

Atlantic ELT Regional Conference: *Concepts of Intercultural Learning* (February 20-22, 2008)



Conference Outcome Report

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Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



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The first Atlantic ELT Regional Conference was a very successful event due to the collective energy, talent, initiative and effort of many individuals. The members of the organizing committee represented ELT in the Atlantic Provinces at a local, provincial and federal level and brought a diversity of perspectives to the common goal of creating a meaningful learning event. Special thanks to Sylvie Tremblay who led the conference committee meetings with great skill and diplomacy.

The conference co-chairs, Robert A. Boghen (MAGMA) and Mary Lou Arseneault (NBMC), provided the support and guidance needed to successfully achieve the multiplicity of coordination tasks such a conference requires.

Thank you to the funders of the conference, including the department of Citizenship and Immigration Canada, the department of Post-secondary Education Training and Labour, and all four Atlantic provincial governments. Moreover, thanks to the City of Moncton for hosting the event.

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As conference coordinator, I was privileged to work with a strong team of skilled and talented individuals. I am deeply honoured to have had this experience.

Introduction

Over the last few years, the Enhanced Language Training (ELT) program has been implemented in the Atlantic region with great enthusiasm. In November 2006, Atlantic participants to the ELT national conference in Ottawa held a Stakeholders meeting focused on increasing the awareness of regional needs and opportunities. The outcome was a commitment to hold a regional ELT conference in 2007/08.

The first Atlantic ELT Regional Conference, *Concepts of Intercultural Learning*, was held at the Crowne Plaza in Moncton, New Brunswick, from February 20 to February 22, 2008. The conference was funded by the Department of Citizenship and Immigration Canada (CIC) in partnership with all four Atlantic provincial governments. The event was attended by 65 participants, representing immigrant serving agencies and related organizations/institutions delivering ELT Programs, government representatives from all four Atlantic Provinces and Federal government participants from both eastern and western Canada.

Objectives of the conference were to provide participants the opportunity to:

- Share and discuss past ELT successes, current challenges and future goals with Atlantic region colleagues framed within demographic and geographical realities.
- Increase knowledge of current ELT program activities and future initiatives through presentations and group discussions.
- Enhance learning/resource exchanges in a variety of program areas through participation in ‘best practice’ workshops.

The purpose of this report is to summarize the overall conference in which consisted of six components. Firstly, the overview of conference learning provides highlights of the overall conference outcome. The ELT service provider presentations offer an understanding of past successes, current challenges and future goals. ‘Best practice’ workshops and ELT Success stories offer learning opportunities. For their part, federal and provincial perspectives inform on higher level ELT initiatives. Finally, the report discusses conference evaluations and recommendations for future professional development initiatives.

Overview of Conference Learning

Over the course of the conference, ELT practitioners were offered the opportunity to enhance their own knowledge/skill repertoire through engaging in professional development activities and networking to build ‘communities of practice’ within the Atlantic region. Participating Immigrant serving agencies clearly demonstrated a desire to establish relationships and to work with Atlantic counterparts to ensure the continuous improvement of service delivery through the sharing of projects, approaches and resources (i.e. focus groups, Atlantic coordination efforts).

As a worthwhile initiative, ELT has proven successful in helping newcomers integrate into communities of the region. Specifically, the four Atlantic Provinces have seen considerable numbers of newcomer intake in the program since its inception. ELT service providers have been and continue to be effective in utilizing client-centered curriculum and instructional strategies as well as bridge-to-work models to help newcomers meet their potential. Many also use innovative

approaches to learning, including computer training, video-conferencing, online learning and the like.

While remarkable successes in service delivery have been achieved, common challenges continue to arise as ELT practitioners work with ever changing demographics and client needs. Among those challenges, nearly all conference participants acknowledged difficulties in the area of Labour Market Integration. Service providers work with limited employment access and employer engagement, varying levels of language skills and barriers to foreign credential recognition. In addition, participants expressed that there are limited professional development opportunities and a growing need for distance learning. It was also noted that multi-year funding has become essential for long term planning.

A consensus was reached that effective future planning on the part of all immigrant serving agencies and ELT related government staff will require a greater focus on the above noted challenges and related solutions strategies for continuous improvement to programs and services. As our region faces demographic changes and labour market shortages, Atlantic provincial immigration strategies focus on goals related to population sustainability. It is clear that diversity enriches all communities in the Atlantic Region not only economically, but also socially and culturally. There is much to learn from people around the world who come to our region.

Keynote Speaker

The conference Keynote speaker was Dr. Lionel Laroche, an International Facilitator of cross-cultural understanding. During his address, Dr. Laroche spoke to the psychological challenges faced by professionally trained newcomers when they come to our country. It was noted that the social position of the professional from India, for instance, is significantly higher than that of the professional from Canada (i.e. higher salaries, more luxurious lifestyles). As a result of the lack of social equivalence, many skilled newcomers are presented with limited career opportunities and experience a different sense of hierarchy in the Canadian workplace (i.e. less employee value) than they would in their country of origin. This said, Lionel explained that the challenge is to help newcomers understand and develop soft skills to adapt to their new reality.

Past successes, Current Challenges and Future Plans: ELT Service Provider Perspectives

The eight participating ELT Service Provider Organizations (SPOs) delivered short presentations on their programs and initiatives. The proposed themes for these presentations consisted of past successes, current challenges and future plans along the ELT program continuum. To summarize, the presentations yielded some similarities across the board in Atlantic Canada while also bringing forward a richness and variety of approaches used by different organizations. This section of the report elaborates on the highlights of the SPO information session.

Common Successes. Atlantic ELT practitioners have been meeting the needs of their clients through ‘client-centered’ approaches. Curriculum design and instruction are geared towards essential workplace related skills (i.e. employment preparedness, computer literacy and language skills), giving newcomers the confidence and knowledge needed to adapt to their new environment. Moreover, individualized counseling approaches provide an added value to the learning experience. The combination of in-classroom components with bridge-to-work models (subsidized programs) bring significant success in newcomer employment placements and

retention rates. As ELT programs continue to be implemented, service providers are seeing increases in the numbers of program intake and participating employers as well as the establishment of partnerships.

Common Challenges. Although all agencies have recorded successful placements and retention rates, employment access and employer engagement remain limited. There are ongoing barriers to Foreign credential recognition, identifying potential partners and working with varying levels of language and computer literacy skills. Participants also pointed out the emerging challenge of supporting newcomers in rural areas. Upon discussing client intake, it was stated that Provincial Nominee Programs (PNPs) are beginning to affect the ELT program. Therefore, it is anticipated that increased funding at both the provincial and federal levels will be needed to support PNPs. To further touch on the issue of funding, participants emphasized the need for multi-year planning/funding and more professional development opportunities for service providers.

Future Plans. SPOs would like to focus on establishing mentorship programs, computer literacy programs and alternative delivery models. Research will be conducted to determine the feasibility of these initiatives. Another important goal will be to establish more partnerships at various levels and to strengthen employer relations through information sharing and appreciation initiatives. Essentially, immigrant serving agencies will continue to educate local businesses and to increase public awareness. In the area of funding, proposal writing for multi-year funding will be initiated. Moreover, financial support/resources will be requested for more professional development. Finally, it was strongly recommended that an Atlantic Region Coordinator be hired to establish collaboration/supportive networks among Atlantic Counterparts.

The Need For Distance Learning: Development and Implementation

The concept of distance learning was repeatedly brought up throughout the presentations. Based on group feedback, it is clear that all participating organizations recognize the need and value of alternative learning. For some agencies, the development of distance learning programs has been and continues to be hindered by various factors, which can include a lack of funding, expertise and/or resources. Other organizations currently integrating technology into their programs stated that the implementation of innovative approaches can be challenging due to technical difficulties, limited newcomer computer literacy skills, labour intensive course preparations, etc. For future ELT programming, participants agreed that research and information sharing among SPO IT specialists in the area of ELT alternative delivery models is required to extend important language and employment services to rural areas.

Multi-year Funding for Long Term Planning

The concept of multi-year funding was also mentioned on several occasions during the conference. It was brought forward that most Atlantic SPOs are currently dependent on annual contracts, which require annual completion of lengthy administrative processes (proposal writing, completion of a multitude of forms). It was stated that annual contracts are labour intensive (not conducive to effective time management) and can involve “red tape”. As a result, current contract renewals require a lot of energy on the part of SPO’s which could otherwise be re-directed to focus on more long term planning and program revisions.

The challenge of varying language levels – The Experience of the Association for New Canadians (ANC)

Claire Piercey, an *English for Workplace Instructor* at the ANC, provided a noteworthy example of the challenges pertaining to varying language levels and training. In her presentation, she explained that past ELT programming in Newfoundland (prior to March 2007) consisted of Occupation Specific Language Training and Mentoring Partnerships. The goal was to deliver an advanced English as a Second Language program at the Canadian Language Benchmark (C.L.B.) Levels 6 and 7. Due to an increase in the number of Government Assisted Refugees (80% of clients currently GARs), ANC’s programming was required to adapt to respond to lower Literacy rates and limited formal schooling of GARs. A new *English to Work* Program started in January 2008 for C.L.B. 4 and 5 students. This challenge raised the following question: Should ELT required C.L.B. levels be re-assessed?

