

Occupational Language Analyses - OLAs

CANADA

Language Policy



Good Practice Executive Summary

OLAs are tool designed by the federal government of Canada trying to bridge 3 different national skills qualifications, in order to ease the planning, evaluation and recognition of acquisition of English and French skills from a professional perspective.

- **Canadian Language Benchmark (CLB) - Niveaux de Compétence Linguistique Canadiens (NCLC)** - Describe the second language proficiency of people and their ability to communicate effectively in the workplace and community. They describe language proficiency in the areas of speaking, listening, reading and writing, equalling the European Common Framework of Reference for Languages (EFRL).
- **Essential Skills Profiles (ESP)** for the workplace, developed by the department of Human Resources and Skills Development of Canada's (HRSDC, www.hrsdc.gc.ca) federal government -. These are enabling skills, for example, reading and oral communication skills, which help people participate fully in the workplace and community. Seven of the 9 Essential Skills have a scale to describe levels of task complexity. Essential Skills Profiles describe how specific skills are used in a given occupation.
- **National Occupational Standards (NOS)** for the assessed occupation, taking into consideration the tasks as defined by the occupations' NOS.

An OLA defines the Canadian Language Benchmarks (CLB) levels required to perform tasks related to specific jobs as defined in the Essential Skills Profiles (ESP) and additional information found in the National Occupational Standards (NOA).

OLAs,...

- Respond to the high demand of English and French skills acquisition by immigrants or newcomers to Canada and by the fulfilment of the bilingualism policy of the state.
- Are focused on English and French language skills.
- Are focused on a generic description of a broad occupational category, occupations and trades demanding high mobility amongst the different provinces and territories of Canada, or demanding a high level of immigrant workforce.
- Are representative, not definitive (that is, it suggests what may be required of a person in this occupation, not what should be expected).
- Are promoted by a public non for profit institution (Centre for Canadian Language Benchmarks), but heavily dependent on the involvement of the industry/employers of assessed occupations.
- Are based upon a free and available methodology transferable to other sectors and occupations, and are accompanied by resources materials.

- Are a tool aimed at all Stakeholders involved on the language training process; workers, language providers, employers, human resources managers,...
- Are a policy which does not include any economic incentives for the promotion of its use.

Currently there are 14 OLAs available for tourism-sector occupations and another 20 OLAs for trade related occupations are being developed at present time.

Even if their use is not widespread, due to the lack of compulsory or voluntary incentives, language providers using this tool purport the following benefits:

- Workers are motivated as they know the training they are getting is directly linked to their job definition needs, as they get a more realistic view on their skills and competences needs.
- Employers acknowledge that the skills and competences included on the OLAs do reflect their current needs, motivating them on the needed investments on language training benefiting their workers.
- OLAs allow both workers and employers to get a clear perspective on the evolution on skills acquisition and the remaining training path.

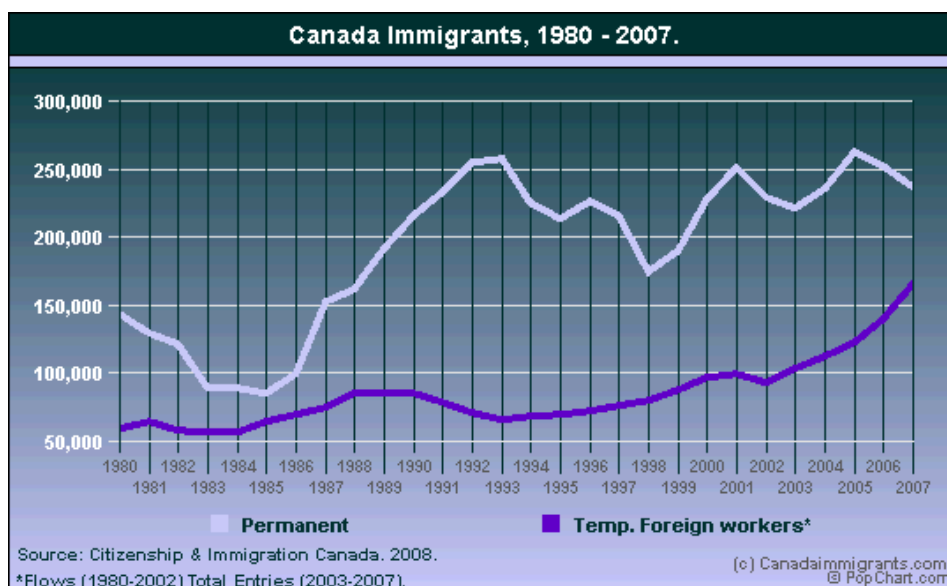
1. Reflects current EU and regional policy on multilingualism.

