



# **LINC OVERSEAS**

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## ***Language Instruction for Newcomers to Canada Overseas***

### **FINAL EVALUATION REPORT 1997-1998**



**International Organization for Migration  
Migrant Training Services**

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**November 98**

## **INTRODUCTION**

This report is submitted with reference to point (6.01) in the Agreement between the Government of Canada, as represented by the Minister of Citizenship and Immigration (CIC) and the International Organization for Migration (IOM).

The following financial and statistical information and narrative summary regarding Language Instruction for Newcomers to Canada (LINC) Overseas program is relative to the project period of seven months duration which commenced 1 April 1998 and ended 30 October 1998.

### **1. FINANCIAL AND STATISTICAL INFORMATION FOR PERIOD 01 APRIL 1998 TO 30 OCTOBER 1998.**

The table below compares estimated caseload and costs versus actual number of students and actual expenditures.

<b>COUNTRY</b>	<b>ESTIMATED STUDENTS</b>	<b>ESTIMATED COSTS US\$</b>	<b>ACTUAL STUDENTS</b>	<b>ACTUAL COSTS US\$</b>
CROATIA	75	13,863	0	0
F.R.Y.	450	134,593	607	145,449
GREECE	120	22,937	72	19,769
HUNGARY	50	6,095	0	0
VIETNAM	400	92,097	422	80,057
KENYA (Mobile)	300	42,351	139	17,648
HEADQUARTERS	N/A	63,479	N/A	5,990
AUSTRIA	N/A	0	N/A	50,393
<b>TOTAL</b>	<b>1,395</b>	<b>375,415</b>	<b>1,240</b>	<b>319,306</b>

A total of 1,240 students were trained; that is 89 % of the projected caseload. The program-wide average per capita cost was \$258.

The table below presents the US\$ per capita cost for delivery of LINC training in the various sites during the period of 01 April 1998 to 30 October 1998.

COUNTRY	PER CAPITA COST US\$
CROATIA	0
F.R.Y. (Serbia)	240
GREECE	275
HUNGARY	0
VIETNAM	190
KENYA (Mobile)	127
HEADQUARTERS	N/A
AUSTRIA	N/A

The following chart compares total program costs, total contact hours and average cost per contact hour at each training site during the seven-month period of 01 April to 30 October 98.

*The average program-wide cost per hour of training was \$59. The average rate of attendance was 50.84 hours per student; the average program-wide cost per hour per student was \$5.07.*

COUNTRY	TOTAL COST US\$	TOTAL CONTACT HOURS	AVERAGE COST PER CONTACT HOUR US\$
CROATIA	0	0	N/A
F.R.Y.(Serbia)	145,449	3,014	48.26
GREECE	19,769	262	75.45
HUNGARY	0	0	N/A
VIETNAM	80,057	1,947	41.12
KENYA (Mobile)	17,648	186.5	94.63
HEADQUARTERS	5,990	N/A	N/A
AUSTRIA	50,393	N/A	N/A
<b>TOTAL</b>	<b>319,306</b>	<b>5,410</b>	<b>59.03</b>

## **2. NARRATIVE SUMMARY**

### **A. GENERAL EVALUATION**

In the eighth year of the LINC Overseas project, training continued in three active sites: **Federal Republic of Yugoslavia, Greece and Vietnam.**

Activities and program reporting went smoothly during this funding period. In general, there were no impediments to IOM / CANADA contract compliance. As mentioned in the last Evaluation Report, the re-organizational restructuring that has been going on in IOM-Geneva saw the abolishment of IOM Headquarters' Migrant Training Services (MTS) as of 01 October 1997. In this context, former migrant training staff members officially divested themselves of operational and program management responsibilities effective 31 May 1998. A Canadian consultant was subsequently hired in July 98 to oversee the closing of all worldwide LINC activities on 30 October.

During the above seven-month period, the LINC OVERSEAS PROGRAM moved its managerial base from Geneva's IOM Headquarters to the IOM's Eastern Europe Sub-Regional office in Vienna. General oversight became the responsibility of IOM-New York.

Sincere appreciation goes to Migrant Training Services in making LINC an efficient, professional program that always aimed to both satisfy the needs of the students and the priorities of the funding agency. LINC's achievements would not have been possible without the commitment of its staff to its goals and the needs of Canada-bound immigrants and the dedication of all LINC members, coordinators teachers and support staff, who have worked together in the service of thousands of participants who have attended LINC Overseas training classes since 1990.

**B. SHORT HISTORIES OF SITES AND CURRENT SITUATION****SITE : CROATIA**

LINC CROATIA began in July 1994 with a Canadian national teaching English part-time to Canada-bound refugees from the former Yugoslavia. A member of the IOM Zagreb staff spent 10% of her time contacting persons referred by the Canadian Embassy in Vienna. Overall coordination was handled by the Migrant Training Coordinator in Vienna. In total, 143 persons received English language training that first year, and 9 in French. All were classified as Convention Refugees from the war in ex-Yugoslavia: with a mix of Muslim, Croatian and Serbian ethnic groups (with the majority being Muslim). There were comparable figures the following year and most with almost no English skills.

The projected caseload for the period of 01 April to 30 October had been estimated at 75 part-time LINC participants. Following the departure of the LINC coordinator in Zagreb, a feasibility study for continued LINC classes in Croatia was done at the end of the last fiscal year by the LINC Belgrade staff. It appeared, at that time, that training could take place during the period of April to the end of October.

On arrival in Vienna, the new LINC project Officer contacted the Canadian Embassy in Vienna in order to have more definite information regarding the Canada-bound caseload from Croatia. As July and August is a time for Canadians to take their annual holidays, it became apparent that nothing could be done until the return of those concerned.

It was later established that the last Canadian Immigration interview trip to the eastern region of Croatia had taken place in May. Serb nationals living in the Croatian Danube region (known as Slavonia) which is almost exclusively populated with Croats, are being resettled very quickly to Canada; usually in less than a month after they have been accepted. It is a region where police can apparently offer no protection to Serbs. Finally, I was informed that all visa-ready immigrants interviewed last May had already left the region. As a result, the issue of whether LINC classes could be offered before the closing of LINC was closed.

In late October, the situation was checked again with Canada Immigration staff based at the Canadian Embassy in Vienna. It was felt strongly that there is still a high risk involved in conducting any length of training in the Croatian Danube region. Following a

recent interview trip in the region, one Canadian immigration officer commented on the fact that her own room had recently been thoroughly searched while there to conduct interviews, that two murders had occurred in the previous two weeks and that the police was unable to offer protection, not only to Serb nationals living in the area, but also to any other ethnic group visiting the region. It was mentioned that offering training could lead to reprisals against the people who have applied for resettlement to Canada. It is also unlikely that Croatian Danube authorities would allow anyone from Belgrade, where LINC activities are managed from, to cross into their territory to give training to Serb nationals.