The Province Wide Immigrant Serving Agency – The Metropolitan Immigrant Settlement Association (MISA)/Halifax Immigrant Learning Centre (HILC)

Speaking on behalf of MISA/HILC, Kathy Burnett, *Manager, Labour Market Language Programs*, highlighted a successful integration of technology in ELT related initiatives. Most remarkably, MISA/HILC currently provide a wide range of flexible and accessible distance and online learning opportunities for newcomers. These include Video-conference Language Training, English in the Workplace, Writing for the Workplace Pilot, Work Placement Program, Mentorship Program and Employment Counselling. In addition, other online opportunities are currently in development in the area of listening practice, a pronunciation series and Canadian Workplace Culture Scenarios. When asked if alternative approaches facilitated their learning process, a significant number of newcomers shared positive comments with their instructor. Kathy’s co-facilitators Lorena Costa, *Workplace Placement Coordinator*, and Denise Aucoin, *Volunteer Mentor Program Coordinator*, shared MISA/HILC ELT service delivery outcomes:

- 84% of the Work Placement Program participants are now working in their field
- 724 clients since the ELT program beginnings

The Unique Role of the New Brunswick Multicultural Council (NBMC)

Mary Lou Arseneault, *Program Director, Newcomer Labour Market Integration*, explained the unique role of NBMC compared to the other participating SPOs at the conference. Specifically, NBMC administers the ELT programs implemented in the four service delivery agencies of New Brunswick. The Council holds NBELT Program funding agreements with CIC and the Department of Post-secondary Education, Training & Labour (DPETL). An NBELT Steering Committee is established to represent CIC, DPETL, Service Canada, Intergovernmental Affairs, Enterprise Network, NBELT SPOs and NBMC Board members. Since 2005, NBMC’s review of program outcomes revealed 200+ newcomers served by the NBELT Program, in which 94 % of NBELT graduates improved language levels and 90% went on to successful work placements, upgrading professional credentials or directly to employment.

The reality of rural Areas – The Story of the Mutlicultural Association of Carleton County (MACC)

On behalf of MACC, Trevor Wilkinson, *Employment Counselor*, provided a textbook example of potential challenges presented in rural areas. The formation of a Multinational company

transformed Carleton County (2001 population; 27184) into a home today of inhabitants from 28 different cultures, referred to as “a mini United Nations”. Responding to the growing need for skilled personnel, companies in the area turned to immigration to fill their employment need. As a result, Carleton County has one of the highest newcomer to population ratios in Canada. The multicultural association was created in response to the growing Newcomer Community. The NBELT program, for its part, started in 2006.

Through trial and error, MACC developed an NBELT for Rural Areas. Services were needed to address the considerable distance issue among clientele. There were accessibility problems (no public transit systems), small class sizes with a wide range of language levels and a transient nature of clientele. To adapt to these realities, the association’s new vision became a ‘client-centered approach’ and a new team was formed to address client needs. There are now satellite offices to support pockets of newcomers in nearby areas (Example: Woodstock)

Recent Participant in a C.L.B. ‘Case Study’ – The Approach of the Multicultural Association of the Greater Moncton Area (MAGMA)

On behalf of MAGMA, Evan Houlahan, *IT Director and NBELT Coordinator*, spoke to the value of the ELT program to address current labour market shortages, a reality resulting from an aging population, low birth rates, and youth exodus. The MAGMA NBELT Team has continuously worked towards improving their program through revised curriculum, the delivery of PLAR e-portfolio development, the use of “Smart technology” applications and distance learning as well as a flexibility in programming. MAGMA’s NBELT achievements were recently highlighted in the C.L.B. Resource kit for Counselling and Hiring Immigrants (Case Study):

- Increased workplace English levels
- Overall success rate of **96%** of classroom component
- **89%** of participants have found professionally satisfying placements
- HR responsive to the newcomer placements have offered permanent positions

Despite the successes of the program, certain challenges persist. While a Enterprise Greater Moncton 2006 Survey revealed that 87% of employers who hired immigrants or foreign workers had positive experiences, but that a limited number of companies/firms (18%) are hiring newcomers. The MAGMA NBELT Coordinator feels that employer engagement will increase and more realistic/measurable diversity action plans will be created by companies as more information and knowledge is disseminated to employers.

The ELT “Volunteer” Experience: The St-John YW/YMCA

The St-John YW/YMCA , for its part, integrates a volunteer portion into its ELT program in order to provide opportunities for participants to network, practice their English and interact in the community through “volunteering” experiences. In their presentation, Yasmin Ojah, *NBELT Instructor/Co-ordinator*, and Cindy Kilpatrick, *Employment Counsellor*, noted that volunteering can help ELT participants acquire important skills and experiences in customer service, team work, soft-skills, multi-tasking, attendance/time management, workplace Canadian culture knowledge and familiarity with an office environment. Volunteer experiences help newcomers develop realistic expectations that align with the Canadian workplace. Yasmin and Cindy use the following guidelines to set up volunteer locations for their ELT participants:



- List places in categories such as office, working with seniors, working with children, etc.
- Show places to participants and ask participants to choose top 3 choices
- Get to know the person and what their interests, skills, etc. are before making a match. Make sure their personality will fit in with the agency
- Visit the agency before hand to get a feel for the place and people
- Be prepared to ask participants to provide references, Criminal Record Check and so on
- Send participants for interviews when interested
- Set up a week of volunteering using the agencies' business hours
- Once a successful placement is made, most agencies are eager to accept others
- Keep in contact with the agency and maintain relationship with your contact person
- Go through a Volunteer Center if you have one in your city (allow 3-4 weeks)

International Students and Spouses Employment Services: The Multicultural Association of Fredericton (MCAF)

On behalf of MCAF, Semra Salih-Zajmi, *an Employment Counsellor who offers services in five languages*, discussed some of the many initiatives implemented by the association. Among those, Semra stated that the MCAF delivers International Students and Spouses Employment Services. Employment staff provide group sessions and workshops on various employment topics, such as résumé and cover letter writing, interview techniques, networking and everything in between. They also offer individual counseling for clients. Their role is to support newcomers and to equip them with the right tools for effective job searching in Fredericton. The association also offers a “Ready to work” program consisting of a four week full-time training (40 hrs/week) delivered prior to NBELT. Participants of this program are able to acquire certificates in First Aid and CPR, Super Host Atlantic, Mature Consumer, and Responsible Beverages (Basic budgeting, Time Management).

The Ideal Facilities of Holland College

The goal of Holland College is to have well prepared students enter the Canadian workforce, in turn becoming comfortable and productive members of society. Similar to other immigrant serving agencies, Holland College helps newcomers overcome language barriers and find meaningful employment. Joy MacDonald, *Program Coordinator, Languages*, explained that the institution delivers two ELT programs: *Enhanced Employability Essential Language Skills (EEELS)* and a Hospitality Program. The latter is a new innovative program targeted for employment in the tourism/hospitality industry on PEI. Most remarkable is the broad base of services available at the facility. Students at Holland College have access to extensive library services, counseling services, remediation services, cultural events, student union activities and access to computer services. In addition, facilities include a coffee shop, gymnasium, fitness centre and gardening area. There is much to be said about positive, safe and adequate environments for learning.

‘Best Practice’ Workshop Learning

Following the SPO presentations, conference participants were given the opportunity to take part in a series of concurrent workshops. To address the learning needs of each audience, the topics of workshops ranged from learning English for the Canadian workplace, an employment counselling

service delivery model, program development/administration, distance learning for rural areas, international credential and assessment for recognition, and the integration of PLAR (portfolio development) and technology in the ELT classroom.

Workshop A: Learning English for the Canadian Workplace: Understanding Immigrant Labour Market Integration Issues

Facilitator: Dr. Lionel Laroche

Some of the issues explored in this workshop included:

- The mismatch of newcomer expectations with the reality of the Canadian workplace; newcomers must negotiate meaning between the differences of workplace cultures.
- The mismatch of newcomer expectations to exceed what might have been in their home country and the belief they can meet those same achievements in two to three years; in Dr. Laroche’s experience, it will usually take between six to twelve years to achieve this, which is sometimes an unacceptable timeframe for some newcomers.
- The mismatch of newcomer expectations regarding the roles of managers and directors; in some cultures, there is very clear employee direction while in other cultures (including Canada) employees may have a great deal of latitude.

Dr. Laroche talked about many newcomers needing to change their “operating system” to match their new reality. In some countries, the “I can do everything” philosophy may be desirable, while Canadian employers are looking for specialized skills. Newcomers must therefore learn to describe themselves (including their skill sets) accurately in interviews to meet the requirements of Canadian employers. Learning new soft skills is equally important. For example, something as simple as smiling may be strange and difficult for some.

Through role playing, Dr. Laroche invited participants to experience what many newcomers experience daily. The first exercise consisted of participants talking with a partner and expressing their activities in a day. Participants were instructed to supply a synonym for each verb used. It was agreed that the exercise was exhausting, uncomfortable, and many resorted to simplifying their ideas/words. Participants were reminded of the challenges of functioning in a new language. Dr. Laroche also touched on the power and connotation of negative words. In Canada, we generally combine positive and negative language. In other countries, it was noted that words are stronger and more direct. The lesson is that there are many words to express degrees of various concepts, a challenging notion for new English language learners to comprehend.

Dr. Laroche concluded by reminding workshop participants of several important lessons:

- Teaching soft skills is hard
- Provide knowledge not information
- Newcomers need to learn how to “fit” within the Canadian labour market and how to look for a job (individualized career counseling)
- Assist newcomers to translate their skills/ experience into the Canadian context
- Provide employer coaching
- Ask employers to modify employee orientation to use a more “spread out” and less overwhelming format for the newcomer
- Use anecdotal stories and information related to the newcomer’s professions

- Recognize that you can't help everyone
- Diverse people don't just look different or speak a different language, they think differently and have different values
- Cultural Differences are a fact of life

Workshop B: The Employment Counseling Service Delivery Model

Facilitator: Jon Fairweather

Jon Fairweather delivered an interactive session where participants were provided an exposure to New Brunswick's Department of DPETL model for Employment Counseling service delivery. This workshop was intended for Employment Assistance Service (EAS) Counsellors looking to offer better services and to raise the number of successful placement, ultimately leading to higher retention rates. The model offers a logical structure for employment counseling, while letting the service provider incorporate his or her own counseling style. By no means was it created to be a linear process, as Employment Counseling has always been and will continue to be an individualized service.