Introduction

Canada has a population of 31 million people, widespread all over a huge extension of almost 10 million square kilometres, on a bilingual state (English and French) composed by 10 provinces and 3 territories. Bilingualism is in fact one of the essential conditions allowing the Canadian federation.

Thus, Canada represents a perfect venue where to analyse different language policies addressing their unique socio-political and linguistic context, as each of the 13 provinces and territories has its corresponding language policy. Federal language policy was agreed by the Federal Parliament on 1988 (“Loi sur les langues officielles du Canada”), which states English and French as official languages in the country, to be applied by federal government institutions.

At present time, more than 70% of current Canadian labour force growth is due to immigration. By 2011, Human Resources and Skills Development Canada predict that immigrants will account for all labour force growth.



Both facts (bilingualism and an impressive foreign labour force), have led Canada to the development of innovative and thorough policies on the Languages and Work field.

The Centre for Canadian Language Benchmarks' (CCLB, www.language.ca) is a not-for-profit organization established in 1998 as a centre of expertise in support of the national standards in English and French for describing, measuring and recognizing second language proficiency of adult immigrants and prospective immigrants for living and working in Canada:

- English version: Canadian Language Benchmarks (CLB).
- French version: Niveaux de compétence linguistique canadiens (NCLC).

The CLB and NCLC are recognized as the official Canadian standards for describing, measuring and recognizing the language proficiency of adult immigrants and prospective immigrants in both English and French. They provide a common language for the entire immigrant-serving community.

The goal of the CCLB from the beginning has been to promote excellence in the teaching and learning of English and French to adults across Canada by establishing and supporting language proficiency standards that affect program delivery and policy development in the areas of education, labour market access and immigrant integration across the country. The mission of the CCLB is to support the CLB and NCLC through policy, guidelines and research and development.

To that end, CCLB has conducted several research and development projects in order to bridge three national skills standards, resulting into the Occupational Language Analysis (OLAs). Bridging these standards supports a better understanding of the skills newcomers and immigrants need to reach their employment goals:

- **CLB - NCLC** - Describe the second language proficiency of people and their ability to communicate effectively in the workplace and community. They describe language proficiency in the areas of speaking, listening, reading and writing, equalling the European Framework of Reference for Languages (EFRL).
- **Essential Skills Profiles (ESP)** for the workplace, developed by the department of Human Resources and Skills Development of Canada's (HRSDC, www.hrsdc.gc.ca) federal government. These are enabling skills, for example, reading and oral communication skills, which help people participate fully in the workplace and community. Seven of the 9 Essential Skills have a scale to describe levels of task complexity. Essential Skills Profiles describe how specific skills are used in a given occupation.
- **National Occupational Standards (NOS)** for the assessed occupation, taking into consideration the tasks as defined by the occupations' NOS.

Bridging the Canadian Language Benchmarks and Essential Skills Profiles (visit the CLB/ESP website www.itessential.ca), through the so called Occupational Language Analysis (OLA) supports the successful integration of adult newcomers and immigrants into the workforce.

An Occupational Language Analysis (OLA) defines thus, the standard English and French language requirements of an occupation based on the tasks identified in occupation-specific ESPs. An OLA defines the **CLB - NCLC** levels required to perform tasks related to specific jobs as defined in the **NOS and ESPs**

14 OLAs related to the Tourism Sector have already been developed, linked to the same number of occupations and National Occupation Classifications codes. Each OLA is developed following a set methodology developed by the CCLB in partnership with the Canadian Tourism Human Resource Council (www.cthrc.ca).

- Bartender
- Cook
- Event Coordinator
- Food and Beverage Server

- Food Service Counter Attendant
- Freshwater Angling Guide
- Golf Club Manager
- Guest Services Attendant
- Hotel Front Desk Agent
- Kitchen Helper
- Line Cook
- Taxicab Driver
- Tour Guide
- Travel Counsellor

Attached you will find in annex the Hotel Front Desk Agent OLA.