## SITE : FEDERAL REPUBLIC OF YUGOSLAVIA

LINC BELGRADE began in August of 1993 with the employment of one teacher. As the project now gets nearer its final closing, we can count 30 teachers who worked in the programme and some 4,400 refugees and migrants who have received training. Most of the LINC students in Belgrade were refugees from the countries of the former Yugoslavia. They were of different social backgrounds, nationalities, and ages, but all shared a common hope for a better life in Canada. LINC classes provided them with realistic expectations, useful knowledge about their new country, and a basic knowledge of one of its two official languages. Classes were offered in English and French, at complete beginner level and at TOEFL preparation level, in the mornings and in the evenings, in Belgrade and in eight rural sites. Refugees from locations where we had no classes showed their enthusiasm for learning by attending special week-end classes held in Belgrade; some traveled from as far away as Montenegro, an overnight train ride away.

Amidst the stress and uncertainties of their lives as displaced persons, LINC students regularly remarked that LINC classes helped them not only to learn a language but also to regain their faith in life. Classes were fun and classroom atmosphere was usually warm, relaxed and cheerful.

Former students already settled in Canada sometimes write letters to share with us the excitement of their successes. A ski instructor wrote that he placed fifth in a national ski competition; an architect that he was working on the set of a film directed by Steven Spielberg, and an entrepreneur that he had opened a coffee shop in Quebec and that business was booming. Probably the best letter came from a young couple who had met in their LINC class in Belgrade. They were happy to inform that they were getting married! The letters warmed us and provided encouragement to the classmates who would soon be following in their footsteps.

The LINC chapter in Belgrade closes in October 1998. The knowledge, experiences, stories and memories, however, have become a part of the lives of the refugees that have participated in the programme, and of our lives as well.

**LINC training:** In the final year of LINC program, a total of **709** students were trained in the seven-month period between 01 April and 30 October 1998. Of these, **607** were new students and 102 were re-enrolled. Re-enrolled students included those who had studied in the 1997-98 fiscal year but who had not completed half the course by the end of the year. The total caseload **of new students exceeded the projected number by 35%.**

**Student profile:** The student profile consisted of approximately 33% Bosnian, 47% Croatian Serb, 16% Croat, 3% Yugoslav, and 1% other.



**Immigration status:** 95% of the participants were CR1.

**Gender breakdown:** 50.8% of the students were male and 49.2% female.

**Education:** Approximately 59% of students had a secondary school degree; 39% had a university degree, and the remaining 2% were children or people who had not studied beyond primary school level.

As in previous years, conditions for refugees in the Federal Republic of Yugoslavia remained difficult but, despite their personal difficulties in finding work and affordable housing, students showed a remarkable degree of motivation in attending classes.

**Referral process:** The referral process continued to function smoothly throughout the reporting period. An IOM staff member was stationed at the Canadian Embassy and all refugees who received immediate acceptance were referred to the IOM worker. Those refugees whose final acceptance was deferred pending further documentation received letters from the embassy inviting them to participate in classes.

**Program design:** According to the instructions of Citizenship & Immigration Canada (CIC), all LINC Enhancement classes conducted in the 1997-98 project year were discontinued and LINC classes reverted to the standard 60-hour model. Several classes late in the program were closed after only several sessions due to the tense security situation in Belgrade resulting from the NATO threat of bombings.

Approximately half of the potential students for LINC resided outside Belgrade. To enable these people to study, two courses of action were taken:

1. Day-long weekend classes were organized in Belgrade and
2. Classes were offered in 6 out-of-town locations.

Class sizes in the out-of-town sites were quite small as few towns had large numbers of refugees who were migrating to Canada. Weekend classes in Belgrade proved to be very popular; out-of-town students showed a remarkable degree of regularity in attending these classes, many traveling from as far away as Montenegro, Republica Serbska, and Bosnia to attend. Classes for out-of-town students increased program costs considerably – for classes in outlying areas had low teacher-student ratios and LINC reimbursed weekend students for their travel expenses to and from Belgrade. With the exception of one expatriate French-Canadian, all teachers were highly qualified locals. Classroom observations and teacher-training sessions were conducted on a regular basis and the coordinator often attended classes to answer student questions and, on occasion, to teach. A wide variety of teaching materials was used as well as a wealth of commercial texts, videos, audio tapes, realia, and teacher-produced materials.

## SITE : GREECE

LINC ATHENS began in May 1990. The only staff member at the time was a Canadian national of Greek origin who was hired to teach LINC classes. The first LINC class took place in June 1990. The class was held downtown, in the center of Athens, where IOM had a multi-purpose office. A total of 26 students attended this class. The students were mostly Polish with some Ethiopians and Iranians. A core curriculum, bilingual pamphlets, classroom visual aids supplied by the local Canadian Embassy as well as cultural orientation input by Canadian nationals were used to meet the requirements of the program.

Two months later, as the caseload was rising, two more Canadian nationals were hired. By the end of the first year, LINC had one coordinator and three instructors. Apart from the downtown office, classes were also held at the IOM premises where three classrooms were available. The first French class was offered in December 1990 with the majority of students being of Ethiopian origin. The first year of implementation closed with a caseload of 262 students. The highest caseload reached for LINC Athens was in the third year with a total caseload of 719 students. At that time, there were seven instructors.

In the third year, IOM started offering Cultural Orientation seminars for migrants residing outside of Athens, who held full-time jobs and/or were unable to attend regular classes. Special classes were held for women; covering topics such as health, sexual education and family planning. In the next fiscal year, there were major changes. The caseload dropped to 294 students. Nationality changed from Polish and Ethiopian to Iraqi. The immigration status changed from "Family class" to "Independent" immigrants. For the first time, the gender balance was disproportioned in favor of males. Irregular attendance due to fatigue was the norm as many students lived under difficult situations. Some had to work up to twelve hours a day to support themselves while awaiting resettlement to Canada. All of the above, plus sudden departures, were problems that LINC staff had to address. The IOM downtown site closed down due to budgetary restrictions and staff was reduced to one coordinator and one instructor/administrator. From 1993-94 and on, the LINC program, though well-established, has been able to continue its activities. During the last quarter of the fiscal year 96-97, the long-serving LINC coordinator left the services of the organization. Activities have since gradually decreased and the programme consists only of one instructor/administrator.

**LINC training in Greece** continued in its ninth year of operation in Athens. A total of 72 students were trained; that is, 28% fewer than the projected 100.

**The student profile** again consisted mainly of students from Iraq. The immigration status of all participants was Independent. The gender breakdown was 36% female and 64% male. As it has been mentioned in the past, although many options were given to encourage female participation (sharing attendance by alternating with spouse), low female participation remained a problem for this site. All attending students had completed secondary school. The student body was divided between true beginners and a few intermediate students.