Some of the key skill sets needed to be an Employment Counsellor were defined under four main categories:

- Skills for providing structure, direction, common purpose and meaningfulness
 - o Conducting overviews, Reviewing, Goal setting, Summarizing, etc.
- Skills for involving and engaging people
 - o Questioning, Probing, Prompting, Demonstrating
- Skills for clarifying and providing feedback
 - o Reflecting, Giving descriptive praise, Giving corrective feedback
- Skills for communicating empathy
 - o Paraphrasing, Nonverbal skills, Active listening

The Employment Counselling Service Delivery Model consists of the following four phases:

Phase One – Identification of Employability Need

- Step 1 – Establish a collaborative relationship
- Step 2 – Gather information
- Step 3 – Verify employability need
- Step 4 – Explore challenges
- Step 5 – Determine next steps

Phase Two – Clarification of Employability Challenges

- Step 6 – Clarify personal and external aspects of the employability challenges
- Step 7 – Clarify personal and external resources and limitations in relations to the employability challenges
- Step 8 – Clarify client values in relations to the employability challenges

Phase Three – Development of the Employment Action Plan

- Step 9 – Identifying goals and generate options
- Step 10 – Validate and prioritize options
- Step 11 – Develop a mutually agreed-upon Employment Action Plan



Phase Four – Implementation of the Employment Action Plan

- Step 12 – Coordinate intervention activities
- Step 13 – Support client progress
- Step 14 – Re-assess and/or adjust Employment Action Plan
- Step 15 – Finalize Employment Action Plan

Workshop C: ELT Program Development/Administration: Round Table Session

Facilitator: Mary Lou Arseneault

As there were fewer participants than anticipated, the original workshop design of 3 *issues* tables with *Table Leaders* was modified to one large group discussion. Workshop participants engaged in a “conversation” that explored, assessed and reflected upon ELT *issues* in a mutual exchange of information, ideas and ELT experiences. This led to the identification of common ELT challenges and strategies. Jean Séguin, *Director – Settlement Program, Client Centered Programs, CIC, Ottawa, Ontario*, opened the discussion with an update on ELT, speaking on the formative evaluation conducted by CIC, which resulted in ELT’s movement from a pilot to a full fledged federally funded program (see Key Findings of the formative evaluation on p. 18).

Issue 1: ELT aiming for C.L.B. 7/8 language level

The group discussed how higher CLB levels for ELT may lead to problems with “uptake”. It was noted that many newcomers functioning at higher levels are already employed, although they may be underemployed. Again, this raised a pertinent question: Do we need to re-assess ELT required language levels and the degree of need for sector specific?

Issue 2: ELT versus LINC

Among distinctions between ELT and LINC (Language Instruction for Newcomers to Canada), it was determined that ELT program retention rates, when compared to LINC, are much higher. The employment focused concept of the ELT program, which incorporates bridge-to-work activities and ‘workplace’ language concentration, appears to be a significant influence. To elaborate, the group brought forward several observations.

- Currently, LINC training is perceived separate from settlement activities, which would include employment readiness.
- LINC is becoming a more technical program - i.e. larger centers have ‘schools’ of LINC students separate from other support services (bridge-to-work, etc.).
- There is a need to be more inclusive of the application of language training to workplace and community integration needs.
- It was suggested to apply the ELT concept to all language training/settlement services – this appears easier to accomplish in smaller centers (Atlantic Provinces).

Issue 3: Changing newcomer populations = changing needs

The round table discussion touched on the link between changing populations and changing needs. New realities require new approaches.



- Newcomer populations, especially in the Atlantic Region, are evolving from refugee dominated to Provincial Nominee Program (PNP) participants.
- There is more newcomer movement into rural areas. Smaller communities require work to prepare the ‘environment’ for newcomer acceptance.
- A Timeline is required for developing/implementing settlement and ELT service programs in rural and smaller urban centers to address varied issues. It is important to identify and assess the needs of: a) newcomers to these areas; b) communities accepting the newcomers and; c) settlement agencies providing services. All levels need consideration to effectively focus on initial newcomer placement integration/transition to work, followed by a move out into social and cultural integration in the community.
- The flexibility of Atlantic ELT service programs allows for enhanced ability to meet changing / diverse needs of newcomers in relation to the demographics and community integration issues. Smaller centers have already integrated ELT type programming into lower LINC levels. Atlantic ELT is perceived as ‘Employment Language Training’.

ELT – The Future

In looking forward, the group identified some key developmental aspects to better ensure success for the ELT Program. In the area of Partnerships, there is a need for more collaborative and partnering initiatives between and among service provision agencies, provincial, regional and federal departments and community organizations. (NOTE: NB has a federal/provincial committee that works collaboratively on language/labour market strategies/funding for newcomers, etc.). It was also noted that there is a need to bring employers into the ‘picture’ through mutually beneficial programs/activities.

Group Insights/Learning

It was determined that the direction of ELT is evolving from ‘silo’ to client centered, service oriented and inclusive programs. Whether large or small communities, numbers may vary but the issues are relatively similar. Challenges matching programs/services to changing demographics require creative, innovative strategies tailored to the newcomer and their interaction with service delivery providers within the context of the community environment. It was suggested that marketing programs to potential service delivery agencies in communities (not currently offering such services) might increase engagement between newcomer/agency and community.

Recommendations for future planning

It was noted that the establishment of an ELT Program Exchange East - West would be beneficial for the sharing of best practices and program development/ strategic planning initiatives. As another suggestion, it was proposed to include potential ELT participating employers in future ELT Conferences. Finally, it was recommended that a “Town Hall” type of promotional program be developed nationally to reach out to rural and smaller urban centers.

Workshop D: Going the Distance!

Facilitator: Kathy Burnett

Online and distance delivery is of great interest because of the need to provide quality programs to those who live outside major city centres. To address this need in Nova Scotia, Kathy Burnett



developed a range of flexible and accessible distance and online learning opportunities for newcomers outside of the Halifax Regional Municipality. These programs include:

- *Video-conference Language Training*: Developed in partnership with the Nova Scotia Community College, this program teaches communication skills, customer service language, business writing, workplace culture, telephone skills, networking skills, presentations skills, public speaking and meeting language/protocol.
- *English in the Workplace*: This is a program for employed newcomers currently delivered in a one-on-one format via webcam and Skype application. Skype can conference up to 5 people in a call on any computer and Instant Message can include groups of up to 50 in one chat.
- *Writing for the Workplace* is a pilot program and is intended for students at a minimum of the C.L.B. 6 along with *Idioms for the Workplace* at C.L.B. 5. It was noted that there is a limit of 15 students at any given time in order for the teacher to be able to give timely and quality feedback to each of the students.

Workshop Q & A's:

1. *What do students and teachers think of the Video-conference Language Training program?*

Based on group feedback, the technology seemed to ‘disappear’ after a short time, leading to interactions much like those in a traditional classroom.

2. *How do students perform in these non-traditional programs?*

While these programs provide more flexibility and convenience, students must remain highly motivated in order to be successful with this type of delivery.

3. *How are the “far flung” students assessed?*

A field assessor travels to accomplish this task.

4. *What is the frequency of technical problems?*

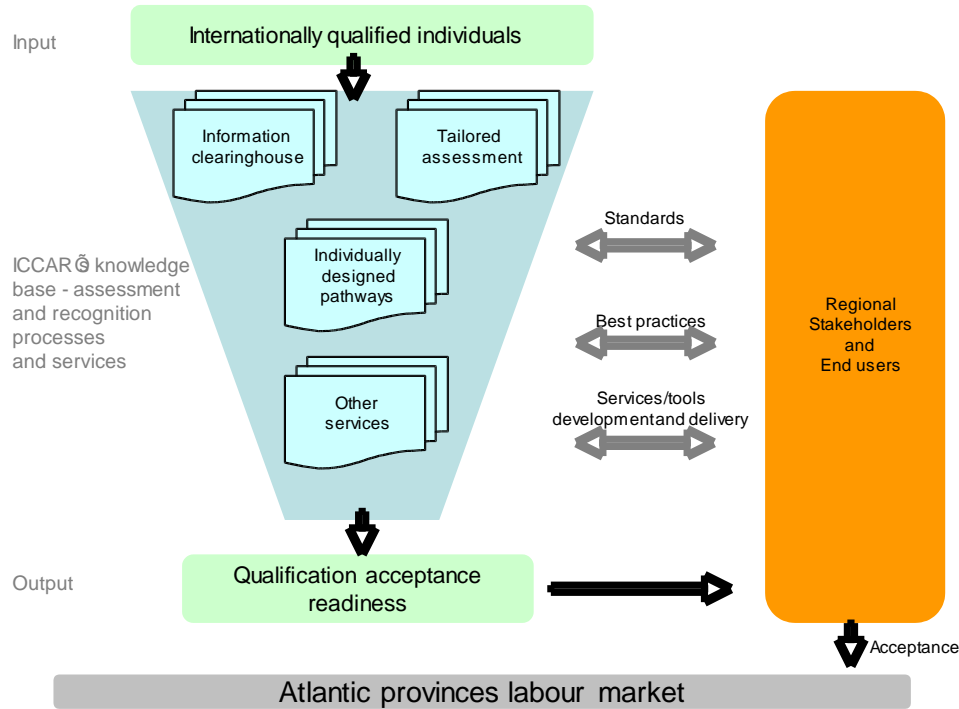
The facilitator explained that, in general, it has been very smooth. However, technology has its limitations and distance delivery is not for everyone. Alternative learning is not a quick fix for a number of reasons, but particularly due to the fact that preparing courses to go online or for distance delivery is labour intensive.

***Workshop E: International Credential & Competency Assessment for Recognition (ICCAR):
An Atlantic Partnership Approach***
Facilitator: Philip Belanger

As an introduction, Philip Belanger, *Project Manager*, brought forward the notion that Atlantic Canada is the only region in the country without a government mandated international credential evaluation service. Environmental scans and research revealed that a government mandated ICCAR Centre would be essential to providing targeted services in credential and competency assessment, tailored to the needs of the Atlantic region to improve access to the labour market for

immigrants. The proposed business plan will be finalized through discussions with governments and partners, which will be presented to (CAMET) in April 2008.

The ICCAR Centre is intended to be a one stop shop-gateway to information, advice and services for newcomers.



The purpose of the workshop was to discuss the partnership approach of the ICCAR Atlantic Centre’s Conceptual Model. In a small group discussion, participants: compared their current experience pertaining to ICCAR, shared and discussed how the Atlantic Centre would affect work practices, and developed recommendations that would contribute to a productive partnership agreement between the ELT Service Provider Organization and the ICCAR Centre.

