



CICIC.ca

International qualification recognition conventions: Implementation in Canada



Canadian Information Centre
for International Credentials



cmec

Winter 2020-2021

Traditional territory acknowledgement



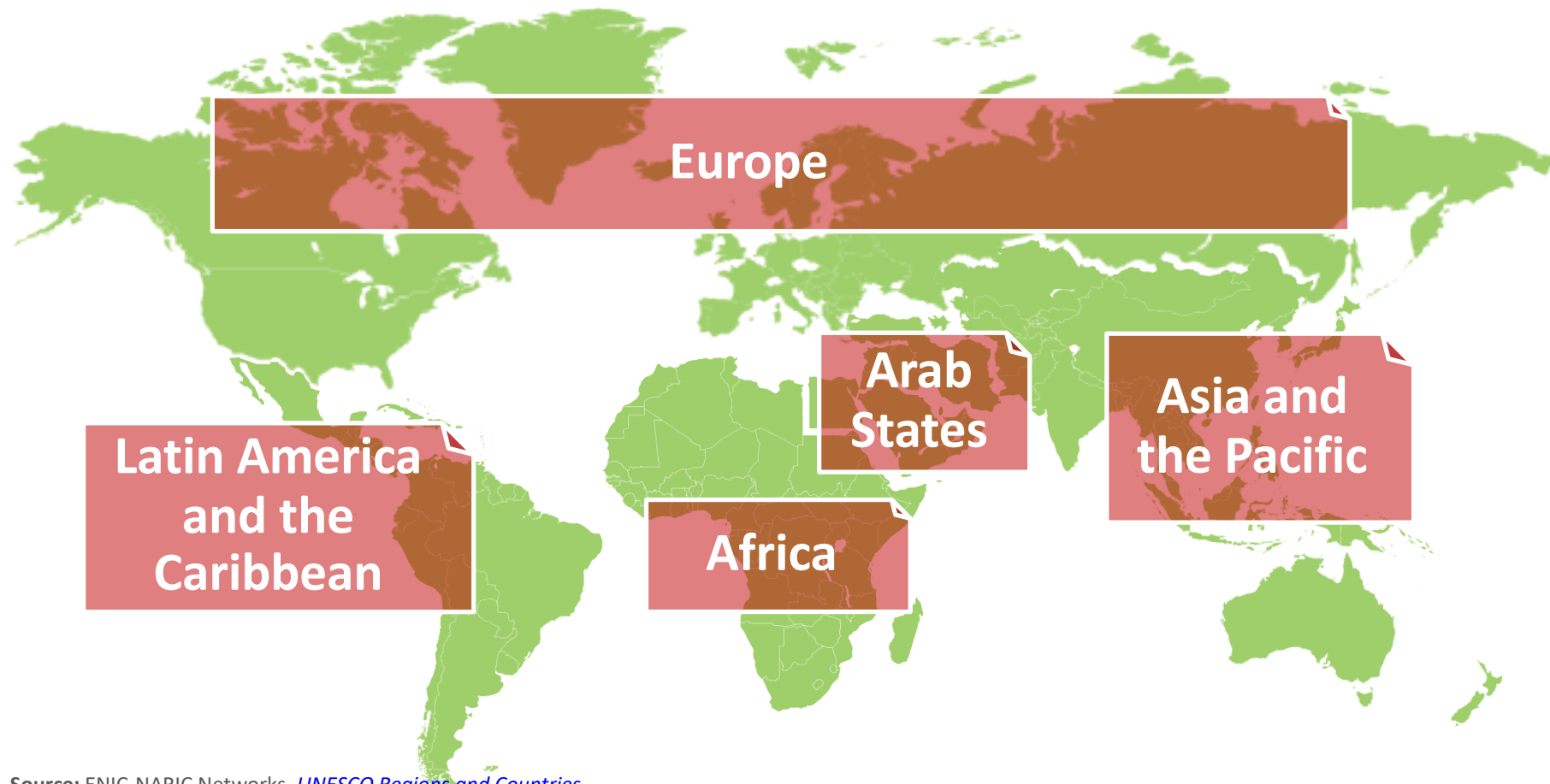
I would like to begin by acknowledging that the land on which I'm joining you virtually today is the traditional territory of the Wendat, the Anishnaabeg, Haudenosaunee, Métis, and the Mississaugas of the Credit First Nation.