In the first quarter of the funding year, **program staffing** was comprised of one Canadian national coordinator and a part-time instructor paid on an hourly basis. In the remaining period, all duties were assigned to the coordinator only.

**Classes** were well equipped and were held at the IOM Athens premises. Two classes were scheduled in the evenings and three in the mornings. Cultural orientation seminars were also held prior to departures.

**Referrals** were coordinated through the Canadian Embassy in Rome. A close relationship with the Canadian Embassy facilitated the successful continuation of referrals.

## **SITE : HUNGARY**

LINC HUNGARY began in 1993 with approximately 50 Bosnian refugees who were brought as a group to a Red Cross camp outside Budapest for training and processing. The programme expanded in 1994 to include three times the number of persons and training and processing took place in a Hungarian government refugee camp situated 45 km from Budapest at Camp Bicske. In 1995, the number of persons trained was 275 and the site of the training was again Bicske.

The programme was managed by a regional coordinator located in Vienna. In 1993, the teacher was a Hungarian national. Beginning 1994, a Budapest language school (BILS) provided the services of teachers. Classrooms were made available by the Hungarian government at Camp Bicske while learning materials and overall management were provided by IOM.

The Immigration Department of the Canadian Embassy in Budapest conducted preliminary selection interviews throughout Hungary and the Hungarian government Office of Refugee and Migration Affairs (ORMA) facilitated the transfer of these persons and their families to the processing centre at Camp Bicske. When these groups of selected persons arrived at the camp, IOM was informed and arrangements with the language school, BILS, would deliver English and French classes as needed.

In 1995-96, a total of 275 persons received language training. Of this group, 200 participants were from Bosnia, 53 came from other parts of Yugoslavia, 10 from Croatia and 2 from Hungary (though the head of family in these cases was from Bosnia), and 7 were from Georgia.

All participants in French courses (75 persons) were at the true beginner level. Most of the English learners were also true beginners and a few were false beginners. Some persons came to the instruction with a low level of general education and/or literacy problems which presented a special challenge to the trainers and the other course participants.

The LINC courses were all held at Camp Bicske where course participants also lived during the processing period and until their departure for Canada. The teachers, on the other hand, all lived in Budapest which necessitated their commuting daily by train. IOM assumed the costs of the commute and ORMA provided a pick up service from the railway station to the camp. Although this did not always function, the fact that the students did not have to travel was certainly an advantage for all.

All students received and used the IOM-LINC or CLIC Student Workbook. Teachers had additional resource materials including a variety of books, pamphlets and videos from Canada. Some of these were: Welcome to Ontario, Finding a Job in Canada, Canada Day to Day, Health Care in Canada, the ESL Tool Box and the Canada Express newspapers.

## SITE : VIETNAM

From 1990, several thousand Vietnamese citizens have emigrated to Canada each year. The majority of them were sponsored by their relatives in Canada: brothers and sisters, sons and daughters, fiancés and spouses. The departure from their native country brings a dramatic change in their lives in the short space of a thirty-six hour journey. For them, it can be a leap into the unknown. Canada is on the other side of the world from Vietnam, geographically, but also, climatically and culturally. As new Canadian residents, these Vietnamese migrants suddenly find themselves part of a Western, capitalist society where the routines and demands of daily life are literally a world apart from what they knew in Vietnam. Despite the assistance of government services and family members, the transition is abrupt and the adaptation process can be long and difficult.

To assist migrants in preparing themselves, the Canadian government has provided funding for language training and cultural orientation through the Language Instruction for Newcomers to Canada (LINC) Overseas Program.

The LINC HCMC programme began in March 1992 when it was decided to close down the Canada and Quebec language schools located in the Panat Nikkom refugee camp in Thailand. Nine large boxes of materials and equipment were then transferred to Vietnam in early 1992 and two Canadian nationals were recruited to set up and manage the centre. Local English and French teachers were hired and trained on location. Later on, a language laboratory was refurbished to allow for more listening comprehension and speaking practice. Though the LINC mandate was originally to offer training to migrants residing in Ho Chi Minh City only, the coordinators soon realized the potential number of out-of-town migrants who could come to HCMC to attend training. A pilot project proved very successful and, from that time on, "Exterior students" were always invited to attend the course. Special two-day intensive courses were also developed to prepare elderly people for the changes they would experience in Canada.

Since the inception of the program, nearly 9,000 Vietnamese have graduated from the standard 60 to 120 hour LINC-HCMC course.

LINC training in Vietnam continued its sixth year of operation in Ho Chi Minh City. The number of students trained in this seven-month project year, of which there were six months of training, was 422; a six per cent increase from the projected caseload of 400.

**Student profile:** As in the past, students were Vietnamese nationals going to Canada as family class immigrants. The majority consisted of young women who had been sponsored by their fiancés or husbands. This is reflected in the gender breakdown of the caseload - 79% females and 21% males. A very small number of children took part in LINC training (3% of the caseload). The majority of students had a basic educational background and a very low language proficiency in either English or French. There was also a small, but significant number of students who required literacy instruction.

**Referral process:** Referrals were provided by the Canadian High Commission in Singapore on a fortnightly basis. The referral process continued to be a smooth and well-functioning one.

**Program design:** Most classes were organized into overlapping cycles of 105 hours; however, two 60-hour courses were organized to accommodate the scheduling of SRV's national day and the end of the training period for this project year.

Students attended classes three hours/day, six days/week, in the morning, afternoon or evening. Those residing in distant and outlying provinces of the country traveled to the training site in Ho Chi Minh City in order to attend the course.

Classes were conducted by Vietnamese teaching staff, with selected lessons taught by the Canadian coordinator. Bilingual instruction in Vietnamese and either English or French was used in the classes. In this project year, only one French class was organized. Due to their small number, most Quebec-bound students had been integrated into English classes. Depending on students' level of language proficiency, between 40-60% of instructional time was devoted strictly to cultural orientation.

As recommended by staff and students, lessons and activities developed for the job preparation and women's classes during the "Enhanced LINC" funded period were integrated into regular programming.

Staff meetings and workshops were held on a regular basis to discuss programmatic and pedagogical matters. New materials, lesson ideas and teaching techniques were shared amongst the staff. Additionally, a Canadian professional presented a training workshop on adult learning styles and lesson planning.

### C. MEASUREMENT OF LANGUAGE PROFICIENCY

The **Basic English Skills Test (BEST)** designed by the Centre for Applied Linguistics (CAL) continues to serve as an excellent match for program requirements. The content is aimed at non-academic competency-based second language acquisition programs. It is designed to test listening comprehension, speaking, reading and writing skills. The oral section is administered individually; the literacy section is administered either individually or on a group basis. Of the five purposes for which the test was designed (placement, progress, diagnostic, screening and program evaluation) BEST is used in the LINC program in the last capacity, to demonstrate the effectiveness of an instructional program as a pre- and post-measurement of language proficiency. Further, the competencies covered are parallel to those of the LINC Curriculum.