Between 2008 and 2009, the further development of **20 additional OLAs** related to “**Red Seals**” **Trades** are being developed, Automotive Service Technician, Hairstylist and Machinist amongst them.

The Interprovincial Standards Red Seal Program (www.red-seal.ca, also known as the Red Seal Program) was established more than 50 years ago to provide greater mobility across Canada for skilled workers. Today it represents a standard of excellence for industry. Through the Program, tradespersons are able to obtain a Red Seal endorsement on their provincial/territorial certificates by successfully completing an interprovincial Red Seal examination. The Interprovincial Standards Red Seal Program acknowledges their competence and ensures recognition of their certification throughout Canada without further examination. The Red Seal Program is recognized as the interprovincial standard of excellence in the skilled trades

At present time, the development of several tools and resources to Support the Use of Essential Skills and Canadian Language Benchmarks is also under way. For instance 3 guides are already available:

- **Language for Work: CLB and Essential Skills for Job Analysts.** Included tips and checklists for Job Analysts who develop Essential Skills Profiles and National Occupational Standards.
- **Language for Work: CLB and Essential Skills for Trainers.** It explains how to incorporate Essential Skills into training plans and needs analyses, including plans for second language literacy.
- **Language for Work: CLB and Essential Skills for ESL Instructors.** Includes resources for ESL/FSL (English/French as a second language) practitioners with tips and ideas on how to build Essential Skills for a generic audience with lower level language proficiency. Tools include an Essential Skills Primer with a diagnostic component and twenty-five lesson plans for CLB 1 - 7.

Justification

OLAs,....

Promote a wider knowledge and use of languages

OLAs have been incepted as a tool aimed at immigrant workers and newcomers' acquisition of language skills on the 2 official languages of a bilingual country, rather than for the foreign language skills acquisitions of their local workforce.

Notwithstanding, the proposed tool might be easily transferred to the OLAs of other occupations or trades demanding foreign language skills.

Seek to improve the quality and efficiency of provisions and outcomes

The OLA's are freely available to language professionals, human resources managers in companies and potential workers at the CCLBC website. Many language service providers have embraced their use on the delivery of their language services, and show very positive and enthusiastic reception amongst workers and employers.

Following the consultation made upon 2 language services providers in Canada (Workplace Training & Services Inc., in Toronto, and Workplace Essential Skills Consultancy, in Alberta), they report the following benefits on the use of OLAs on their service design and provision:

- Workers are motivated as they know the training they are getting is directly linked to their job definition needs, as they get a more realistic view on their skills and competences needs.
- Employers acknowledge that the skills and competences included on the OLAs do reflect their current needs, motivating them on the needed investments on language training benefiting their workers.
- OLAs allow both workers and employers to get a clear perspective on the evolution on skills acquisition and the remaining training path.

Ensure the provision of the necessary skills and qualifications for the world of work

OLAs represent a sound background and guideline upon which to build an efficient language training services taking into consideration the work market needs. OLAs offer support on the delivery of language training services linked to a specific occupation, allowing a language training addressing the employers and the worker specific needs. Thus they become a tool on the language needs assessment of workers, as well as a tool for the design and delivery of training paths, and for the evaluation of skills acquisition.

An OLA involves doing a needs assessment of an occupation and usually includes:

- Observations and interviews with employees, management, and the union representatives in some organizations.
- Analysis of authentic documents used on the job.
- Analysis of communication tasks done in a variety of locations and situations by employees in the same occupation, usually done in several regions across Canada.

OLAs show the following content:

