPE activities

CAPE Achievements

Scope of Achievements: 2006-2010

- Innovative technologies have changed the face of service delivery, policy discussions and perception of strength of the organization
- Developed flexible, adaptable organizational structure based on five core pillars:
  - Membership
  - Employment
  - Knowledge mobilization
  - Community collaboration
  - Advocacy

CAPE Members….

"Ask not what your country can do for you, ask what you can do for your country?"

John. F. Kennedy, President, United States of America

CAPE KNOWLEDGE EVENT 2010

Innovative Solutions – Foreign Credential Recognition

Gurmeet Bambrah, PhD, F.Eng (UK), R.Eng(Kenya)
Chief of Research and Operations ,
CAPE Council for Access to the profession of Engineering

And
Sergy Kasyanov PhD, MPA (Harvard)
Director, Executive board
CAPE Council for Access to the Profession of Engineering

CAPE KNOWLEDGE EVENT 2010

THE CANADIAN FOREIGN CREDENTIAL RECOGNITION PROCESS

CONTEXT

Foreign Credential Recognition (FCR)) verifies whether education and job experience obtained in another country is equal to standards for Canadian professionals.

- Canadian Engineering Accreditation Board *CEAB Process:*
- *Canadian University Graduate – Program peer review*
- *For non-Canadian degree programs, - substantial equivalency or Individual-by-individual Peer Review*

PROCESS

- *Canadian graduate under the CEAB program accreditation does not need to go through an individual peer review. This process is objective.*

- *The foreign-trained, not graduating from the CEAB classified substantially equivalent program, is subject to an individual-by-individual peer review. This process is subjective.*

- *The process then is fundamentally different, and subjective, for the foreign-trained.*

MUTUAL RECOGNITION AGREEMENTSPROCESS

- *Engineers Canada has entered into agreements with other organizations concerning mutual recognition of accreditation systems or professional engineering qualifications*

- *Unfortunately provincial regulatory bodies , constituent members of Engineers Canada cannot recognize these Mutual Recognition Agreements (MRAs)!*

CURRENT STATE OF FOREIGN CREDENTIAL RECOGNITION IN CANADA

- *CEAB recommends that Engineers Canada's constituent members treat graduates of programs evaluated as substantially equivalent like graduates of Canadian Engineering Accreditation Board-accredited programs for the perioad that substantial equivalence is in effect.*
- *But:*
  - *Since 1997, 5 institutions in 4 countries (insignificant number) have been granted substantial equivalency including:*
  - *Mutual Recognition Agreements (MRAs) have been signed by Engineers Canada with only 11 national and international organizations*

HOW ENGINEERS CANADA VIEWS ITS FCR PROCESS

Therefore Engineers Canada Argues

"Through the Accreditation Board's activities, the Canadian criteria and procedures for accrediting undergraduate engineering programs are now recognized around the world. As a result, a number of engineering institutions in other countries have expressed an interest in having their engineering programs evaluated by the Accreditation Board using its accreditation criteria and procedures."

Reference: http://www.engineerscanada.ca/e/pr_accreditation.cfm

CAPE KNOWLEDGE EVENT 2010

FOREIGN CREDENTIAL RECOGNITION - CAPE RESEARCH

SUMMARY

Knowledge Conference 2007	• *Transferability for Transformation-Mobilizing Global Engineering Experience*
Knowledge Conference 2008	• *Self-Regulation, Governance, Public Administration and the Profession of Engineering*
Knowledge Conference 2009	• *From Regulation to Innovation: The Role of Competition in a Global Economy*
Knowledge Seminar 2010	• *Innovative Solutions: Foreign Credential Recognition*

KEY FINDING

2007

- FCR – mechanism terri to maintain torial professional and academic standards, experience requirements and codes of ethics
- Foreign graduates subject to Individual-by-individual peer Review Process
- 4 years undergraduate degree plus 4 years experience for licensing/registration general global model
- 4. Canada's FCR is restrictive of inward mobility of engineers

2008

- Canadian Licensing Lacks documented foreign experience recognition criteria (Legal Case)
- Self-regulation has to be objective and no more burdensome than necessary under GATTS
- Immigrant engineers are locked out of their profession in Canada
- Canada needs to address global competition (India and China)

2009

- Canada is low on productivity and innovation
- MRAs need to embedded in legal contracts
- Canada's licensing process most restrictive of competition (OECD on access to professions)

KEY FINDINGS

- *Foreign Credential Recognition (FCR) is used to maintain territorial professional and academic standards, experience requirements and codes of ethics.*

- *The process adopted for FCR in Canada is not standardized to a point where it is the same for all engineering graduates*

CHALLENGES

1. *Can foreign-credential recognition processes used to maintain territorial professional and academic standards accommodate globalization of engineering workforce?*

2. *Can self-regulatory structures founded on subjective FCR meet the challenges of globalization and avoid being superseded?*

CAPE KNOWLEDGE EVENT 2010

HOW IS CANADA ADDRESSING FCR CHALLENGES

Commitment to Foreign Credential Recognition

FCR is an ongoing priority of the Government of Canada and has grown in significance over the last decade.