At most sites, the BEST "short form" was used as an entry test and recorded with an appropriately converted score; the exit test consisted of the normal oral test. The chart below indicates the sites, the total number of students and the average points gained. (Various factors influence the differences among sites of the training result based on the application of BEST). In all cases, increased proficiency can be observed.

<b>SITE:</b>	<b>NO. OF STUDENTS</b>	<b>AVERAGE POINTS GAINED</b>
<b>CROATIA</b>	<b>0</b>	<b>N/A</b>
<b>F.R.Y. (SERBIA)</b>	<b>607</b>	<b>28.93</b>
<b>GREECE</b>	<b>72</b>	<b>28.28</b>
<b>HUNGARY</b>	<b>0</b>	<b>N/A</b>
<b>VIETNAM</b>	<b>422</b>	<b>35.67</b>
<b>KENYA (Mobile)</b>	<b>139</b>	<b>N/A</b>
<b>PROGRAM-WIDE</b>	<b>1,240</b>	<b>30.96</b>

### **3. SUPERVISION**

From 5 July to 30 October 1998, supervision of LINC programs was exercised from the Sub-Regional Office for Eastern Europe which is based in IOM-Vienna. The service was staffed by one project officer who worked under the supervision of IOM-New York.

Upon taking this post in Vienna, former MTS staff recommended that the new LINC project officer visit the LINC Budapest and LINC Athens sites as soon as possible and establish whether both sites should be closed permanently and immediately. Following a visit to Hungary, the LINC site in Budapest was closed down. As for Greece, it was decided to keep it open until the end of the project year when IOM would be in a capacity to obtain future caseload estimates from the Canadian Embassy in Paris. Project time during this four-month period was devoted to the closing of all LINC activities, the preparation of final inventories for equipment and materials as well as towards ensuring adherence to contractual specifications, monitoring staff performance, administrative and fiscal control, liaison with funding authorities, providing program documentation and monitoring personnel matters.

#### **A. LINC Site Visits from LINC Project Officer**

<b>Date</b>	<b>Venue</b>	<b>Official</b>
July	IOM Headquarters Geneva, Switzerland	Louise Bélanger, Project Officer
August	Budapest, Hungary Athens, Greece	Louise Bélanger



## MOBILE LINC KENYA

### Evaluation Report

#### **Background:**

Following the success of the first Mobile LINC Kenya program carried out in February and March of 1998, a second program was approved by Citizenship and Immigration Canada (CIC) and subsequently implemented in September and October, 1998. The program was carried out by LINC Belgrade with support from IOM Nairobi and the IOM C.O. Africa Project.\*

#### **Student profile:**

All students were Somali nationals; 46% were adult males, 34% adult females, 13% were male children, and 7% were female children. All students were Convention Refugees who had been provisionally accepted for resettlement to Canada. All but a few were government sponsored.

Approximately half the students had little or no formal education and a very low proficiency in English. The remainder had received a primary or secondary education with a small number of these holding a university degree. Approximately a quarter of the students were fluent in English.

All students showed a remarkable degree of motivation and willingness to learn about Canada and improve their English skills.

#### **Referral process:**

Despite the very short time available between the day the project was approved and the time in which it was to be implemented, the Canadian High Commission in Nairobi was able to refer a total of 124 people - 76 in Mombassa, 17 in Nairobi, and 31 in Kakuma Camp. Letters of invitation to attend LINC classes were printed on High Commission letterhead and sent out to prospective students in Mombasa and Nairobi. Letters to refugees in Kakuma were not sent out pending developments in Mombasa and Nairobi. Based on the experiences of the initial Mobile LINC Kenya team, only those refugees who were in the final stages of processing, that is, had already received initial acceptance but were awaiting the results of medical tests and security checks, were invited to attend classes. It was made clear in the letter of invitation and again in each class that participation in the program was *not* a guarantee of final acceptance. Participants understood this point clearly and no false hopes were raised.

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\* The C.O. Africa Project currently provides cultural orientation to United States - bound refugees in over 20 sites in Sub-Saharan Africa.

**Program design:**

The training staff consisted of a team of three - the coordinator of the Belgrade LINC program, an experienced Canadian ESL teacher, and a locally hired Somali-Canadian. Administrative and accounting assistance was provided by IOM Nairobi with further support from the IOM Belgrade office. Local hires were employed for cleaning and child-minding duties.

Due to logistics and caseload, it was decided that the training would begin in Mombasa.

**Mombasa:**

A larger than anticipated number of students was registered for classes in Mombasa. As opposed to the 76 anticipated, a total of 133 students eventually attended classes. This discrepancy was due to the fact that only the names of the principal applicants, and not all family members, were included in the referral list. This caused some confusion as to who was eligible for classes; refugees who had received letters of invitation wanted all their family members to study, even though some of these family members were under a different case number and, often, illegible for classes. The confusion was cleared up in a timely manner by the local UNHCR field assistant, who knew all the Somali refugees in Mombasa personally, and was able to draw up a list of individuals who met the criteria for classes.

Due to the initial confusion regarding which persons were eligible for classes, the large number of students, and the short time frame available for completion of classes, the coordinator decided to maximize the use of the time and dispense with the language testing.

Of the 133 students registered, 107 attended regularly. Several families, comprising some 20 individuals, received their travel dates while attending the course and stopped attending in order to make departure preparations. Other absenteeism was due to illnesses and other reasons beyond the refugees' control.

Classroom space in a local Kenya Red Cross building was provided free-of-charge by the local UNHCR office. Facilities, however, were rudimentary; there were no blackboards, few chairs, and for over half the program, no electricity. Communications were troublesome and time consuming. Though teachers taught only four hours per day, considerable time and energy was spent in building an infrastructure for the program. The lack of electricity and audio-visual equipment also meant that the A-V materials brought from Belgrade could not be utilized.

The course was comprised of three classes which were divided according to students' level of English proficiency. An advanced class of 32 students, an intermediate class of 27, and a beginner class of 74 students were organized. Teachers and coordinator met daily for training and lesson planning.

The regular LINC course was modified to meet the needs of each group. Classes for students of the advanced class, all of whom were fluent in English, consisted mostly of cultural orientation. At the end of the course, both teacher and students reported that, even with a minimal language training component, a 60-hour course was not too long. The beginner class, due to its large size and the participants' low level of formal education, presented a special challenge. Utilizing communicative teaching methodologies proved difficult and a more traditional form of teaching was employed. Rapport between the students and the Somali-Canadian teacher, however, was excellent, and the enthusiasm of the students and teacher alike was able to carry the class over the difficulties of the situation. The intermediate class was most like a traditional LINC class, with role plays, discussion groups, simulations, and problem solving activities.