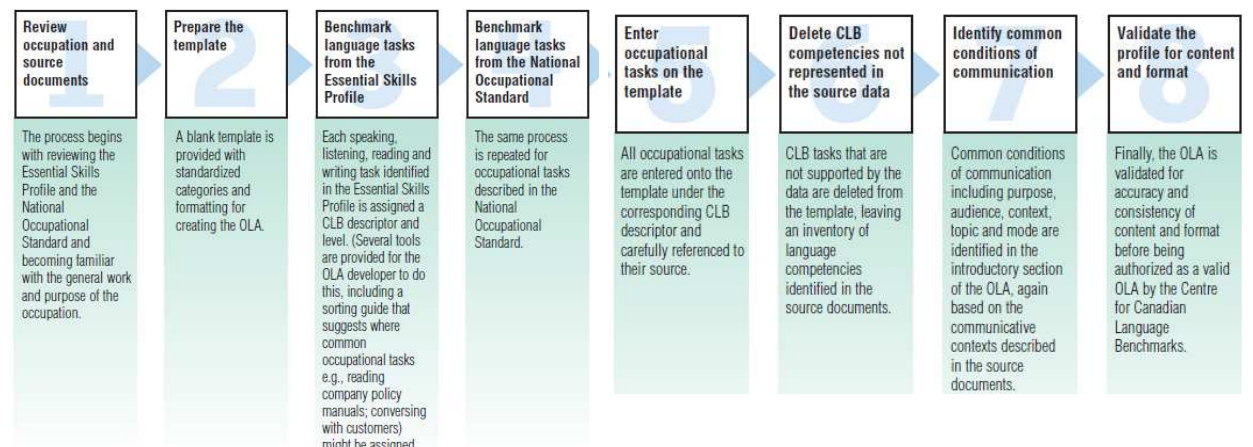
- Job definition.
- Additional Occupational information.
- Overview and guidelines on OLA use.
- Chart comparing typical and most complex essential skills (speaking, listening, writing, reading) ratings for the OLA, based on the ESPs, to the corresponding

range of CLB ratings, as suggested in the Canadian Language Benchmarks and Essential Skills Comparative Framework.

- Common performance indicators for the OLA in terms of language skills.
- Task descriptions (linked to National Occupational Standard Codes) related to ESP and CLB competencies

The development of an OLA follows this methodology:

PROCESS STEPS



- **Which economic priority is driving this policy.**

OLAs is born from the need to fulfil the local work force mobility needs and integration of foreign and newcomer workforces. Thus, the economic priority of the initiative is clear even though it is not explicitly stated on its documents.

- **Which organisations are targeted for implementation of programmes**

CCLB proposes OLAs as a tool to be used by the following target groups on a wide basis:

- For internationally-educated workers, it helps them access Essential Skills resources to better understand job specific competencies and requirements and understand the language proficiency necessary to meet those requirements.
- For language professionals, it helps them use the Essential Skills resources to better understand job specific competencies and tasks, and develop more targeted workplace related language training programs.
- For workplace trainers and career counsellors, it helps them use the Canadian Language Benchmarks to understand language skills necessary to perform tasks related to specific job competencies, and develop appropriate workplace training and development programs.
- For employers, government and sector councils, it helps them identify better and understand the language skills required for success in the workplace.

- **The extent to which it is driven by employer representation**

The development of the OLAs is heavily influenced by sector or trade based councils. For instance the development of the 10 OLAs related to the Tourism sector are a joint initiative between the CCLB and the Canadian Tourism Human Resource Council (www.cthrc.ca).

The trade OLAs currently being developed for the Red Seal Program are also being developed jointly with the Human Resources and Skills Development Canada (on behalf of the Canadian Council of Directors of Apprenticeship).

Experts from the tourism industry have identified occupations that need workers; CCLB and industry experts used the Essential Skills profiles and the National Occupational Standards for each occupation to analyze the language requirements of each one.

Having this OLA information readily available is supporting training, hiring and re-skilling decisions. It helps pre-employment, and on the job training, to be purpose specific, thereby reducing costs and providing faster access to occupations where there is a need.

- **Whether it is long-term or short-term**

The set up of OLAs as a tool to bridge the language and occupational skills of trades and occupations is a long-term project, and the development of further OLAs , as well as the development of further tools and resources is envisaged.

- **Whether it is sector-driven and, if so, which sectors**

Initially OLAs delivery was heavily sector based, as it specifically focused on occupations needed on the powerful Canadian Tourism sector. Nonetheless, the need of specific trade workers on some trades have opened up the scope of the OLA design initiatives, broadening its development to more sought after and needed trade profiles.

- **Impact of the programme**

No empiric data exists on the impact of the policy, as its implementation is completely dependant on the voluntary efforts of employers, workers and language providers.