Outline



- Legal framework
- Implementation in Canada
- Impact of COVID-19

International treaties



Source: ENIC-NARIC Networks. [UNESCO Regions and Countries](#).

International treaties (cont'd)

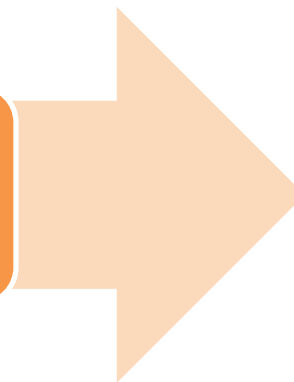


1979 Convention

- ratified in 1990

1997 Convention

- ratified in 2018



Source: UNESCO. 1979. [*UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region \(1979\)*](#).

Council of Europe and UNESCO. 1997. [*Convention on the Recognition of Qualifications concerning Higher Education in the European Region*](#) (LRC).

International treaties (cont'd)



2019 Global Convention

- domestic procedure in Canada in progress

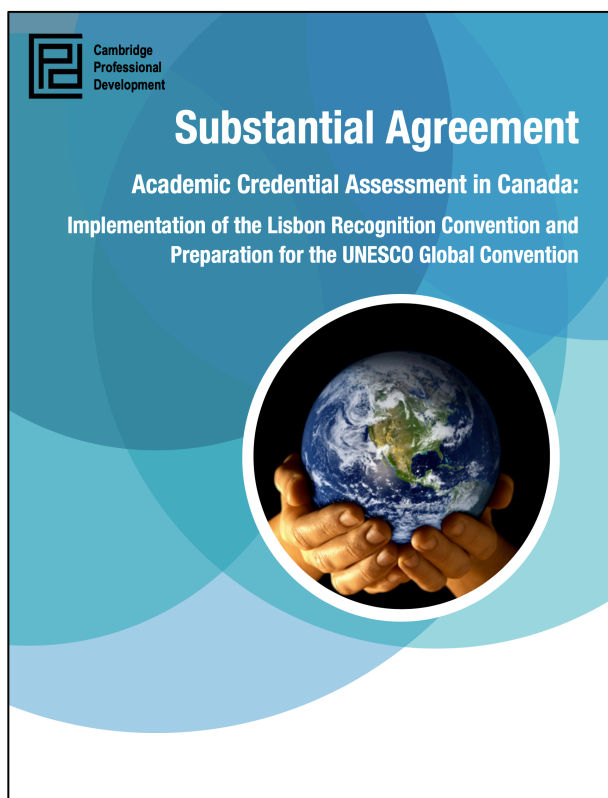
Source: UNESCO. 2019. [Global Convention on the Recognition of Qualifications concerning Higher Education](#) (Global Convention).

International treaties (cont'd)



Concepts	1997 Convention	2019 Global Convention
Formal learning	✓	✓
Informal and non-formal learning		✓
Lifelong learning		✓
Non-traditional learning modes		✓
Prior learning		✓
Partial studies	✓	✓
Learning outcomes		✓

Implementation in Canada



- independent report
- CICIC-led consultations
- monitoring: 1997 LRC
- readiness: 2019 Global Convention

Source: CamProf. 2020. [*Substantial Agreement – Academic Credential Assessment in Canada: Implementation of the Lisbon Recognition Convention and Preparation for the UNESCO Global Convention*](#).

Who is responsible for what?