Most students, whether beginners or advanced, displayed a complete unawareness of many Western conventions. For example, students could not tell us their 'first' and 'last' names, or their dates of birth. They did not understand the conventions of filling out various forms, such as limiting their responses to the space provided. The concepts of analyzing one's skills and personality characteristics, and 'selling oneself', such as is necessary for finding a job in Canada, was also foreign to them. Differing concepts of time challenged the LINC staff to constantly come up with ways of getting students to come to class on time. Course content was adjusted to bridge these cultural gaps and language training took on secondary importance to cultural orientation. Initial progress was slow but student motivation was extremely high, and by the end of the course, it was felt by all that progress had been made.

### **Nairobi:**

Seventeen students were referred, however, only six, two of which were children, responded to the letter of invitation. As addresses consisted of box numbers only, it proved impossible to contact the remainder of the potential students. Due to lack of participation, then, the class was closed after 3 days.

### **Kakuma Camp:**

Due to the shortage of time before the closure of the LINC program worldwide, no classes were organized in Kakuma.

### **Materials and resources:**

In addition to the materials left by the first Mobile LINC Kenya team, considerable cultural orientation and language training materials were brought from Belgrade (see Annex 1).

Cultural material relating to the Somalis was made available to Canadian staff by the LINC project coordinator. The Somali-Canadian instructor proved to be an important resource in that he was completely bicultural, with experience in working with Somali refugees in Canada. He acted as an excellent cultural informant to the Canadian staff.

Course content was modified considerably from the Belgrade course in order to address those points of culture which cause Somalis the greatest difficulties in Canada.

### **Program evaluation:**

A total of 139 students received training ***which is some 54% fewer than the anticipated caseload of 300.*** The failure to organize classes in Nairobi and Kakuma was a source of disappointment to LINC staff. However, the staff was very satisfied with the eventual outcome of the Mombasa course. This perception was affirmed by student feedback in the evaluation at the end of the course. In the evaluation, students invariably reported that the course changed their initial perceptions of Canada and that they felt better prepared for their eventual move to Canada (see Annex 2). As such, it is felt that the program has achieved its goals of providing a realistic picture of Canada and of preparing refugees for their initial months in Canada.

Following the Mombasa course, LINC and C.O. Africa Project staff met with immigration officials of the Canadian High Commission in Nairobi. The Canadian officials expressed enthusiasm of course outcomes and promised continuing support.

## **INVENTORY OF « MOBILE » LINC MATERIALS**

### **A) Audio / Visual Materials**

#### **1) Videos**

- Canada Day to Day & transcripts
- Looking for Work in Canada (Set of 3 videos)
- Welcome to Ontario
- Working in Canada – A Newcomer's Introduction
- How Do You Do – The Settlement Experience

#### **2) Slides**

- Climate
- Housing
- Shopping & Telephone
- Transit
- Transportation

### **B) Realia & Teaching Aids**

- Canadian currency
- Map of Canada, flags, and symbols
- Housing ads & car ads
- Supermarket flyers
- Photos of climate / daily life

### **C) Language Teaching Materials**

- Canadian Conversation Book 1: English in Everyday Life
- Canadian Conversation Book 2: English in Everyday Life
- Canadian Oxford Picture Dictionary
- Canadian Oxford Picture Dictionary Beginner's Workbook
- Learning to Learn English
- 1997 Ontario Reader for ESL and Literacy Learners
- Amazing Canadian Newspaper Stories
- Canadian Concepts 1,2,3,4
- English for Living and Working in Canada
- ESL Toolbox (University of Saskatchewan)
- Housing : A Workbook for ESL Learners
- Looking for Work in Canada: Strategies for New Canadians
- Take Part : Speaking Canadian English
- Read on Canada
- No Hot Water Tonight

- Classroom Dynamics

#### **D) Supplies**

- BEST Test Kits (5 sets)
- LINC Certificates

#### **E) C.O. Teaching Materials**

- Welcome to Ontario
- Welcome to Alberta
- Towards 2001: Occupational Trends in the Greater Toronto Area
- Customs forms & brochures
- Your Legal Rights
- A Look at Canada
- AAP Handbook
- Employment ads, occupations lists, aptitude tests, fact sheets, SIN application forms
- Looking for Work in Canada
- Resettlement Assistance Program Delivery Handbook
- Ontario Reader
- It's Your Right !

## **STUDENT EVALUATION OF LINC COURSE**

### **Student Responses:**

#### **1. Have your perceptions of Canada changed since the beginning of this course?**

- The course has let me understand how to behave with Canadians when I seek their help.
- Before this course I have no idea about Canada.
- I thought Canada is bad country, but now I have good information.
- The idea I had before was completely different.
- (When I get to Canada) I will not surprise many things.
- I thought Canada was tribalism country.
- I changed my perceptions... I thought Canada was a terrorist country and people unfriendly. Now I know is not true.
- I was expecting that will get job easily and earn more money, but now I know, it's difficult.
- Before this course have picture of Canada but after course I got another picture. I know that Canada is best place in the world to live...my former idea that Canada very cold place no body can't live, discrimination of colours and religions.
- Before, I believed I can't be Canadian.
- We thought live would be so easy and plenty of jobs...

#### **2. Do you feel this course prepared you for resettlement in Canada? How?**

- I am well prepared for resettlement and I can be independent in Canada.
- Yes! I learned the importance of learning the language.
- We learned how to find a job and house.
- We now have an understanding of Canadian values and culture.
- There are many things more we want to learn.

#### **3. How could this course have been improved?**

- We want to see videos how Canadians live and work.
- An English/Somali booklet for students at the end of the course.





## FINANCIAL AND STATISTICAL INFORMATION

The table below compares estimated caseload and costs versus actual number of students and actual expenditures.

COUNTRY	ESTIMATED STUDENTS	ESTIMATED COSTS US\$	ACTUAL STUDENTS	ACTUAL COSTS US\$	PER CAPITA US\$
CROATIA	75	13,863	0	0	n/a
F.R.Y. (SERBIA)	450	134,593	607	145,449	240
GREECE	120	22,937	72	19,769	275
HUNGARY	50	6,095	0	0	n/a
VIETNAM	400	92,097	422	80,057	190
KENYA (MOBILE)	300	42,351	139	17,648	127
HQS	n/a	63,479	n/a	5,990	n/a
AUSTRIA	n/a	0	n/a	38,153	n/a
CUBA	n/a	n/a	n/a	12,240	n/a
<b>TOTAL</b>	<b>1,395</b>	<b>375,415</b>	<b>1,240</b>	<b>319,306</b>	<b>258</b>

} 50,393

89 Percent

COUNTRY	TOTAL COST US\$	TOTAL CONTACT HOURS	AVERAGE COST PER CONTACT HOUR US\$
CROATIA	0	0	n/a
F.R.Y. (SERBIA)	145,449	3,014	48.26
GREECE	19,769	262	75.45
HUNGARY	0	0	n/a
VIETNAM	80,057	1,947	41.12
KENYA (MOBILE)	17,648	186.5	94.63
HQS	5,990	n/a	n/a
AUSTRIA	38,153	n/a	n/a
CUBA	12,240	n/a	n/a
<b>TOTAL</b>	<b>319,306</b>	<b>5,410</b>	<b>59.03</b>

COUNTRY	NO. OF STUDENTS	AVERAGE POINTS GAINED
CROATIA	0	n/a
F.R.Y. (SERBIA)	607	28.93
GREECE	72	28.28
HUNGARY	0	n/a
VIETNAM	422	35.67
KENYA (MOBILE)	139	n/a
PROGRAM-WIDE	1,240	30.96

A total of 1,240 students were trained, i.e. some 89% of the total projected caseload.