2. Includes incentives to enhance & sustain language learner motivation & employment.

OLA initiative has positive benefits for all the Stakeholders involved on the language training provision with professional purposes process. They held and support them on the following tasks:

- Teachers, trainers, course developers, instructional designer:
 - to develop occupation-specific language training curriculum, course materials or assessment tools.
 - to understand language complexity.
 - to modify non-language training (e.g., technical, soft skills training) to accommodate a broader range of language proficiency.
- Job analysts:
 - to analyse language competencies of the job sector councils, industry associations, unions.
 - to define occupational requirements.
 - to evaluate, facilitate and/or support occupation-specific learning opportunities.
 - to inform the development of HR tools and products.
- Employers:
 - to understand and identify communication requirements of an occupation.
 - to accommodate or bridge communication gaps.
 - to inform the development of workplace training plans.
 - to inform policy development.
 - to assist in performance.
- Management learners, potential job applicants, job incumbents.
 - to understand occupational language requirements.
 - to plan for personal/professional development to meet occupational language requirements.
 - to identify career paths.
 - to build resumes.
- Career counsellors, guidance counsellors.
 - to advise individuals on career options and educational routes.
- Governments.
 - to inform labour market policies and programs.

As previously stated, motivational impact on the use of OLAs is clear:

- Workers are motivated as they know the training they are getting is directly linked to their job definition needs, as they get a more realistic view on their skills and competences needs.
- Employers acknowledge that the skills and competences included on the OLAs do reflect their current needs, motivating them on the needed investments on language training benefiting their workers.

- Language training providers acknowledge that the provision of language training services using OLAs might provide notoriety and a high added value perception as it provided an image of a top notch and innovative language service providers, vis a vis more traditional language training providers.
- OLAs allow both workers and employers to get a clear perspective on the evolution on skills acquisition and the remaining training path.

Main communication channel used by CCLB for the dissemination and delivery of OLAs is the Canadian Language Benchmarks' Essential Skills Website (www.itsessential.ca), managed by CCLB.

Website is mainly aimed at language training providers, where they can meet their needs on the **CLB - NCLC** frameworks, on available OLAs, as well as resources on sector specific training materials. Even if testimonials on the use of OLAs are included on the website, they come short to really grasp the potential impact on their use.

3. Reflects regional strategy for employability and intercultural benefits

OLAs are a federal initiative, providing thus coverage to the occupational language needs of specific occupations on a national basis.

As previously stated, the occupations addressed have been mainly sector based (tourism, and some key high demanded trades at the national level). Thus, they are based upon the identified needs of employers, via the participation on their selection of the Councils governing such sectors (Canadian Tourism Human Resource Council in the first place, and the Human Resources and Skills Development Canada, on behalf of the Canadian Council of Directors of Apprenticeship, on the second case). They reflect thus a national rather than regional needs assessment on the language needs of specific occupations.

OLAs reflect the national employability strategy, based upon the 2 facts that define the Canadian workforce: 1) respect and promotion of bilingualism must not hinder employability and mobility of the workforce, and 2) the high demand of immigrant workforce in order to meet their work needs.

As for the range of languages addressed by OLA's, it should be noted that just English and French are addressed, as they are linked to the previously mentioned circumstances.

As previously mentioned, there are no direct funding schemes allowing language providers or employers to embrace the OLAs, and no Language Passport is endorsed as a means where language providers and pupils might gather their progress.

Nonetheless it should be noted that such initiatives exist at the provincial level. For instance, Manitoba purports a Collaborative Language Portfolio Assessment which allows teachers and students work together to set goals and compile evidence of student progress (www.immigratemanitoba.com) and (http://www.atesl.ca/cmsms/uploads/File/Resources/LTPproject%20Reference_1.pdf).

Rooted in the Canadian Language Benchmarks and based on Manitoba's Collaborative Language Portfolio Assessment (CLPA) model, Canada Citizenship and Immigration department (www.cic.gc.ca) of the federal government has recently endorsed the use of Language Passports on their language assessment initiatives on the framework of the Language Instruction for Newcomers to Canada (LINC Programme).

4. Addresses local language minority and migrant community language resources

Canada is among the world's most generous nations for immigrants and has one of the highest per capita admission rates. It has, on average, offered residency to about 200,000 immigrants and refugees a year over the past decade, earning a global reputation for an "open arms" attitude.

Thus, more than 70% of current Canadian labour force growth is due to immigration. By 2011 Human Resources and Skills Development Canada predict that immigrants will account for all of the country's labour force growth.