Competent authorities



National information center



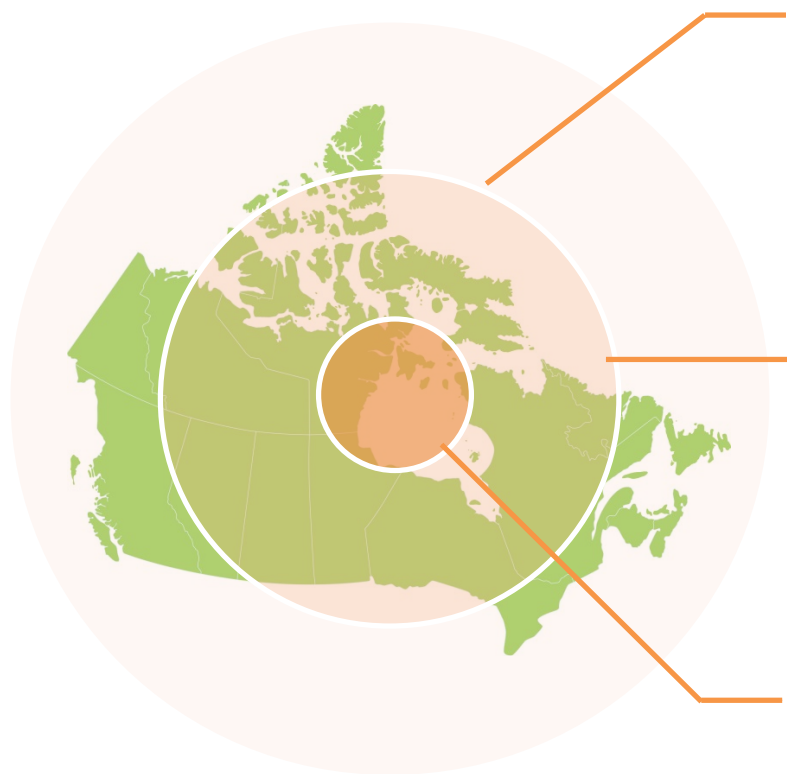
Competent recognition authorities



Assessment services

Source: CamProf. 2020. Chapter 2.2 - Assessment and recognition responsibilities in a decentralized system, [*Substantial Agreement – Academic Credential Assessment in Canada: Implementation of the Lisbon Recognition Convention and Preparation for the UNESCO Global Convention*](#).

Responsibilities over education



education and the
Constitution of Canada



21 ministries/departments
responsible for education
in Canada



Council of Ministers of
Education, Canada (CMEC)

21 ministries/departments

(Competent authorities)



AB

- Education
- Advanced Education

BC

- Ministry of Education
- Ministry of Advanced Education, Skills and Training

MB

- Department of Education
- Department of Economic Development and Training

NB

- Department of Education and Early Childhood Development
- Department of Post-Secondary Education, Training and Labour

NL

- Department of Education

NS

- Department of Education and Early Childhood Development
- Department of Labour and Advanced Education

NT

- Department of Education, Culture and Employment

NU

- Department of Education

ON

- Ministry of Education
- Ministry of Colleges and Universities

PE

- Department of Education and Lifelong Learning

QC

- Ministère de l'Éducation
- Ministère de l'Enseignement supérieur

SK

- Ministry of Education
- Ministry of Advanced Education

YK

- Department of Education



Source: CICIC. [Ministries/departments responsible for education in Canada](#) and [Council of Ministers of Education, Canada \(CMEC\)](#).

Fairness Commissioners

(Competent authority)



AB

- Alberta Fairness for Newcomers Office

MB

- Office of the Manitoba Fairness Commissioner

NS

- Nova Scotia Fair Registration Practices Act (FRPA) Review Office

ON

- Ontario Office of the Fairness Commissioner

QC

- *Commissaire à l'admission aux professions du Québec*

CICIC (National information centre)



when

- 1990

where

- unit of the Council of Ministers of Education, Canada (CMEC)

who

- individuals, assessors, employers, others

why

- international treaties
- provincial/territorial government service

what

- information and referral services
- improve consistency and capacity

Source: CICIC. [About CICIC](#).