Group Discussion Summary

Comments/experiences of participating ELT Employment Counselors pertaining to ICCAR:

Due to the varying requirements of provincial jurisdictions and international academic institutions, one of the participating ELT Employment Counsellors cited that it would be a strategic approach to have an Atlantic accreditation body. Open communication/interaction between ICCAR representatives and ELT practitioners helps to identify proper documentation, offering clarity in expectations and a supportive environment. ICCAR is relying on established policies and procedures that adhere to standardized assessments, such as authenticity, certified translated documents, content validity, etc.

How the ICCAR Atlantic Centre and immigrant serving agencies could establish a productive partnership agreement:

- When first contact for the newcomer is through a professional association related to his or her occupation, the newcomer’s family is left unserved. Immigrant serving organizations already established in Atlantic communities provide community knowledge/skills and resource networks for the newcomer and his or her family.
- As for service exchange with the ICCAR Centre, ICCAR, in collaboration with Immigrant serving organizations, could provide access to professional accreditation and community integration services for both the newcomer and his or her family. This value-added aspect is not currently in place (i.e. Provincial Nominee Program).
- To justify the establishment of an Atlantic Centre, other professional credential assessment services exist in Canada – i.e. WES based in Ontario has ON settlement as the focus. ICCAR is Atlantic-based. The uniqueness of Atlantic Canada is defined by the fact that a very large proportion of businesses are small and medium enterprises (SME’s) and an equal level of the professions are non-regulated. In order to fully meet the Atlantic region’s business community needs, an international credential recognition centre should be able to address both credential and competency assessments.

Recommendations for the future center

It was brought forward that any ‘fee for service’ charges required by ICCAR to process newcomer credentialing assessment should be covered through provincial/federal funding. In addition, the future service Centre should be officially bilingual, and additional languages should be added as the centre becomes more established. Finally, close collaboration between ICCAR and immigrant serving organizations at every level is to be encouraged. As noted previously, immigrant serving organizations hold ‘knowledge’ of and access to newcomer labour market issues within the context of their local/provincial environment. ICCAR, for its part, holds ‘knowledge’ of and access to professional assessment processes and requirements from an Atlantic perspective.

Workshop F: Integrating PLAR and Technology in the ELT Classroom

Facilitator: Evan Houlahan and Natalie Melanson

The facilitators of this workshop informed that Prior Learning Assessment and Recognition (PLAR) has been a key innovation and component in Canada’s lifelong learning agenda. PLAR is a systematic process that involves the identifying, documenting, and verifying of personal attributes, essential skills, language competency as well as transferable and sector-specific skills. It is a resource that has been facilitating labour market integration across Canada and in several other countries, including Australia, South Africa and the United States. Among its many benefits, PLAR training serves to bridge the gap between newcomer prior learning and the requirements of their occupations in Canada.

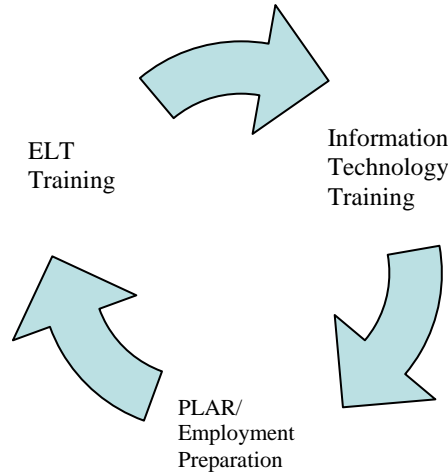
“Six out of ten immigrants are forced to make a downwardly mobile shift into a career, or job, other than the one they were qualified for (*Centre for Canadian Language Benchmarks, 2007*)”

Labour market integration for foreign trained individuals is challenging due to such issues as a lack of employer recognition for experiential learning, occupational specific language requirements and limited tools to assess academic credentials. PLAR training helps newcomers to



gain confidence in their abilities through various learning components, such as: Introspection and goal setting, competencies and skills assessment tools, professional/personal learning narratives, interview toolkit and E-portfolio assembly/presentation skills.

The MAGMA NBELT team recently explored ways in which technology can help provide new opportunities for exchange and learning within PLAR and the ELT classroom. Their E-portfolio development is a *pilot project* accomplished through the active involvement and collaboration of the ELT instructors, IT specialist and ELT Employment Counselor. The following diagram represents the **E-portfolio Development Cycle**.



The facilitators noted a few factors/guidelines for efficient delivery of the E-portfolio in ELT. To elaborate, the E-portfolio course must be sensitive and flexible to address client needs. As for labour market access, building employer engagement could help managers and HR better evaluate those skills of newcomers acquired in informal settings (experiential learning).

The E-portfolio component of MAGMA’s ELT program has led to remarkable achievements in service delivery, including:

- Over 90% successful course completion
- Increase in self-esteem, confidence and motivational levels
- Enhanced Information Technology Skills
- Credential assessments in the last intake
- Skills and abilities are more transparent to employers
- Adapted language level and clarity for newcomers
- Participants enlisting the interest of other newcomers

To conclude the workshop, participants were given the chance to hear ELT experiences from newcomers. The presentations from three MAGMA NBELT IV graduates not only shed light on successful stories of settlement and integration, but also provided personal accounts of PLAR practices, such as e-portfolio development. In closing statements, it was identified that PLAR’s method of delivery is labour intensive and requires further funding for its development and implementation. Future initiatives under consideration include E-portfolio at a distance and pre-migration initiatives.

ELT Success Stories: Employer and Newcomer Perspectives

During the conference, delegates had an opportunity to hear ELT related Success Stories from an employer and newcomers in the Greater Moncton Area. Some of these stories have been integrated in this report to review client perspectives of ELT initiatives and the potential successes of the program.

Zane Korytko, *CEO YMCA of Greater Moncton*, addressed the conference delegates as an employer who has utilized the ELT program for recruitment purposes. Speaking of his own experience of integrating from Quebec to New Brunswick, Zane noted that the language barrier is a common challenge during the adjustment process. He spoke of the fact that international newcomers not only face linguistic differences, but that they must also learn to cope in a new social and cultural environment, with unfamiliar systems of values, beliefs and behaviors. This said, Zane highlighted the importance of community involvement to help newcomers settle and integrate. For its part, the YMCA of Greater Moncton opens its doors to all community members and recognizes the enrichment of diversity in the workplace. In Zane’s view, newcomers need to be given the opportunity to develop/demonstrate their potential.

As a recent speaker at her MAGMA NBELT IV graduation, **Zoie (Zohar) El** shared her experiences of settlement and integration in Greater Moncton. Originally from Israel, Zoie and her family (husband and two sons) moved to Moncton last August to find a more peaceful and secure life. While attending NBELT classes for five days a week for a period of four months, she pursued training in ESL, computer applications and employment preparation. “I learned a lot,” Zoie says. Speaking to her new found confidence, she added, “Four months ago, I could not think about approaching a boss. Now, I have a job that I am looking forward to. I could not do this without the ELT program.” Zoie recently accepted a job placement in the community programs of the Greater Moncton YMCA.

Maxwell Amanfo-Sakyi, originally from Togo, left his native country with his mother and son to escape the political turmoil that was brewing there. After some time in Moncton, Maxwell completed the NBELT program and was offered a placement at Armour Transportation Systems. Maxwell says “it’s not easy to get a good job. You have to make sacrifices and educate yourself on the Canadian System to achieve what you want.” He added, “One of the most frequent questions immigrants ask is why is it so difficult to secure a good job even after going through all the so-called sacrifices to further educate oneself for a better job placement.” Maxwell urged all stakeholders to encourage employers to consider hiring newcomers into their workforce. “Immigrants are very hard working and can really make a difference.” Maxwell added, “it is a shared responsibility to work together to achieve what is best not only for this generation but for generations to come, after us, by leaving a good legacy.”

Carolina Henao, originally from Colombia, arrived to Moncton approximately 10 months ago. A graduate in the field of Industrial Psychology, Carolina moved to Canada after meeting her husband, a Canadian man who was working in Colombia at the time. With limited English vocabulary and knowledge of the Canadian culture, Carolina depended on the MAGMA NBELT program to help her settle and integrate into her new community. “They gave me the services I needed,” she said. Since her graduation from the NBELT program in 2008, she accepted a six month placement with the City of Moncton. Through NBELT, Carolina developed friendships with fellow classmates from seven different countries. This newcomer expressed tremendous gratitude towards her instructors as well as to the ELT program. “I could not have made so many adjustments without ELT.”

Highlights of the Formative Evaluation of ELT

Speaking on behalf of CIC, Jean Seguin, *Director – Settlement Program, ON*, provided an overview of the Formative Evaluation of the ELT Initiative. As the document is not yet available for wide distribution, the following is a short summary on the key highlights.

Summary of the Formative Evaluation
Prepared by: Jean Seguin, Director, Settlement Program

As part of their accountability to Parliament, departments conduct Formative and Summative Evaluations of programs to assess their relevance and effectiveness. Formative evaluations, like the one recently concluded for ELT, focus on how the program is being delivered, whether it is likely to achieve the desired outcomes, and what factors contribute to or hinder achieving the desired outcomes.

To conduct the study, an independent evaluation firm was engaged. They reviewed key program documents, interviewed 26 key informants (e.g. staff with provincial territorial governments, CIC regions/NHQ and national stakeholders), and conducted 12 case studies on-site and 20 case studies by telephone. Additionally, they analyzed data collected on the earliest program participants.

Demographics Summary

Participants - ELT participants range in age between 17 and 74 years of age with the largest group in the 35-44 age range. Most participants are female (56%). They come primarily from China (30%), Middle-East (16%), and India (8%). As would be expected, they are highly educated with 73% having a university degree, 37% at the graduate or post-graduate level. The most common backgrounds were in the engineering field (24%) and pharmacists/dieticians/nutritionists (10%).

Types of ELT Projects – There are two types of ELT projects: development projects (e.g. assessment tools, curricula, research, study guides); and delivery projects (i.e. language training, bridge-to-work). At the time of the evaluation, there had been 253 projects delivered by 140 service providers. Of these, 50% were delivery, 22% combined delivery and development, and 28% were development.