- *Foreign Credentials Referral Office launched May 2007*
- *Conference on Foreign Credential Recognition co-hosted by the Conference Board of Canada and the Foreign Credentials Referral Office April, 2008. Three themes emerged from this*
  - *The importance of multi-stakeholder collaboration*
  - *Support for employers and immigrants*
  - *Timely preparation – Pre- and post-arrival*
- *December 2008, the Prime Minister placed foreign credential recognition on the agenda of the First Ministers' Meeting*

CANADA'S ECONOMIC ACTION PLAN – JANUARY 2009

- *January 2009 , First Ministers directed Labour Market Ministers to develop framework to guide the collective efforts of governments on FCR*
- *The federal government committed $50 million over 2 years to address barriers to foreign credential recognition on developing a framework to speed up the assessment and recognition of foreign credentials*
- *The Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications was set up. It describes the ideal steps and processes that governments aspire to build in order to address the current gaps to successful immigrant labour market integration (November 2009)*

GOVERNMENT OF CANADA – FCR PROGRAM 2010-2016

- The Government of Canada
  - is playing a facilitative role with provinces and territories providing strategic leadership to foster the development of consistent, national approaches to FCR.
  - working with Provincial/territorial Governments, Regulatory bodies, sector councils, employers and other stakeholders to improve integration of foreign trained professionals
- Human Resources and Skills Development Canada (HRSDC) is the federal department responsible for the Government of Canada's FCR Program
- The Government is providing $68 million over six years (2010-2016) to implement the FCR Program

HUMAN RESOURCES SKILLS DEVELOPMENT– FCR

- 21st century economy, requires a highly skilled workforce to compete in the global knowledge-based economy
- A key to prosperity and competitiveness will be the integration of immigrant professionals into Canada's economic and social development.
- The issues being addressed include:
  - Acceleration of the assessment and FCR
  - Enhanced Language Training and Bridge to Work initiatives
  - Up-to-date and pertinent labour market information.