Competent recognition bodies



immigration authorities

study

postsecondary
institution

professional
certification

professional
regulatory body

labour
market

employer

ACESC (Assessment services)



Comparative Education Service (CES)

- Ontario, public



International Credential Evaluation Service (ICES)

- British Columbia, public



International Credential Assessment Service of Canada (ICAS)

- Ontario, private



Ministère de l'Immigration, de la Francisation et d'Intégration du Québec (MIFI)

- Quebec, public



International Qualifications Assessment Service (IQAS)

- Alberta, public



World Education Services – Canada (WES)

- Ontario, private

ACESC: [Alliance of Credential Evaluation Services of Canada](#)

ACESC (cont'd)



when

- late-1990s

where

- 4 public (AB, BC, ON, QC)
- 2 private (ON, ON)

who

- 6 assessment services

why

- document authentication and comparability
- support competent recognition bodies in Canada

what

- expert, non-binding opinions
- +450,000 assessment reports issued in 2019

Others (Assessment services)



Alliances of professional
regulatory bodies

Alliances of postsecondary
educational institutions

Source: CamProf. 2020. Table 6 Organizations involved in assessment and recognition procedures in relation to purpose, [Substantial Agreement – Academic Credential Assessment in Canada: Implementation of the Lisbon Recognition Convention and Preparation for the UNESCO Global Convention](#).

Nova Scotia Regulators – Other factors

(Competent recognition authorities)



Pan-Canadian
mobility

- Forum of Labour Market Ministers
- Canadian Free Trade Agreement

International
mobility

- UNESCO conventions obligation
- other treaties

Nova Scotia Regulators – Other factors

(Competent recognition authorities)



Legislated
mandate

- recognition decision based on purpose (e.g. teacher certification)
- Nova Scotia *Acts/regulations* govern the profession (e.g., Nova Scotia *The Fair Registration Practices Act, 2008*)

sector
collaboration
on academic
credential
assessment

- third-party assessment services
- other initiatives (e.g., teachers)
- community of practitioner