Development Projects - The development projects produced 103 tools, mostly curricula (57%). Experts reviewed a sample of these tools in terms of process used in development, content, format, design and generalizability.

Key Findings

There were five key findings as a result of this evaluation:

1. *Overall success of ELT* – Evaluators found that ELT is a successful initiative that meets the immediate needs of the target audience. These immediate needs include:

improvement of language skills; increased knowledge/experience of the Canadian work environment; increased job finding skills; preparation for licensure exams; and the establishment of mentors/contacts and networks.

2. *High quality resources* – Evaluators found that the quality of the curricula, tools and instructors have all contributed to the overall success of ELT and are the strengths of this initiative. Further, the expert review indicated that many of these tools are generalizable to other occupations or settings and encouraged more sharing of these tools and more knowledge transfer within the initiative.
3. *Program flexibility was key* – The flexibility of the program, which is viewed by stakeholders as one of its strengths, has resulted in a variety of delivery approaches. However, the evaluation found that some are more successful than others: the use of work placements, in particular, was considered a key success factor by program participants. The work placements appear to be more effective when specific resources are dedicated to finding and managing them.
4. *Niche ELT projects may have use more broadly* – Evaluators found that some of the ELT-funded projects are very much "niche" projects, in that they focus on a specific occupation. In cases where the projects appear to be very successful, consideration should be given to actively marketing these approaches in other geographic areas.
5. *Data collection challenges* - The evaluators appreciated the effort made to collect data on project participants and on the outcomes they achieved. There is a need to ensure that data for program accountability is collected, while still minimizing the reporting burden on service providers and participants. Improvements are needed to collect consistent data on participants using a standard, manageable collection tool. As well, statistically relevant data must be collected on timely basis, not only when projects end, as it is too difficult to follow-up with participants to correct data deficiencies.

Conclusions

The evaluators concluded that ELT is a successful initiative that is meeting needs of the target audience. It is helping participants to improve their language skills, is giving them increased knowledge/experience Canadian work environment and increased job-finding skills. Projects that help participants prepare for licensure exams (e.g. pharmacists, nurses) appear to be successful. Projects that include job placements and mentors increased participants' job opportunities as did successful networking. Finally, the ELT projects produced quality tools that are available to be shared widely.

Next Steps

From the key findings, it is clear that further steps in information sharing and knowledge transfer among service providers should be taken. The ELT regional and national conferences, as well as the published list of ELT tools, are examples of this. Moreover, increased effort to market successful projects in other geographic areas where they might be similarly effective can be undertaken. The importance of including work placements in ELT projects should also be emphasized, as these were found to be particularly effective in helping participants achieve successful outcomes. And finally, CIC must improve the way data is collected and reported. Work is currently being done on this and stakeholders will be consulted once revised data collection tools and a strategy are drafted.

Revised Settlement Programs Logic Model

In addition to the overview of the formative evaluation, Jean Seguin also disseminated information on the revised Settlement Programs Logic Model, setting up the stage for the new approach to settlement programming. It was noted that the Revised Logic Model is anticipated to be in effect in Spring of 2008. The Director outlined the following elements of the model:

- CIC’s revised settlement logic model fosters outcomes-based programming (based on newcomer needs), representing a key approach for accountability, efficiency and quality.
- It is intended to describe settlement programming at a conceptual level, and in a manner that makes traditional program “silos” (e.g. LINC, ISAP, Host) secondary.
- The model recognizes that, in the future, similar settlement outcomes could be achieved by different programming structures.

Provincial perspectives: Higher level strategies for ELT

New Brunswick

On behalf of the Province of New Brunswick, Kelli Greene, *Consultant, Employment Programs and Services, Post-secondary Education, Training and Labour*, spoke to the recently released provincial population growth strategy, “Be our future”. Specific to ELT initiatives, the strategy identifies adequate language training as one of the most significant determinants of successful integration into a community for newcomers. This said, the Province has committed to making additional investments in language training and to expedite the process of integration and access to employment.

In New Brunswick, ELT programs began in 2005-2006. As noted previously, NBMC oversees all ELT contracts with the four different NB Service Provider Organizations: MACC, Saint-John YW/YMCA, MAGMA and MCAF. Programs and Services are based on partnerships with Service Provider Organizations, the NBMC, the Population Growth Secretariat, CIC, Canadian Heritage and Service Canada, streamlining the maximum funds available.

The Province’s ELT In-classroom service delivery component is complimented by a 26-week work placement giving newcomers valuable opportunities to gain employment in their respective fields while opening many doors for more meaningful employment.

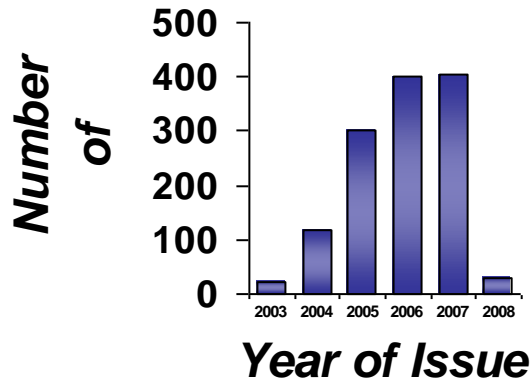
www.gnb.ca

Nova Scotia

Paroo McKinnon, *Settlement Officer, Nova Scotia Office of Immigration*, began her presentation by bringing attention to the following Nova Scotia Immigration Strategy Targets:

- 3,600 annual immigrant arrivals within four years of full strategy implementation.
- Increased retention rate from 40 per cent to 70 per cent for the 2006-2011 census period.

Paroo provided an overview of the Nova Scotia Office of Immigration programs, which consist of the NS Nominee Program, Settlement Funding and Public Awareness. For its part, the NS Nominee Program allows the province to recruit and select immigrants who can contribute to meeting the provincial labour market and economic needs. Individuals nominated by Nova Scotia, together with their spouse/partner and dependent children, are eligible to apply for a permanent resident visa from CIC visa under the federal Economic Class known as the Provincial Nominee Class. The Graph below provides an overview of certificates issued.



The Settlement Funding Program provides support to non-profit community organizations or other public or non-governmental organizations (i.e. public educational institutions). To be specific, the program provides necessary settlement and integration services and support to immigrants. Settlement funding fits in the category of service delivery OR developmental initiative, and falls within one or more of the following three areas: Employment Services, Language Training and Integration Activities.

Finally, Public Awareness initiatives promote and market the province. Strategies align with business, industry and labour to better utilize the Nominee Program to meet skill shortages. In addition, work is conducted with Acadian and Francophone communities to increase immigration of French-speaking individuals. Funding is also made available to develop or enhance websites that facilitate and support immigrant social and economic integration.

www.novascotiaimmigration.com

Newfoundland and Labrador

On behalf of Newfoundland, Sheldon O’Neill, *Consultant, Settlement and Integration, Office of Immigration and Multiculturalism*, discussed the province’s first Immigration Strategy released in March 2007, *Diversity – Opportunity and Growth*. Upon recommendation from the Immigration Strategy, the “Office of Immigration and Multiculturalism” (OIM) was established in 2007. It was noted that 18 primary goals were outlined in the strategy. The province will set out to accomplish its specific and measurable strategic goals to sustain a diverse population and stimulate economic growth. Sheldon highlighted goal six being “*To ensure the availability of Enhanced Language Training (ELT) and English as a Second Language (ESL) programs for immigrant adults.*”

Co-funded with CIC, the ELT program is delivered by the ANC. Among recent initiatives, Sheldon stated that OIM provided funding for evening classes in ESL to provide flexibility for

the many newcomers who could not attend classes during the day. OIM has also recently signed a “Memorandum of Understanding” (MOU) to assist the ANC in ESL and ELT outreach. It was noted that MOU provides monetary support to make tutors available to Provincial Nominees and their families for ESL and ELT training. Finally, OIM is currently exploring methods of distance learning to provide further outreach to the rural areas of the province.

<http://www.hrle.gov.nl.ca/hrle/immigration/pdf/strategydoc-mar07.pdf>

Prince Edward Island

Jeannie Pitts, *Manager, Immigration Promotion, Recruitment & Integration, Population Secretariat*, brought forward challenges to ELT on Prince Edward Island (PEI). Specifically, she stated that there are limited financial resources due to a lack of appropriate funding levels. It was also added that sudden rapid growth in the number of immigrants limits capacity to deliver programs. In the last quarter of 2007, PEI had the highest immigration percentage rate in Canada.

2003	2004	2005	2006	2007
153	310	330	565	1000

As noted previously, Holland College delivers the ELT programs on PEI. Moreover, PEI ANC delivers a Bridge-to-Work program aimed at Healthcare professionals. This program is provided in conjunction with the Internationally Educated Health Professionals (IEHP) project.

Looking to the future of ELT, PEI will focus on identifying partners in development and delivery of new ELT programs, establishing partnerships with SPOs, Employers/Businesses, HRSDC and Provincial/Federal government (to name a few). The goal is to put forth an ELT Strategy and Planning Table to achieve the following:

- Partnership between Employment Development Agencies and Bridge-to-work programs for lower skill levels
- Training directed toward existing labour market gaps within the Province
- Opportunities for ELT training in other areas of the province
- Expansion and enhancement of industry specific curriculum

<http://www.gov.pe.ca>

Conference Evaluation and Recommendations for Future Initiatives

Conference Evaluations

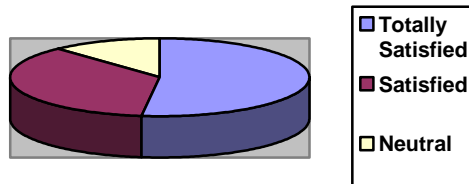
Note: The evaluation results listed below are not representative of all conference participants. To be more specific, some participants did not submit their questionnaires. As a result, the data collected represents only a portion of participant perspectives.