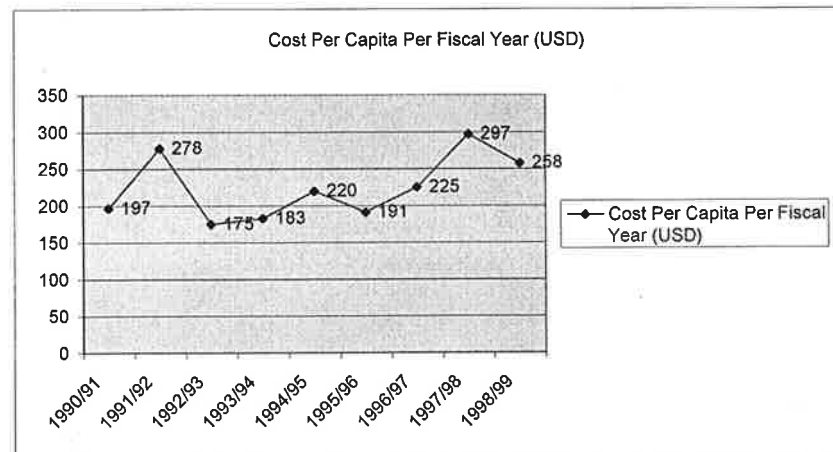
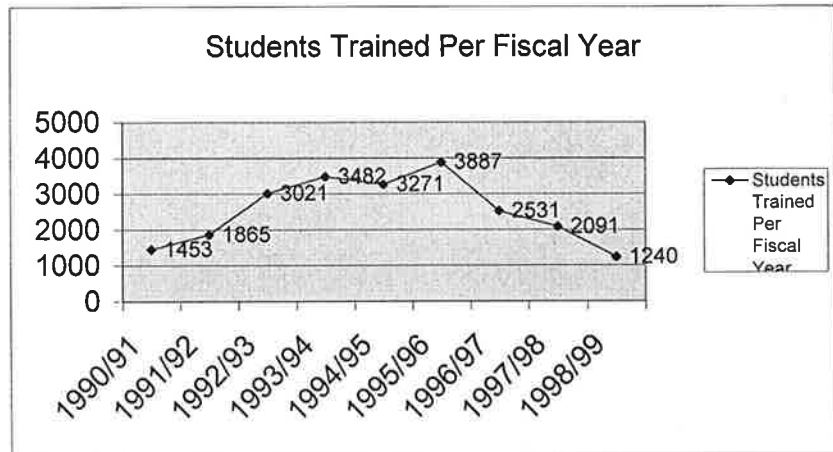
Program-wide average per capita cost was US\$ \$258.00



## LINC OVERSEAS PROGRAM OVERVIEW

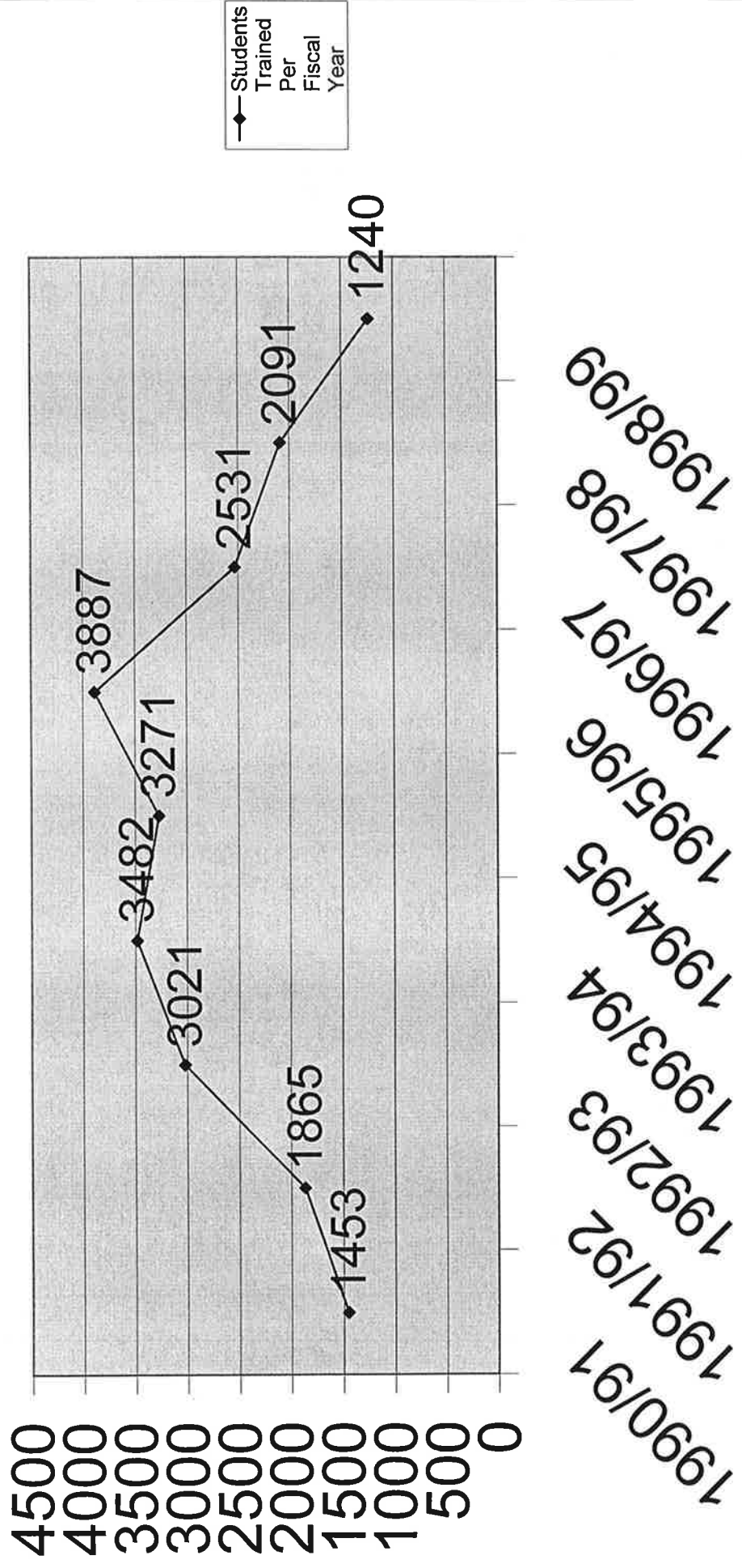
	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
Students Trained Per Fiscal Year	1453	1865	3021	3482	3271	3887	2531	2091	1240