Interdependencies



student migration

skilled labour migration

study

fairness commissioners

professional
certification

labour
market

postsecondary
institution

professional
regulatory body

employer

University
of Toronto
School of
Continuing
Studies

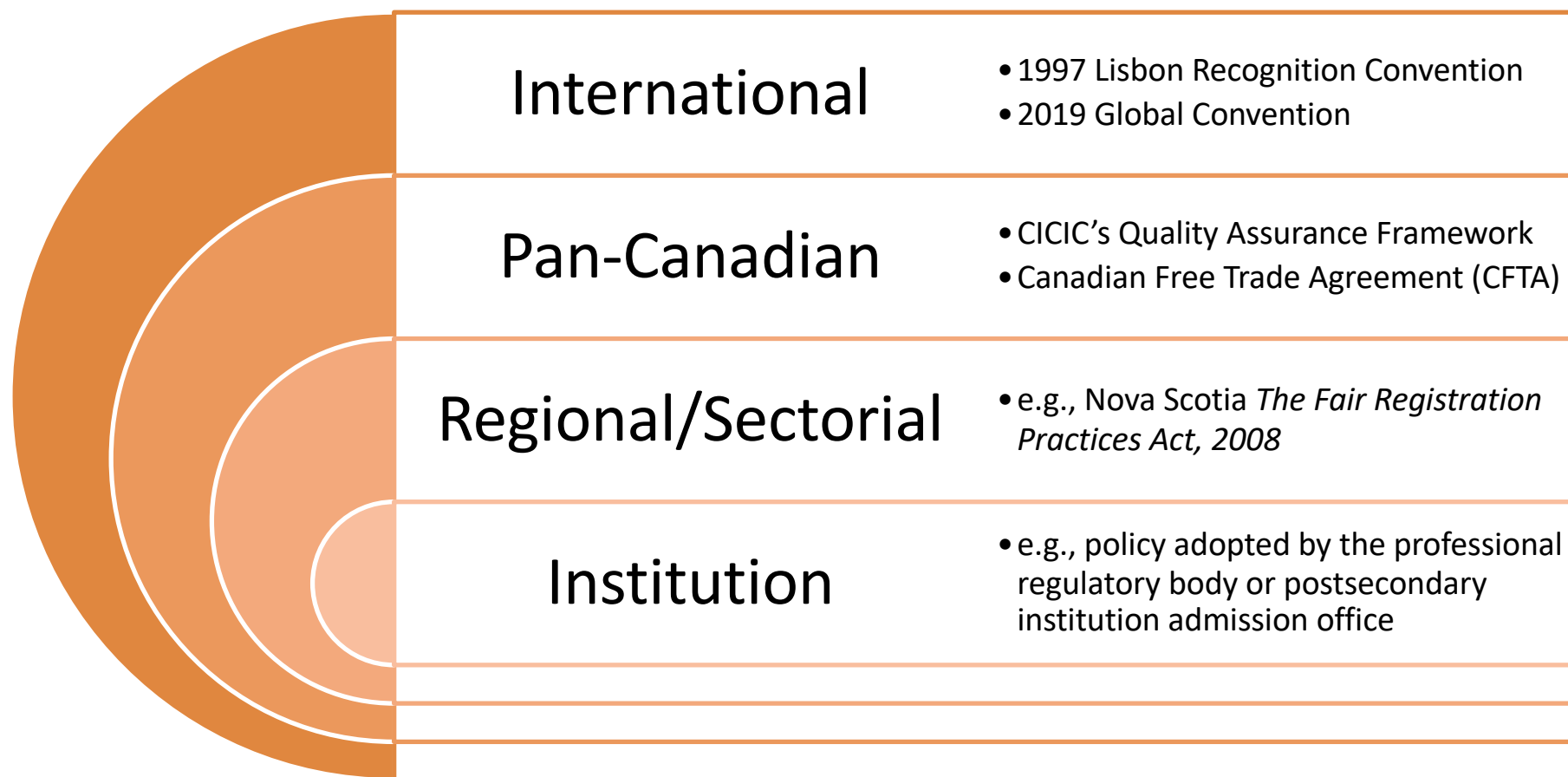


...and other types of
assessment services

Interdependencies (cont'd)



Criteria, policies and procedures



Assessment community

(competent recognition authorities + assessment services)



where

- 300+ professional regulatory bodies
- 250+ recognized postsecondary educational institutions

who

- 1,200 full-time assessors
- 500 part-time assessors

why

- support recognition decisions of competent recognition bodies in Canada

what

- expert binding decisions by competent recognition authorities
- +500,000 assessment completed in 2018

➤ ASSESSOR PORTAL

ASSESS AN ACADEMIC CREDENTIAL

ISSUED OUTSIDE CANADA

- Receiving documents for assessment
- Confirm the status of the educational institution and/or its academic programs
- Authenticate the documents
- Compare the academic credential to those found in Canada
- Decide on the assessment outcome
- Communicate the result to the applicant

ACCESS ASSESSMENT RESOURCES

USE THE TOOLS

- Quality Assurance Framework
- Alternative qualification-assessment procedure
- Directory of Comparability Assessment Outcomes
- EVALUATION listserv
- Competency Profile
- Terminology Guides

DEVELOP YOUR SKILLS

- Enrol in Assessment 101
- Seek employment opportunities



Assessor.CICIC.ca

Quality Assurance Framework (QAF)



when

- periodic reviews

where

- Canada — public

who

- governance in assessment services and recognition bodies

why

- greater consistency of assessment outcomes
- support portability of assessments between organizations

what

- 41 guiding principles
- policy tool for organizations

Source: CICIC. [Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials](#) (QAF).

Competency profile



when

- 2012

where

- Canada — public

who

- governance in assessment services and recognition bodies

why

- improve HR policies and practices
- increase the professionalism of the workforce

what

- 27 key competencies
- 11 key attitudes and values

Source: CICIC. 2012. [*Competency Profile for an Academic Credential Assessor*](#).