Language, especially employment-related language, has been identified as a major barrier to employment for many newcomers. OLAs are the tool to break down this barrier. Each OLA is an inventory of the speaking, listening, reading, and writing competencies required to do a specific task. Using OLAs, training providers can provide targeted employment training, employers can provide clear job descriptors and immigrants can plan a constructive employment path.

OLAs have a wider range of uses: along with the Essential Skills profiles they can be used throughout the immigration process to guide immigrants to occupations where their talents can be used and where there are jobs. They help employers and human resource specialists understand the language requirements of jobs or tasks so that they can create appropriate job descriptions and provide appropriate professional development training. OLAs give both learners and employees a clearer picture of the role language plays in the workplace.

OLAs can help to fill the gaps with skilled workers whose:

- Language skills can now be assessed in relation to identified National Occupational Standards.
- New immigrants might be less frustrated as they are able to find gainful employment using their skills and talents.
- Canada benefits from the skills and experience that many new immigrants contribute to the economy and to the labour force.
- Canada becomes a country of choice in the increasingly competitive global labour market.

5. Provides for international networking and/or mobility

As a language assessment tool, OLA does not contemplate the provision of international mobility schemes, as its is mainly targeting immigrant workers and the use of English or French as a Second Language (ESL(FSL). On this sense, the policy reflect the bilingualism of Canada and promotes the mobility amongst the different provinces and territories.

As a federally endorsed initiative it networks with the provinces and territories governments but no international networking efforts are promoted.

6. Incorporates the European Qualifications Framework with transparent validation/credits

National Occupational Standards of Canada (NOS, www.servicecanada.gc.ca/eng/hip/hrp/corporate/nos/occstd.shtml) describe the skills and knowledge needed to perform competently in the workplace. Occupational standards help companies and individuals plan their skills development and maintain their competencies. Although occupational standards are voluntary, their introduction to the workplace will greatly benefit both employers and employees.

Occupational standards are developed by employers and employees working together through a Standards Development Committee. This committee selects a small group of practitioners to develop a draft occupational analysis. Then the draft is validated nationally. The analysis becomes an occupational standard when it is endorsed by industry via Councils.

The "Occupational Standards Development Process" was developed to support the Sectoral Partnerships Initiative (SPI) and to provide industry, sector councils, associations, and national occupational groups with a simple, general and proven approach to help clarify the steps involved in the development of occupational standards and related training and certification programs.

Additionally, the **Red Seal Program** encourages standardization of provincial and territorial apprenticeship training and certification programs. Certified workers in the forty-five designated Red Seal trades can have their qualifications recognized across the country by writing and passing an interprovincial examination, which is developed based on a National Occupational Analysis (NOA). The "Red Seal" allows qualified trades persons to practice the trade in any province or territory in Canada where the trade is designated without having to write further examinations. These "Red Seal" exams are administered through the apprenticeship systems of each province and territory.

The Council of Ministers of Education of Canada is studying the feasibility of a Common Framework for Languages for Canada, inspired on the European Common Framework of Reference for Languages.

As previously mentioned, OLAs are based upon 3 national skills standards:

- **CLB - NCLC.**
- **Essential Skills Profiles (ESP).**
- **National Occupational Standards (NOS).**

We provide the following example from the Hotel Front Desk Agent OLA:

1. Social Interaction

Interpersonal Competencies

- *Greet, introduce self and ask about the other person. (CLB 3).*
- *Greet guest: welcome guest to property; address by name or title, if known (NOS-D1.2).*
- *Greet guests, smile, make eye contact, use name if known (NOS-B3.2).*

- *Greet guests in a friendly and approachable manner as they enter the hotel (ES-OC).*

CLB is referred to the Canadian Language Benchmark task.

NOS is referred to the National Occupational System tasks.

ES is referred to the Essential Skill Profiles tasks.

Thus, OLAs are directly linked to the National Occupational Standards. Nonetheless, it should be noted that no direct system linking OLAs and the recognition of competencies and qualifications and the validation of informal learning has been created.

7. Can be readily and usefully implemented

As previously stated, the OLA's are freely available for language professionals, human resources managers in companies and potential workers at CCLBC website.

Many language service providers have embraced their use on the delivery of their language services, and show very positive and enthusiastic reception amongst alumni, and demanders.