	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
Cost Per Capita Per Fiscal Year (USD)	197	278	175	183	220	191	225	297	258



	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	9 months 1997/98
Students Trained	1,453	1,865	3,021	3,482	3,271	3,887	2,531	1355
Cost Per Capita (USD)	\$197	\$278	\$175	\$183	\$220	\$191	\$225	\$313

## Students Trained Per Fiscal Year





**LINC**  
**Programme Overview - Site by Site**  
**FY 90/91 to FY 98/99**

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$
90/91	Austria	7 Mar '90		271	1,722	69,194	255
91/92	Austria		Dec. '91	171	1,370	54,478	319
	<b>TOTAL</b>			<b>442</b>	<b>3,092</b>	<b>123,672</b>	<b>280</b>

90/91	Greece	6 June '90		262	833	26,415	101
91/92	Greece			256	1,128	50,618	198
92/93	Greece			719	2,755	93,572	130
93/94	Greece			294	1,456	83,437	284
94/95	Greece			241	1,123	87,324	362
95/96	Greece			222	684	70,914	319
96/97	Greece			189	427	63,951	338
97/98	Greece			172	622	45,902	267
98/99	Greece		30 Oct. '98	72	262	19,769	275
	<b>TOTAL</b>			<b>2,427</b>	<b>9,290</b>	<b>541,902</b>	<b>223</b>

90/91	Italy	14 May '90		273	922	75,160	275
91/92	Italy			487	1,370	103,789	213
92/93	Italy			364	1,219	85,966	236
93/94	Italy			312	1,002	85,385	274
94/95	Italy		03 Feb. '95	126	511	49,978	397
	<b>TOTAL</b>			<b>1,562</b>	<b>5,024</b>	<b>400,278</b>	<b>256</b>

90/91	Hong Kong	3 Dec. '90		97	360	28,668	296
91/92	Hong Kong			307	1,242	115,347	376
92/93	Hong Kong		May '92	51	352	29,277	574
	<b>TOTAL</b>			<b>455</b>	<b>1,954</b>	<b>173,292</b>	<b>381</b>

90/91	Thailand	3 Dec. '90		550	3,415	72,855	132
91/92	Thailand		Nov. '91	611	3,900	101,742	167
	<b>TOTAL</b>			<b>1,161</b>	<b>7,315</b>	<b>174,597</b>	<b>150</b>

91/92	Yugoslavia	Nov. '91	Dec. '91	33	96	5,639	171
94/95	Yugoslavia	Aug-94		326	1,424	51,849	159
95/96	Yugoslavia			1,799	6,027	188,309	105
96/97	Yugoslavia			1,140	3,375	166,023	146
97/98	Yugoslavia			875	5,430	241,465	276
98/99	Yugoslavia		30 Oct. '98	607	3,014	145,449	240
	<b>TOTAL</b>			<b>4,780</b>	<b>19,366</b>	<b>798,734</b>	<b>167</b>

92/93	Vietnam	March '92		1,887	9,096	214,764	114
93/94	Vietnam			2,701	11,976	311,041	115
94/95	Vietnam			1,671	9,603	270,188	162
95/96	Vietnam			995	7,206	202,314	203
96/97	Vietnam			879	5,049	172,448	196
97/98	Vietnam			746	4,245	168,903	226
98/99	Vietnam		30 Oct. '98	422	1,947	80,057	190
	<b>TOTAL</b>			<b>9,301</b>	<b>49,122</b>	<b>1,419,715</b>	<b>153</b>

97/98	Kenya (mobile LINC)	16 Feb. 1998	21 March '98	185	335	24,552	133
98/99	Kenya	21 Sep. '98	14 Oct. '98	139	187	17,648	127
	<b>TOTAL</b>			<b>324</b>	<b>522</b>	<b>42,200</b>	<b>130</b>

**LINC**  
**Programme Overview - Site by Site**  
**FY 90/91 to FY 98/99**

<b>93/94</b>	Hungary	Sep. '93	Nov. '93	48	192	5,484	114
<b>94/95</b>	Hungary	Jul-94	Oct-94	141	916	26,604	189
<b>95/96</b>	Hungary			275	1,140	36,432	132
<b>96/97</b>	Hungary			98	360	6,570	67
<b>97/98</b>	Hungary			66	300	8,159	124
<b>98/99</b>	Hungary		30 Oct. '98	0	0	0	0
	<b>TOTAL</b>			<b>628</b>	<b>2,908</b>	<b>83,249</b>	<b>133</b>

<b>93/94</b>	Poland	Jan. '94		0	0	6,235	
<b>94/95</b>	Poland			208	612	40,556	195
<b>95/96</b>	Poland			206	780	46,067	224
<b>96/97</b>	Poland		Apr-97	38	180	19,421	511
	<b>TOTAL</b>			<b>452</b>	<b>1,572</b>	<b>112,279</b>	<b>248</b>

<b>93/94</b>	Philippines	Dec-93		127	651	19,664	155
<b>94/95</b>	Philippines		Oct-94	319	1,863	33,115	104
	<b>TOTAL</b>			<b>446</b>	<b>2,514</b>	<b>52,779</b>	<b>118</b>

<b>94/95</b>	Croatia	Jul-94		152	780	24,811	163
<b>95/96</b>	Croatia			350	1,500	65,517	187
<b>96/97</b>	Croatia			187	960	29,729	159
<b>97/98</b>	Croatia			47	141	19,278	410
<b>98/99</b>	Croatia		30 Oct. '98	0	0	0	0
	<b>TOTAL</b>			<b>736</b>	<b>3,381</b>	<b>139,335</b>	<b>189</b>

<b>94/95</b>	Slovenia	Aug-94		87	360	17,467	201
<b>95/96</b>	Slovenia			40	180	9,100	227
<b>96/97</b>	Slovenia	inactive in FY 96/97		0	0	13	0
	<b>TOTAL</b>			<b>127</b>	<b>540</b>	<b>26,567</b>	<b>209</b>