Assessment 101



when

- 2015

where

- on-line distance-education course

who

- 60 academic credential assessors in competent recognition bodies and assessment services

why

- practical training for practitioners
- based on QAF and Competency profile

what

- 3 modules exploring 17 different topics

Source: CICI. [Enrol in Assessment 101](#).

Step-by-step guide



when

- 2017 — periodic reviews

where

- Canada — public

who

- academic credential assessors in assessment services and recognition bodies

why

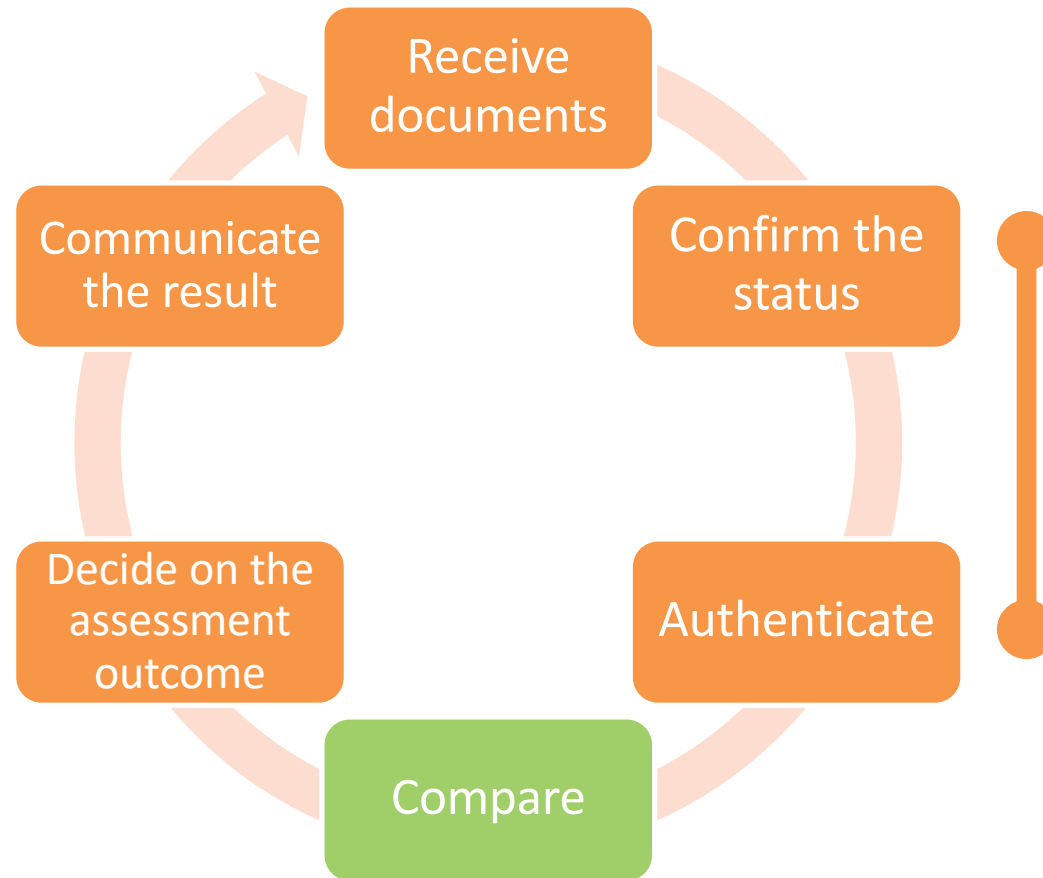
- practical tool for practitioners, based on QAF

what

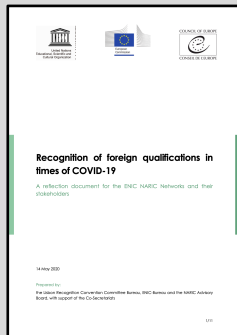
- six-step approach
- suggested procedure with references

Source: CICIC. 2017. [Step-by-step guide on how to assess an academic credential issued outside Canada](#).