Service Provider Organization Presentations

Survey findings revealed that 88% of participants were satisfied to totally satisfied with the overall SPO information session structure and delivery. While 32% felt the interactive process could have been improved, 88% of participants agreed that the presentations met the session objectives and 76% felt the learning gained was applicable to their work at varying degrees. To further elaborate on participant perspectives, the following comments/suggestions were received:

- “Well organized, well run, well coordinated. It is so advantageous to learn from each other!”
- “Very Good – Specific & relevant”
- “PowerPoints were very helpful. Great to have everyone present – important and helpful overview. It would have been helpful to address how dialogue and info sharing can be ongoing”
- “Shorter session and handouts from each service provider”
- “More interactive – too much sitting and listening”
- “Allow for Q & A session so participants can ask questions and get answers from presenters (i.e. get them to elaborate on a unique success/challenge that was overcome, etc.)”
- “Possibly create fact sheet outlining each organization listing each ELT Services offered and contact names for further follow up to share best practices”
- “Good overview. Discussion & follow-up needs longer process to digest and develop ideas”
- “Good to keep on time. Good presentations”

Chart 1.0 Levels of Participant Satisfaction with Overall SPO Information Session:



Workshop A – Dr. Lionel Laroche

The evaluations of Dr. Lionel Laroche’s presentation revealed the following results: 96% of respondents were satisfied to completely satisfied with the overall presentation. Specifically, 93% felt the presentation met conference objectives and 93% felt learning gained from the presentation was definitely applicable to their work environment. It is determined that the anticipated outcome of Dr. Laroche’s presentation was realized. Workshop participants gained insights into enhancing their ability to identify and address newcomer language and employment readiness needs, in relation to labour market integration at a level commensurate with their knowledge skills and experience. The following participant comments verify the value of this speaker to the conference delegates:

- “Excellent ... thought provoking & helpful”
- “Lionel should present to all HR Managers the world over”.
- “Brilliant! Thank you for such wonderful insight.”
- “Very relevant to classroom instruction needs”.

- "Made complex issues seem logical to try to solve."

Workshop B – Jon Fairweather

Regretfully, there is no data available for this workshop

Workshop C – Mary Lou Arseneault

Upon reviewing data collected from the “Program Development/Administration: Round Table” evaluations, it was clear that 100% of respondents were satisfied to totally satisfied with the overall workshop. With regard to the interactive process, 14% were satisfied while 86% were totally satisfied. When asked if the workshop was applicable to their work, 100% of survey participants felt the topic was completely applicable. The following two comments were submitted:

- “Great discussion!”
- “Very effective! Good job!”

Workshop D – Kathy Burnett

Regretfully, there is no data available for this workshop.

Workshop E – Philip Belanger

The structure and design of the ICCAR Workshop successfully satisfied 100% of survey respondents. It was noted that 83% of respondents were totally satisfied with the interactive process. In addition, 67% of survey participants felt the content of the workshop was applicable to their work while 33% felt it was completely applicable.

- “Excellent! Great idea ...great approach. Hope it will succeed as planned”
- “A very encouraging idea/thank you for taking in consultation and partnership with existing services”
- “A welcomed opportunity to get an up-date on the ICCAR project”

Workshop F – Evan Houlahan and Natalie Melanson

Survey findings pertaining to the integration of PLAR and Technology in the ELT classroom revealed the following results: 87% of survey respondents were totally satisfied with the overall workshop. Specifically, 87% believed the workshop objectives were met while 80% agreed that the workshop was completely applicable to their work. Here are the comments provided:

- “I have been very pleased with this workshop as well as MAGMA’s new initiatives!”
- “Very good presentation, clear explanation of the great work MAGMA continues to do”
- “Excellent info!!!”
- “Great presentation – a lot of exciting information!”
- “Great & informative!”
- “Excellent!!! Very informative”

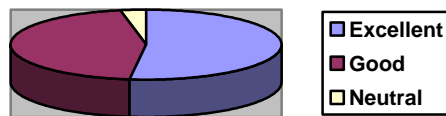
Overall Conference Evaluation



The information gathered from the Overall Conference Evaluation provided valuable insight into the general conference content and outcome. The first three questions of the evaluation form pertained to pre-conference preparation (i.e. invitation and registrations process, agenda/accommodations information). The evaluations showed that 100% of respondents felt ready to attend as participants.

When asked to rate the overall conference design, 97% of survey participants replied that the conference in general was good to excellent. 50% of participants felt the conference met their needs perfectly and the other 50% believed it was generally good. Moreover, 94% stated the conference materials were good. When asked if the facilities were comfortable and supportive of learning, 66% stated that the facilities were excellent and 31% said they were good. As for the service provided, 100% of participants replied that it was good to excellent.

Chart 2.0 Participant Feedback on Overall Conference Design



Recommendations

This section will examine the outcome of the Plenary/Closing Session in which delegates participated in group discussions to provide feedback and ideas/strategies for future planning.

Participant learning gained from the Atlantic ELT Conference experience:

- “Consider Enhanced “*Employment*” Training versus Enhanced “*Language*” Training”
- “ELT can be done (and done well) in small centres”
- “Outreach to rural areas; rural areas need more support through distance learning”
- “There are a variety of initiatives, services offered (mentoring, volunteer, etc.)”
- “Potential obstacles: Funding, access to technology, public awareness and support”
- “Regional collaboration is beneficial to avoid duplication”
- “Needs addressed in a holistic approach”
- “Starting to provide ELT at the Lower CLB levels”
- “Flexibility in ELT programs – opportunities for sharing and learning”
- “Need for Labour Market Integration programs information sharing”
- “Resources needed – Stakeholders (regulatory bodies, employment sectors, employers, all levels of government).”

Feedback for the future planning of the next Atlantic ELT Regional Conference:

- ‘Establish focus groups prior to the conference; develop planning structures’

- “Focus on themes (i.e. work placements, volunteering, employer engagement)”
- “More informal networking opportunities throughout the conference”
- “Provide written info/background on each SPO ahead of time – more time allotted to discuss challenges and Q & A’s”
- “Need to have employers attend the conference in the future”
- “Government resources to promote ELT to employers”
- “More workshops with specific focuses”
- “Good *first* Atlantic ELT Conference; Continue momentum of conference steering towards the next steps; Interactive process to discuss solution strategies for common challenges.”
- “More content; more opportunities for Q & A’s after presentations”
- “Have SPO network year round on a themes basis (i.e. monthly conference call with specific focus)”
- “More professional development opportunities”
- “Speakers like Lionel Laroche should present to all conference participants rather only some.”
- “Question for the next conference: What are the components of a successful community in welcoming and retaining newcomers?”
- “Need National *Small Centre* ELT Conference”

Appendix A

Atlantic ELT Regional Conference Committee

The Atlantic ELT Regional Conference Committee was struck on July 24, 2007, bringing together ELT Service Provider Organizations, provincial governments from all four Atlantic provinces and CIC representatives. The committee played a key role in preparing a quality conference program in which all delegates could benefit from a variety of workshops and valuable networking opportunities.

Members of the Conference Committee:

Lorraine Angelopoulos, ANC, NL

Claire Piercey, ANC, NL

Megan Morris, ANC, NL

Debbie Sheppard, Office of Immigration and Multiculturalism, Government of NL

Mary Lou Arseneault, NBMC, Co-Chair of the conference, NB

Jerri Mackenzie, NBMC, NB

Lisa Bamford, MCAF, NB

Robert A. Boghen, MAGMA, Co-Chair of the conference, NB

Richard Campbell, YMCA of Saint-John, NB

Trevor Wilkinson, MACC, NB

Kelli Greene, Post-Secondary Education, Training and Labour, Government of NB

Ashraf Ghanem, Population Growth Secretariat, Government of NB

Joy MacDonald, Holland College, PEI

Jeannie Pitts, Population Secretariat, Government of PEI

Kathy Burnett, HILC/MISA, NS

Paroo MacKinnon, Nova Scotia Office of Immigration, Government of NS

Sylvie Tremblay, Citizenship and Immigration Canada, Atlantic Region

Andom Gebru, Citizenship and Immigration Canada, NL

Alissar Ribahi, Citizenship and Immigration Canada, NS

Donna-Rae Gibbs, Citizenship and Immigration Canada, NB

Appendix B



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

----- ATLANTIC ELT REGIONAL CONFERENCE -----
---FEBRUARY 20-22, 2008 ---

Day I: Wednesday, February 20

Westmorland Room

- 4:30pm – 5:30pm Registration**
- 5:00pm – 7:00pm Reception**
- 5:35pm – 6:15pm Welcome and Guest Speakers**

Led by:
Co-chair Robert A. Bohen, MAGMA, NB
Co-chair Mary Lou Arseneault, NBMC, NB

Greetings from:
City of Moncton
New Brunswick Multicultural Council
Province of New Brunswick
Government of Canada

DAY II: Thursday, February 21

Westmorland Room

- 7:30am – 8:30pm Registration/Breakfast (Buffet)**
- 8:30am – 8:45am Welcome / Introductions: Mary Lou Arseneault**
- 8:45am – 9:15am Keynote Speaker: Dr. Lionel Laroche**
- 9:15am – 10:15am Presentations by each Service Provider on their ELT Programs:**
Theme: Our Successes / Our Challenges / Our Future Plans
- 9:15 – 9:35 ANC: Claire Piercey**
- 9:35 - 9:55 HILC/MISA: Kathy Burnett, Lorena Costa and
Denise Aucoin**
- 9:55 – 10:15 Holland College: Joy MacDonald**



10:15am – 10:30am REFRESHMENT BREAK

10:30am – 11:50am SPO presentations continued (NB SPOs)

10:30 – 10:50 NBMC/MACC: Mary Lou

Arsenault/Trevor Wilkinson and Rita Mcintosh

10:50 – 11:10 MAGMA: Evan Houlahan, Natalie

Melanson and Linda Lutes

11:10 – 11:30 St-John YM/YWCA: Yasmin Ojah and Cindy

Kilpatrick

11:30 – 11:50 MCAF: Semra Salih-Zajmi

12:00pm – 12:30pm Group discussion of SPO presentations (Q's and A's):

Facilitated by Mary Lou Arseneault

Carleton Room

12:30pm – 1:30pm LUNCH (Buffet)

Series 1 of 3 concurrent workshops:

1:30pm – 3:00pm Workshop A: *Learning English for the Canadian Workplace:*

Understanding Immigrant Labour Market Integration Issues, Lionel Laroche

Carleton Room

Workshop B: *The Employment Counselling Service Delivery*

Model, Jon Fairweather

Albert Room

Workshop C: *ELT Program Development/Administration:*

Round Table Session, Mary Lou Arseneault

Fundy Room

Carleton Room

3:00pm – 3:15pm Health Break

Series 2 of 3 concurrent workshops:

3:15pm – 4:45pm Workshop D: *Go the Distance!*, Kathy Burnett

Carleton Room

Workshop E: International Credential & Competency Assessment for Recognition (ICCAR): An Atlantic Partnership Approach, Philip Bélanger and Deniz Akmaner,

Albert Room

Workshop F: Integrating PLAR and Technology in the ELT Classroom, Evan Houlahan and Natalie Melanson

Fundy Room

Westmorland/Carleton Room

6:00pm – 9:00pm BANQUET

6:00 – 6:15 Opening remarks

6:15 – 7:00 Plated Dinner

7:00 – 7:30 Employer and newcomer ELT Success stories

Zane Korytko, CEO, YMCA of Greater Moncton

Zoie (Zohar) El, MAGMA NBELT IV participant

Maxwell Amanfo-Sakyi, MAGMA NBELT II participant

Carolina Henao, MAGMA NBELT IV participant

7:30 – 9:00 Multicultural Show

Co-M/C: Marlyse Loureiro (ELT participant)

Co-M/C: Taehyung Kim (ELT participant)

DAY III: Friday, February 22

Fundy Room

7:30am – 8:30am Breakfast (Buffet)

8:30am – 8:45am Welcome/Introduction for the day: Mary Lou Arseneault

8:45am – 9:00am Direction of ELT: The Federal Perspective

Jean Seguin, *Director – Settlement Program, Client Centered Programs, CIC, Ottawa, Ontario*

9:00am – 10:00am Provincial panel discussion

(Theme: ELT higher level strategies)

NB: Kelly Greene, *Post-Secondary Education, Training & Labour*

NS: Paroo MacKinnon, *Nova Scotia Office of Immigration*

NL: Sheldon O’Neil, *Office of Immigration and Multiculturalism*

PEI: Jeannie Pitts, *Population Secretariat*

10:00am – 10:15am Health Break

10:15am – 12:15pm Plenary/Closing session: Mary Lou Arseneault

Discussion /feedback / future planning/ etc.



Appendix C

Atlantic ELT Regional Conference Report



Topic of Discussion: ELT Atlantic Regional Conference

January 14th, 2008

The Department of Citizenship and Immigration Canada, in partnership with all four Atlantic provincial governments, and in cooperation with the New Brunswick Multicultural Council (NBMC) and the Multicultural Association of the Greater Moncton Area (MAGMA) is pleased to invite you to the first Atlantic Enhanced Language Training Regional Conference (ELT) from February 20th to February 22nd at the Crowne Plaza in Moncton, New Brunswick.

As you know, Enhanced Language Training (ELT) programs offer adult newcomers labour market levels of language training and job-specific language training to facilitate their integration into the workplace in positions commensurate with their knowledge, skills and qualifications. The Atlantic ELT Regional Conference: “*Concepts of Intercultural Learning*” will bring together settlement service provider organizations, the department of Citizenship and Immigration Canada and all four Atlantic provincial governments. The conference will serve as a best practice exchange while bringing forward current challenges and exploring strategies for future action.

Please return the registration form by email no later than January 18th 2008. A conference information package, including a detailed agenda and workshop signup sheets will be sent out upon confirmation of your attendance.

Accommodations for conference participants have been arranged with the Crowne Plaza for February 20th and 21st, 2008. Participants may register by calling 1-866-854-4656 (toll-free) or emailing the hotel directly at reservations@cpmoncton.com. **Please refer to the group code *MAG* when confirming your reservations.** Arrangements are in place to cover the hotel expenses for the invited service providers, however **all reservations must be made by January 22/08.**

If you have any questions or concerns, please feel free to contact me at (506) 875-6374 or by email: nicole.melanson@magmamoncton.com.

Regards,

Nicole T. Melanson
ELT Conference Coordinator

Attached documents: Tentative agenda and registration form



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

Participating Atlantic Region ELT Service Provider Organizations

Atlantic ELT Regional Conference Report

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Association/Organization	Contact Information	Website
Association for New Canadians (ANC)	Address: 144 Military Rd St. John's, Newfoundland Tel: (709) 722-9680	http://www.anc-nf.cc
Multicultural Association of Greater Moncton, Inc. (MAGMA)	Address: 1299A Mountain Road, Unit 2, Moncton, NB, E1C 2T9 Tel: (506) 858-9659	www.magmamoncton.com
Metropolitan Immigrant Settlement Association/ Halifax Immigrant Learning Centre (MISA/HILC)	Address: 7105 Chebucto Road , Halifax, NS, B3L 4W8 Phone: (902) 443-2937	www.misa.ns.ca www.hilc.ns.ca
Holland College	Address: 140 Weymouth St., Charlottetown, PEI C1A 4Z1 Tel: (902) 629-4217	http://www.hollandc.pe.ca
New Brunswick Multicultural Council (NBMC)	Address: 390 King Street, Suite 301, Fredericton, NB, E3B 1E3 Tel: (506) 453-1091	www.nb-mc.ca
Multicultural Association of Carleton County (MACC)	Address: 381 Main Street, Florenceville, New Brunswick Tel: (506) 392-6011	www.nb-amcc.org
Multicultural Association of Fredericton (MCAF)	Address: 123 York Street Fredericton, N.B. E3B 3N6 Tel: (506) 454-8292	www.mcaf.nb.ca
YW/YMCA of Saint-John	Address: 100 Prince Edward Street Saint John, New Brunswick Tel: (506) 634-7720	www.saintjohny.com

List of ELT Service Providers

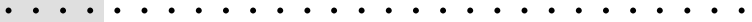
Name of participant	Organizations and City/Province	Email
Angelopoulos, Lorraine	ANC, St-John's, NL	lincschooll@nfld.net
Arsenault, Kevin	ANC, Charlottetown, PEI	exdir@isn.net
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Burnett, Kathy	HILC/MISA, Halifax, NS	kburnett@hilc.ns.ca
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(Ebbett-)McIntosh, Rita	MACC, Carleton County, NB	projectcoordinator@nb.aibn.com
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Sexton, Dean	Holland College, Charlottetown, PEI	dsexton@hollandc.pe.ca
Wilkinson, Trevor	MACC, Florenceville, NB	employmentcounsellor@nb.aibn.com

List of ELT Related Government Staff

NAME OF PARTICIPANT	DEPARTMENT	PROVINCE
Atallah, Nabiha	Citizenship and Immigration Canada	NS
Barrett, John	Citizenship and Immigration Canada	NB
Boudreau-Grant, Ghislaine	Provincial Government, Southeast Region	NB
Condy, Kathy	Citizenship and Immigration Canada	NS
Fast, Cliff	Citizenship and Immigration Canada	ON
Geburu, Andom	Citizenship and Immigration Canada	NL
Ghanem, Ashraf	Population Growth Secretariat	NB
Gibbs, Donna-Rae	Citizenship and Immigration Canada	NB
Greene, Kelly	Post-secondary Education, Training and Labour	NB
Gushuliak, Rocky	Citizenship and Immigration Canada	ON
Liu, Eric	Citizenship and Immigration Canada	ON
McKinnon, Paroo	Government of Nova Scotia	NS
Moir, Steve	Citizenship and Immigration Canada	ON
O'Neil, Sheldon	Office of Immigration and Multiculturalism	NL
Pitts, Jeannie	Population Secretariat	PEI
Pond, Daisy	Citizenship and Immigration Canada	AB
Rahman, Asifa	Citizenship and Immigration Canada	PEI

Ribahi, Alissar	Citizenship and Immigration Canada	NS
Séguin, Jean	Citizenship and Immigration Canada	ON
Thai, Catherine	Citizenship and Immigration Canada	ON
Tremblay, Sylvie	Citizenship and Immigration Canada	NS
Wilondga, Willy	Provincial Government	NB
Wilson, Karen	Citizenship and Immigration Canada	NB



Appendix D

Atlantic ELT Regional Conference: *Concepts of Intercultural Learning*

SERIES 1: WORKSHOP DESCRIPTIONS (1:30pm-3:00pm)

PLEASE SELECT ONE OF THE FOLLOWING:

WORKSHOP A: Learning English for the Canadian Workplace: Understanding Immigrant Labour Market Integration Issues

Examines the challenges that immigrants face when they try to learn English and find employment in Canada in their field of expertise. By comparing the social position of professionals in developing and developed countries and describing the impact that cultural differences have on professionals in many interactions, this presentation helps participants understand how they can communicate and relate more effectively to immigrants. Participants will learn some practical tips and suggestions that they can apply immediately in their daily professional activities.

Facilitator: **Lionel Laroche**, Ph. D., P. Eng (see attached biography)

Target Audience: *ELT Instructors and Curriculum Developers*

I wish to attend this workshop (please checkmark): _____

WORKSHOP B: The Employment Counseling Service Delivery Model

An interactive session where participants are provided an exposure to New Brunswick’s Department of Post-Secondary Education, Training and Labour’s model for Employment Counseling service delivery, from client Assessment to Action planning. The model has been tailored to external service providers such as Immigrant Serving Agencies and can be adapted to any Employment Counselling situation.

Facilitator: **Jon Fairweather**, Provincial Employment Counselling Consultant, PETL (see attached biography)

Target Audience: *ELT Employment Counsellors*

I wish to attend this workshop (please checkmark): _____

WORKSHOP C: ELT Program Development/Administration: Round Table Session

Workshop design offers 3 *issues* tables with *Table Leaders*. The workshop facilitator leads participants through a “round robin” process, allotting 20 minutes for each table. *Table Leaders* guide an information exchange / discussion on ELT related Program Issues at their table and the Workshop Facilitator concludes the session with a total group reporting.