LATEST UPDATE ON COMPETITIVENESS

Report released this week

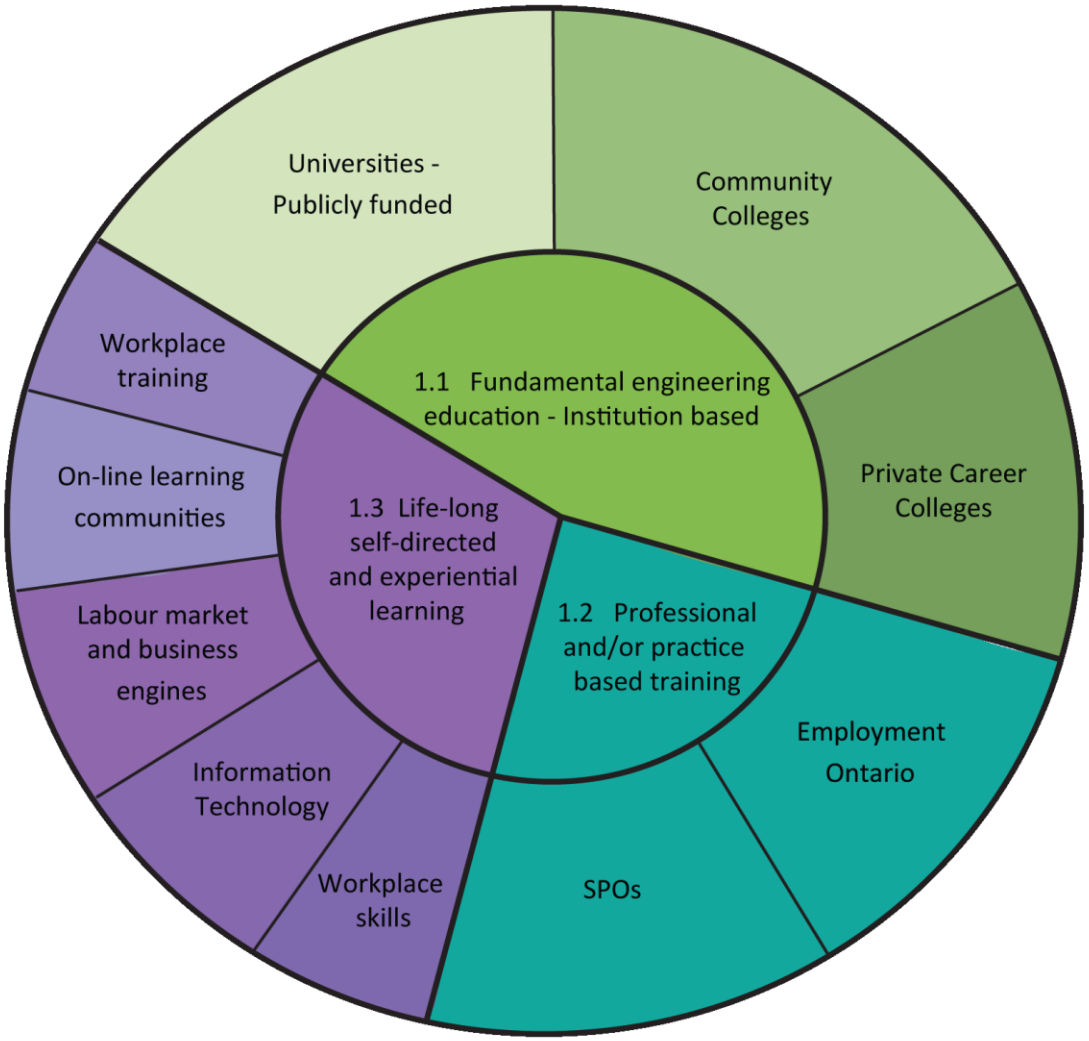
"Ontario businesses need to step up their investments in technology – from R&D to patents to adapting existing technology to their businesses. Equally important is the ongoing need to develop stronger management capabilities in our businesses. The Task Force also recommends that governments improve their innovation polices by shifting their efforts from new-to-the-world inventions to relevant-to-the market innovations."