Step-by-step guide

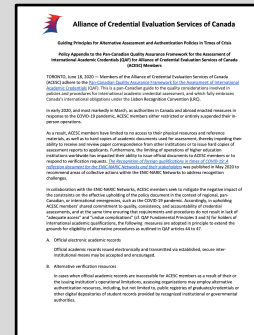


Impact of the COVID-19 pandemic on recognition



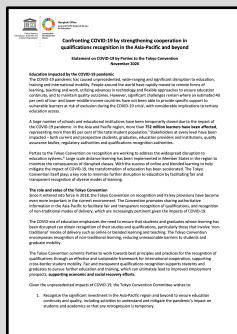
ENIC-NARIC Networks. May 2020.

[Recognition of foreign qualifications in times of COVID-19: A reflection document for the ENIC NARIC Networks and their stakeholders.](#)



ACESC. June 2020.

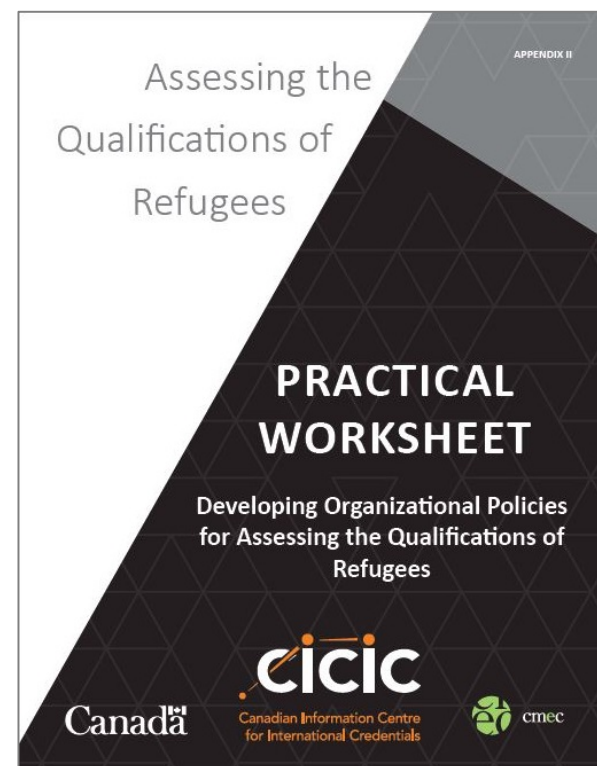
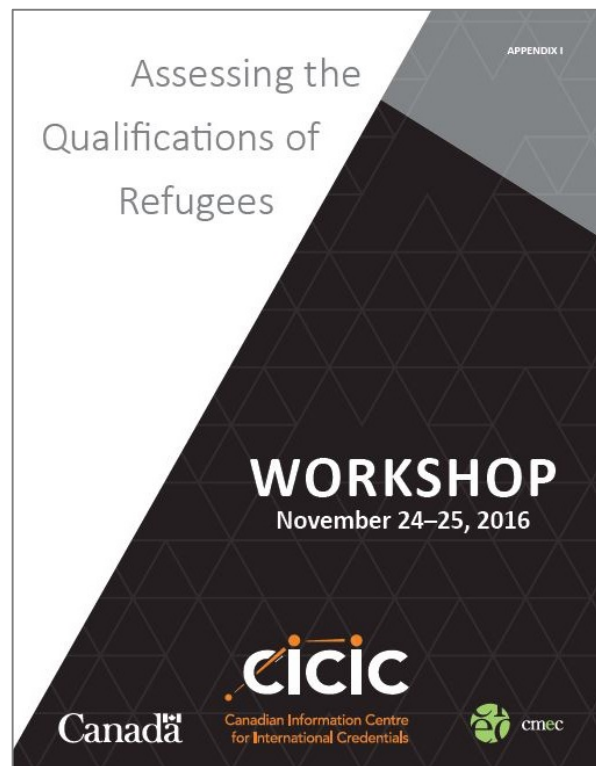
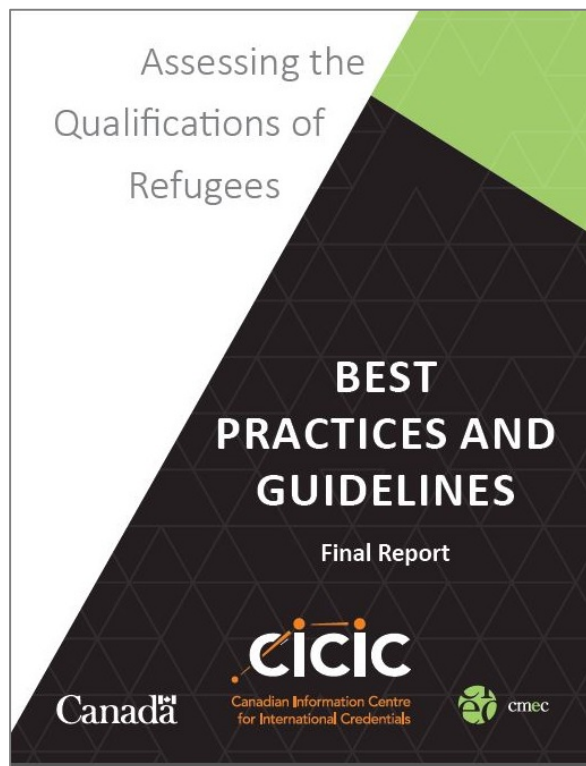
[Guiding Principles for Alternative Assessment and Authentication Policies in Times of Crisis.](#)