8. Transferability assessment

Interviews carried out with managers in different regions show that this scheme has some strong and weak points to consider when thinking of transferring the initiative.

Strong Points:

- Workers are motivated as they know the training they are getting is directly linked to their job definition needs, as they get a more realistic view on their skills and competences needs.
- Employers acknowledge that the skills and competences included on the OLAs do reflect their current needs, as included on the National Occupational Standards, motivating them on the needed investments on language training benefiting their workers.
- Language training providers acknowledge that the provision of language training services using OLAs might provide notoriety and a high added value perception as it provided an image of a top notch and innovative language service providers, vis a vis more traditional language training providers. Thus, OLAs can help to create further business opportunities.
- OLAs allow both workers and employers to get a clear perspective on the evolution on skills acquisition and the remaining training path. OLAs propose a range of CLB levels (typical and most complex) for each task, allowing workers to assess their current CLB level from an objective perspective and look at the further CLB levels as improvements areas.
- OLAs bridge 3 national skills frameworks, and thus fully endorsed by the federal government.

Weak Points:

- Low level students dislike the profiles as they provided task and competences related skills too thoroughly.
- Medium-high level students positively receive the profiles, as they allowed them to check their skills vis a vis the profile specific tasks and competences, and focus their training efforts on those skills where they showed more weaknesses.
- Lack of direct economic incentives on their use.
- Too few OLAs exist at the moment hindering their spread use.
- Development of new OLAs for occupations with no National Occupational Standards might be difficult as that would imply further research.
- Even though it might ease the planning of training courses and their evaluation, it also entails the use of highly skilled human resources which have received some kind of previous training on OLA use.
- Further access to specific training resources tailored to OLA training might be very much welcomed.

8.1. Evidence of transfer

As previously mentioned, first batch of OLAs raised from the priority issued by the Tourism Sector and corresponding federal department, and the initiative has already been successfully transferred to the delivery of OLAs linked to trades included under the Red Seal Programme.

The development of further OLAs will be dependent on the mobilization of sector based councils and bodies, which might be interested on the delivery of new high demand occupation's OLAs.

8.2. Innovation

The initiative is innovative as it bridges 3 different national skills qualification systems taking into consideration the occupational and language skills perspective in order to integrate and promote the mobility of English and French speaking local and immigrant workers.

Any transfer of the initiative to other regions or states will be dependent on the chances of easily interconnect their Occupational Framework Standards, and existing national language standards, if available.

It should also be noted that a potential transfer of the initiative might also take place in the domain of the use of foreign languages (rather than national ones) in occupational standards. To that end OLAs might help as an innovative example on how to bridge different national skills standards and existing foreign language ones, by the use of the European Common Framework of Reference for Languages, for instance.

8.3. Dependence on political context

Canada heavily funds at the federal and provincial level English and French Language Training aimed at immigrant and potential workers, but these schemes are not linked to the use of OLAs on the services provided. Such services are mainly provided by immigration departments of provincial governments.

Language providers highlights that there is some lack of focus on the language training efforts, and that a specific body at the provincial level might be positive for the central management of such aids and the focusing of planning and control tasks.

8.4. Flexibility

In order to transfer this Good Practice, certain steps should be followed:

- To build a talented, trained and multidisciplinary team for the development of specific occupational OLA.
- To consult with the industry identified skills and to test with language providers resulting OLAs.

- To build the OLAs upon the existing National Occupational Standards; the more thorough such standards are in terms of needed communicative skills, the easier will be to develop a useful OLA.

OLA must include the language skills, competences and tasks in an easy way and on simple documents, where the skills and tasks can be easily linked to existing standards.

Nonetheless, such close relationship with the existing National Occupational Standards might also be considered as hindering the flexible use or transfer of the initiative.

Form the language provider point of view, on the one hand, OLAs ease the language training planning and evaluation, but on the other hand, it requires the use of skilled and trained staff.

8.5 Multi-region transfer

Although this policy has been developed in a national context, it should be noted that it has taken place under a federal state, where provinces and territories have quite ample competencies.

This shows that described Best Practice has already had to endure some kind of multiregional, multi focus on its development. Nonetheless, the existence of a National Occupational Standards system has eased such approach, something that in the EU case, might be addressed by the use of the European Qualifications Framework.