Task Force on Competitiveness, Productivity and Economic Progress

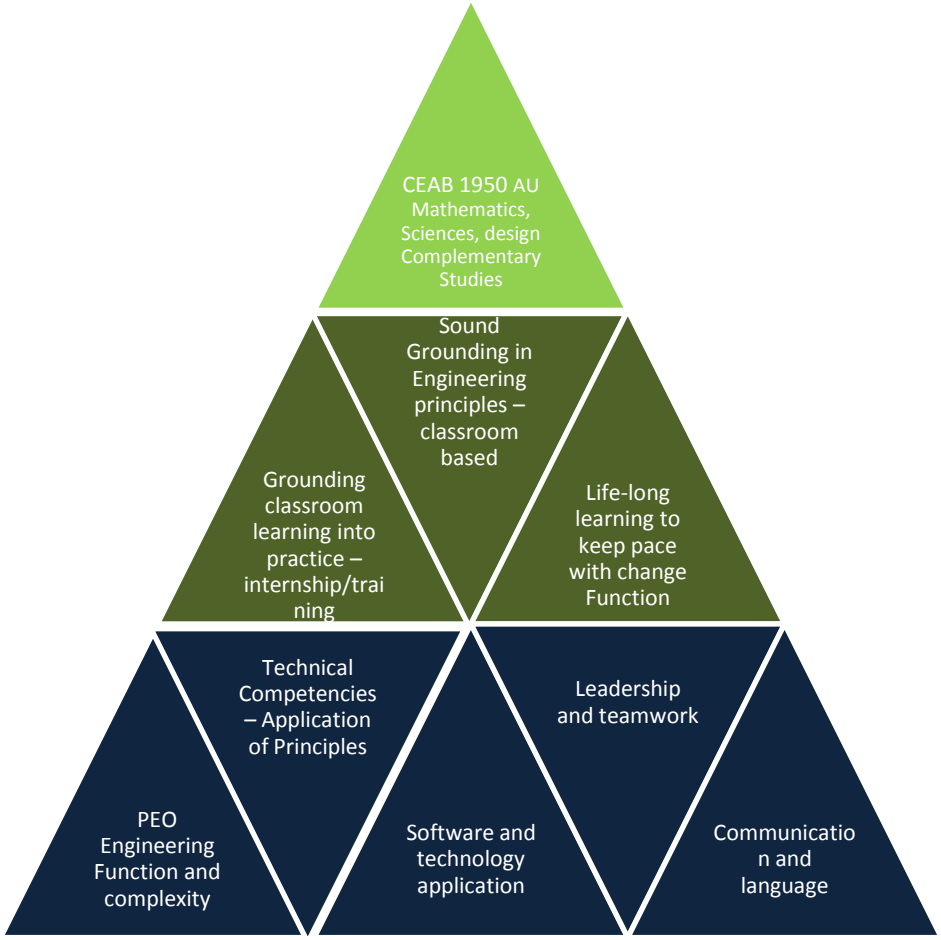
CAPE KNOWLEDGE EVENT 2010

INNOVATIVE SOLUTIONS - FCR

LEVERAGING GLOBAL ENGINEERING SKILLS MODEL



LEVERAGING GLOBAL ENGINEERING SKILLS MODEL



CAPE INNOVATIVE SOLUTIONS

- GAP ANALYZER LIVE DEMO

CAPE AGM 2010

Report Advocacy Task Force

Sergy and Gurmeet

Sanford Fleming

Perhaps the most spectacular and public case of 19th-century immigrant engineer-client conflict came from Sandford FLEMING's fights over whether bridges on the Inter-colonial Railroad should be made of timber or iron. Fleming saw that, with changing technology and the closeness of much of the Inter-colonial route to economical water transportation, it made sense to depart from common Canadian convention and build with iron. His colleagues and masters overruled him. Undeterred, he appealed first to Prime Minister Macdonald and, when that did not have the desired effect, to the Privy Council in Britain which upheld him.

Sanford Fleming – Analysis

Fleming's exploits help draw the parallels between the role of communication technologies and institutions in the projects of late nineteenth-century Canadian nation-building and British empire-building.

Does this have a parallel between the current Canadian first(protectionist) versus Canada first (nation-building) under global competition

Tchou-San-Da v. Association of Professional Engineers and Geoscientists of British Columbia (APEG)

An engineer trained in Russia applied to the APEG in 2000. In August 2001, he was told he required 18 months of satisfactory supervised engineering experience in Canada or the US. In 2004 he returned and was told he had not successfully demonstrated experience with the entire project cycle and was told to gain a minimum of one additional year. In 2005 he returned and was told he did not show the progression and level of responsibility required for the Canadian environment, and had to gain a further nine months of satisfactory engineering experience. Dr. Tchou-San-Da returned one final time in September of 2006 was told he needed an additional nine months of satisfactory engineering.

.

TCHOU-SAN-DA V CASE JUDGEMENT

It was at this point that he brought a petition against APEG The court held that as the APEG granted a power to "establish" requisite experience through the bylaws, the council could not simply pass a bylaw setting out a discretion to decide on requisite experience. The court found the Bylaw 11(e)(2) to be invalid by reason that it was unlawful sub-delegation of power and accordingly struck it down

COMMISSION DES DROITS DE LA PERSONNE ET DES DROITS DE LA JEUNESSE INVESTIGATION

Through resolution CP-492.2 taken on June 22, 2007, the Commission des droits de la personne et des droits de la jeunesse (hereinafter referred to as the “Commission”) decided

to undertake an investigation on its own initiative, based on section 71(1) of the Charter of Rights and Freedoms (R.S.Q., c. C-12), for the purposes of reviewing allegations of discrimination in the course of an admission process leading to the postdoctoral training

program in medicine.

COMMISSION DES DROITS DE LA PERSONNE ET DES DROITS DE LA JEUNESSE INVESTIGATION

According to the Commission, the whole of the evidence collected during the investigation revealed the existence of a substantive problem affecting IMG physicians' access to postdoctoral medical training in Québec. These problems, which to this day do not appear to have been resolved, relate to the following main findings:

COMMISSION DES DROITS DE LA PERSONNE ET DES DROITS DE LA JEUNESSE INVESTIGATION

- An important under-representation of IMG physicians
- A process that includes obstacles for IMG physicians
- Familiarity and knowledge of medical practice in Québec
- Reservations about applications from IMG physicians
- Non-validated selection criteria and evaluation tools
- Unequal information regarding the programs and the process of admission
- Lack of adequate support measures

REVIEW OF SELF-GOVERNING PROFESSIONS COMMISSIONED BY THE GOVERNMENT OF ONTARIO

In a review of self-governing professions commissioned by the Government of Ontario, Murray (1978: 116) reported that "engineering experience in other jurisdictions, including foreign countries is … acceptable" for the purposes of professional licensure in Ontario. Also, Murray (1978: 120) observed that "foreign work experience can satisfy all of the work experience requirements. … If an applicant's academic credentials are acceptable, his foreign work experience will also be … accepted."

Why has this finding been contradicted by PEO