Table 1: *Implementing ELT in Ontario & the Prairies* (past successes / present challenges /future plans)

Table Leader(s):

Rocky Gushuliak: *Regional Program Officer, CIC, Prairies & NWT Region*
Cliff Fast: *Regional Program Advisor, CIC, Ontario Region*

Table 2: *ELT and Settlement – Future Development: the CIC Position*

Table Leader: **Jean Séguin:** *Director – Settlement Program, Client Centered Programs, CIC, Ottawa, Ontario*

Table 3: *ELT: The Atlantic Perspective*

Table Leader: **Sylvie Tremblay:** *Regional Program Advisor, CIC, Atlantic Region*

Facilitator: **Mary Lou Arseneault,** *Program Director, Newcomer Labour Market Integration, New Brunswick Multicultural Council, Inc., (see attached biography)*

Target audience: *ELT program administrators, provincial and federal government representatives*

PLEASE NOTE: Limited seating: Up to 24 delegates (first come first serve)

I wish to attend this workshop (please checkmark): _____

SERIES 2: WORKSHOP DESCRIPTIONS (3:15-4:45pm)

PLEASE SELECT ONE OF THE FOLLOWING:

WORKSHOP D: Going the Distance!

This workshop explores a variety of innovative approaches for delivering ESL effectively online and at a distance using a range of communicative tools (both low-tech and high-tech). HILC's online and distance programs include one-on-one instruction, videoconferencing and using Moodle – a full featured learning environment with rich communicative tools.

Facilitator: **Kathy Burnett,** *Labour Market Language Programs Manager, HILC, NS (see attached biography)*

Target audience: *open*

I wish to attend this workshop (please checkmark): _____

WORKSHOP E: International Credential & Competency Assessment for Recognition (ICCAR): An Atlantic Partnership Approach

This presentation will speak to the partnership approach of ICCAR Atlantic Centre's Conceptual Model. In small group discussions, participants will: compare their current experience pertaining to International Credential & Competency Assessment for Recognition; share & discuss how the ICCAR Atlantic Centre would affect work practices, and develop recommendations that would contribute to a productive partnership agreement between your organization and the ICCAR Centre.

Facilitator: **Philip Bélanger,** *ICCAR/CAMET Project Manager, (see attached biography)*
Deniz Akmaner, *ICCAR/CAMET Assistant Manager (see attached biography)*

Target audience: *ELT Service Providers/Employment Counsellors*

I wish to attend this workshop (please checkmark): _____

WORKSHOP F: Integrating PLAR and Technology in the ELT Classroom

PLAR has been a key innovation and component in Canada’s lifelong learning agenda. Prior Learning Assessment and Recognition is a systematic process that involves the identifying, documenting, and verifying of personal attributes, essential skills, language competency, transferable and sector specific skills.

This interactive workshop will present benefits and inventive approaches in incorporating Prior Learning Assessment and Recognition training specifically to newcomers. The workshop will also explore ways in which technology can help provide new opportunities for exchange and learning within PLAR and the ELT classroom. Workshop participants will also be given the chance to hear e-portfolio experiences of immigrant newcomers.

Facilitators: **Evan Houlahan**, *IT Director/ELT Coordinator, MAGMA, NB (see attached biography)*

Natalie Melanson, *ELT Employment Counsellor/PLAR Practitioner, MAGMA, NB (see attached biography)*

Target audience: *open*

I wish to attend this workshop (please checkmark): _____

Appendix E

Facilitator Biographies

Mary Lou Arseneault, M.Ed, B.A., H.R.C.

Mary Lou Arseneault has over twenty-five years experience in organizational/community development and has held Directorship positions in several non-profit, community-based organizations at a local, national and international level. Her achievements are based on her ability to accurately address an organization's development needs through guiding/ facilitating stakeholders and staff in acquiring the infrastructure, human resources and leadership skills required to become a viable entity offering quality services in their respective communities.

As an Adult Educator and Human Relations Consultant, she designed and taught courses in Organizational Behaviour and Verbal Communication for UNB (Fredericton & Trinidad). Creating collaborative learning environments allows her to weave her multidisciplinary knowledge base and experiential skills with current research and best practices in the field.

Mary Lou is currently the Program Director: Newcomer Labour Market Integration at the New Brunswick Multicultural Council.

Phil Bélanger

Originally from Ottawa, ON, Phil Bélanger has served the government of New Brunswick since 1979, with a strong background in education and training, project development, management and consultation. Phil is a graduate of Cornell University (Ithaca, New York), with a specialty in Administration and Intercultural Communication in Business. He is also a certified teacher with a certification in Public Service Management from the University of Moncton, NB, and a Professional Human Resource Management certification from the University of New Brunswick

Phil was responsible for Immigration Settlement and Multiculturalism within the NB government's department of Post Secondary Education, Training and Labour (DPETL), with much implication in credentialing, and in December 2006 he joined the Council of Atlantic Ministers of Education and Training (CAMET) on a secondment agreement, as project manager for the development of an Atlantic Centre for International Credential and Competency Assessment for Recognition (ICCAR).

Kathy Burnett

Kathy started working with the Halifax Immigrant Learning Centre (HILC) in 1988. She has taught all levels of English, has written several books and curricula for HILC. Presently, Kathy is the manager of HILC's Labour Market Language Programs.

Jon Fairweather

Jon Fairweather is a Provincial Employment Counselling Consultant with Post-Secondary Education, Training and Labour. Jon possesses a Bachelor of Arts and a Bachelor of Education from St. Thomas University in addition to a Masters of Education from the University of New

Brunswick. His career in employment counseling began with the Federal Government in 1975, and he has held positions of Employment Counsellor, Counselling Unit Supervisor, and Provincial Counselling Consultant. In 1997 he transferred to the New Brunswick Provincial Government, where he is a lead consultant for the province and has been exclusively responsible for the direction and delivery of all professional development training for Provincial Employment Counselors. Jon has led a plethora of professional development sessions for various organizations and is well known for his expertise in the field of employment counseling.

Evan Houlahan

With eleven years in the Information Technology sector, Evan Houlahan has been involved in many aspects of the field, through digital film production, software development, computer assisted language learning and online education. His collaborations in this field have garnered 3 New Brunswick Multimedia Awards, consultant to the Atlantic Canada Technology Roundtable and he currently manages the MAGMA Information Technology Centre which has recently been nominated in the provincial “Most Innovative” category.

A self-professed “technology nerd,” Evan is the Information Technology Director at MAGMA and is coordinator/ I.T. instructor of MAGMA’s ELT program.

Lionel Laroche, Ph. D., P. Eng.

Over the past five years, Lionel Laroche has provided cross-cultural training, coaching and consulting services to over 3,000 people in seven countries (Canada, the U.S., Mexico, Peru, France, Belgium and China). Lionel specializes in helping technical professionals reap the benefits of cultural differences in their work.

Lionel is a dynamic, entertaining, and educational speaker who presented at over 60 conferences and venues, organized by a wide range of business, government, academic, professional and non-profit organizations. Recently, he was the keynote speaker at the Internationally Educated Professional Conference in Toronto.

He is the author of close to 100 publications examining the impact of cultural differences on business in general and technical functions (engineering, science, and software) in particular. His publications have appeared in over 20 trade magazines published in eight countries (Canada, U.S., U.K, Netherlands, France, Mexico, Peru and Australia). He has also written a book, entitled “*Managing Cultural Diversity in Technical Professions*”, published by Butterworth Heinemann as part of the Managing Cultural Differences Series.

Born in France, Lionel obtained his “Diplôme d'Ingénieur Polytechnicien” from the Ecole Polytechnique de Paris, France and his Ph. D. in Chemical Engineering from the California Institute of Technology in Pasadena, California, USA.

Natalie Melanson

Currently an Employment Counselor and a facilitator for the Multicultural Association of the Greater Moncton Area [MAGMA] Natalie is dedicated to assisting newcomers to successfully integrate into the Greater Moncton workforce. She is passionate about building a greater awareness and appreciation of the value of diversity in the workplace among HR professionals in the community.



During two years living and working in China Natalie gained experience developing and implementing an ESL program for youth in a rural public high school in Sichuan province. After returning to Canada she prepared and facilitated an Enhanced Language Training employment curriculum for immigrant adult learners including professional portfolio development through PLAR.

Natalie holds a bachelor's degree in Social Science from Université de Moncton. She is certified in English as a Second Language [TESL] and Prior Learning, Assessment and Recognition [PLAR].



Conference Evaluation Form

Atlantic ELT Regional Conference:
Concepts of Intercultural Learning
February 20 - 22, 2008

Instruction: Please select your response to the following questions.

Purpose: The information from this questionnaire will enable us to assess the conference outcome, its content and its facilitators for future revisions. We value your feedback. Please feel free to contact us directly with any other comments.

Prior to attending this conference:

- | | Yes | no |
|---|-----|----|
| 1. Were you aware of the reason(s) for attending? | | |
| 2. Were you given sufficient notice to register? | | |
| 3. Did you receive adequate information about the conference (agenda/accommodation, etc)? | | |
| 4. Additional comments on your readiness as a participant: | | |
| | | |
| | | |
| | | |
| | | |

Rate the Conference Design:

- | | Poor | Fair | good | excellent | n/a |
|--|------|------|------|-----------|-----|
| 5. Conference in general | | | | | |
| 6. How well the conference met your needs | | | | | |
| 7. The conference material | | | | | |
| 8. What would you recommend to improve the conference design to meet your needs? | | | | | |
| | | | | | |
| | | | | | |

Rate the Facility:

	Poor	Fair	good	excellent	n/a
9. Comfortable and supportive of learning					
10. Services provided were acceptable					
11. What recommendations could you make to improve the facilities/services (i.e. size of room, temperature, set up, etc.)?					

Rate the Conference Presenters:

	Poor	Fair	good	excellent	n/a
12. Knowledge of the subject					
13. Organization of session					
14. Presentation skills					
15. Ability to encourage and motivate interaction					
16. Responsiveness to questions and participant needs					
17. Additional comments on presenters/facilitators:					



Could we improve this Conference?

18. What other improvements would you recommend for this conference?

19. Do you have any additional comments regarding this conference?