UNESCO. November 2020.

[Confronting COVID-19 by strengthening cooperation in qualifications recognition in the Asia-Pacific and beyond: statement on COVID-19 by Parties to the Tokyo Convention.](#)

Impact of the COVID-19 pandemic on recognition (cont'd)

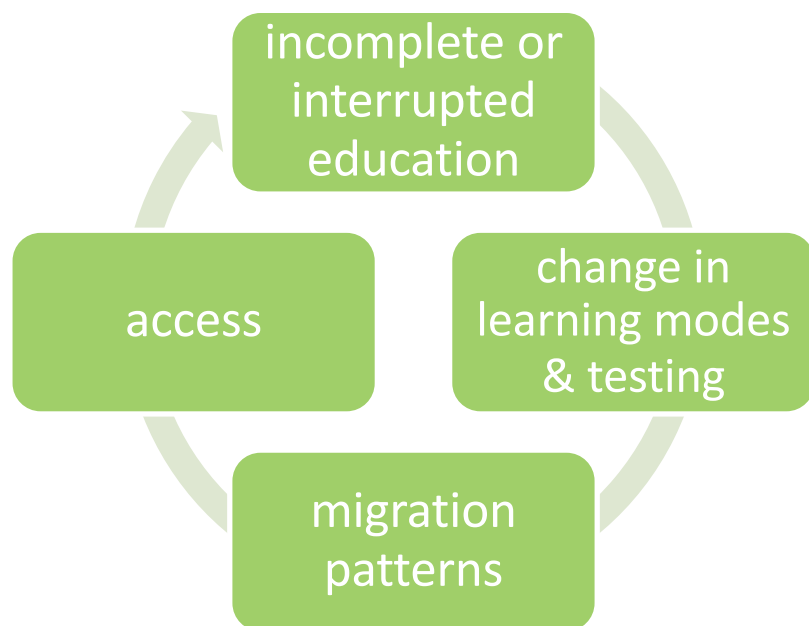


Source: CICIC. October 2017. [Assessing the Qualifications of Refugees](#).

Impact of the COVID-19 pandemic on recognition (cont'd)



learners



organizations



Connecting the dots between mobility and credential recognition



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