<b>90/91</b>	HQs Geneva					14,412	
<b>91/92</b>	HQs Geneva					87,090	
<b>92/93</b>	HQs Geneva					105,311	
<b>93/94</b>	HQs Geneva					125,713	
<b>94/95</b>	HQs Geneva					118,981	
<b>95/96</b>	HQs Geneva					121,852	
<b>96/97</b>	HQs Geneva					111,257	
<b>97/98</b>	HQs Geneva					113,283	
<b>98/99</b>	HQs Geneva		end June 98			5,990	
<b>98/99</b>	IOM Vienna/Austria	July '98	30 Oct. 98			50,393	
	<b>TOTAL</b>					<b>854,282</b>	

<b>GRAND TOTAL March 1990 - 30 October 1998</b>	<b>22,841</b>	<b>106,600</b>	<b>4,942,881</b>	<b>216</b>
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FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
90/91	Austria	7 Mar '90		271	1,722	69,194					
	Greece	6 June '90		262	833	26,415					
	Italy	14 May '90		273	922	75,160					
	Hong Kong	3 Dec. '90		97	360	28,668					
	Thailand	3 Dec. '90		550	3,415	72,855					
	<b>Sub-total</b>			<b>1,453</b>	<b>7,252</b>	<b>272,292</b>					
	HQs Geneva					14,412					
	<b>TOTAL</b>			<b>1,453</b>	<b>7,252</b>	<b>286,704</b>	<b>197</b>	<b>40</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Note: Average progress gained - no standardized assessment

91/92	Austria		Dec. '91	171	1,370	54,478		39.76	40.86 Pts		
	Greece			256	1,128	50,618		44.87	40.00 Pts		
	Italy			487	1,370	103,789		75.75	25.48 Pts		
	Yugoslavia	Nov. '91	Dec. '91	33	96	5,639		58.73	N/A		
	Hong Kong			307	1,242	115,347		92.87	22.18 Pts		
	Thailand		Nov. '91	611	3,900	101,742		26.08	7.30 Pts		
	<b>Sub-total</b>			<b>1,865</b>	<b>9,106</b>	<b>431,613</b>					
	HQs Geneva					87,090					
	<b>TOTAL</b>			<b>1,865</b>	<b>9,106</b>	<b>518,703</b>	<b>278</b>	<b>57</b>		<b>N/A</b>	<b>N/A</b>

92/93	Greece			719	2,755	93,572		33.96	43.03 Pts		
	Italy			364	1,219	85,966		70.49	26.05 Pts		
	Hong Kong		May '92	51	352	29,277		83.17	20.14 Pts		
	Vietnam	March '92		1,887	9,096	214,764		23.61	29.09 Pts		
	<b>Sub-Total</b>			<b>3,021</b>	<b>13,422</b>	<b>423,579</b>					
	HQs Geneva					105,311					
	<b>TOTAL</b>			<b>3,021</b>	<b>13,422</b>	<b>528,890</b>	<b>175</b>	<b>39</b>		<b>65 hours</b>	<b>2.70</b>

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
93/94	Greece			294	1,456	83,437		57.31	35.5 Pts		
	Hungary	Sep. '93	Nov. '93	48	192	5,484		28.56	32.5 Pts		
	Italy			312	1,002	85,385		85.17	37.1 Pts		
	Poland	Jan. '94		0	0	6,235		0	N/A		
	Philippines	Dec-93		127	651	19,664		30.21	23.8 Pts		
	Vietnam			2,701	11,976	311,041		25.97	36.7 Pts		
	<b>Sub-total</b>			3,482	15,277	511,246					
	HQs Geneva					125,713					
	<b>TOTAL</b>			<b>3,482</b>	<b>15,277</b>	<b>636,959</b>	<b>183</b>	<b>42</b>		<b>70 hours</b>	<b>2.60</b>

Note: First LINC session in Poland ended mid-April 1993; therefore student numbers reported in FY 94/95 report

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
94/95	Greece			241	1,123	87,324		77.76	26.4 Pts		
	Croatia	Jul-94		152	780	24,811		31.81	20.1 Pts		
	Hungary	Jul-94	Oct-94	141	916	26,604		29.04	31.4 Pts		
	Italy		Feb-95	126	511	49,978		97.90	32.9 Pts		
	Philippines		Oct-94	319	1,863	33,115		17.78	27.9 Pts		
	Poland			208	612	40,556		66.27	20 Pts		
	Slovenia	Aug-94	Oct-94	87	360	17,467		48.52	29.7 Pts		
	Vietnam			1,671	9,603	270,188		28.14	39.2 Pts		
	Yugoslavia	Aug-94		326	1,424	51,849		36.41	36 Pts		
	<b>Sub-total</b>					601,892					
	HQs Geneva					118,981					
	<b>TOTAL</b>			<b>3,271</b>	<b>17,192</b>	<b>720,873</b>	<b>220</b>	<b>42</b>		<b>74 hours</b>	<b>3.00</b>

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
95/96	Greece			222	684	70,914		103.68	27.3 pts		
	Croatia			350	1,500	65,517		43.68	30.0 pts		
	Hungary			275	1,140	36,432		31.96	32.0 pts		
	Poland			206	780	46,067		59.06	16.0 pts		
	Slovenia			40	180	9,100		50.56	37.0 pts		
	Vietnam			995	7,206	202,314		28.08	42.0 pts		
	Yugoslavia			1,799	6,027	188,309		31.24	32.8 pts		
	<b>Sub-total</b>					<b>618,653</b>					
	HQs Geneva					121,852					
	<b>TOTAL</b>			<b>3,887</b>	<b>17,517</b>	<b>740,505</b>	<b>191</b>	<b>42.27</b>		<b>56 hours</b>	<b>3.41</b>

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
96/97	Greece			189	427	63,951		149.77	18.4		
	Croatia			187	960	29,729		30.97	19.5		
	Hungary			98	360	6,570		18.25	20		
	Poland		Apr-97	38	180	19,421		107.89	14		
	Slovenia	inactive in 1997		0	0	13		n/a	n/a		
	Vietnam			879	5,049	172,448		34.15	43.5		
	Yugoslavia			1,140	3,375	166,023		49.19	33		
	<b>Sub-total</b>					<b>458,155</b>					
	HQs Geneva					111,257					
	<b>TOTAL</b>			<b>2,531</b>	<b>10,351</b>	<b>569,412</b>	<b>225</b>			<b>54.5</b>	<b>4.13</b>

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
97/98	Croatia			47	141	19,278		136.72	21.33		
	Federal Republic of Yugoslavia			875	5,430	241,465		44.47	19.45		
	Greece			172	622	45,902		73.80	22.76		
	Hungary			66	300	8,159		27.20	13.76		
	Vietnam			746	4,245	168,903		39.79	38.61		
	mobile LINC Kenya	16 Feb. '98	21 Mar. '98	185	335	24,552.00		73.29	30.01		
	<b>Sub-total</b>					<b>508,259.00</b>					
	HQs Geneva					113,283					
	<b>TOTAL</b>			<b>2,091</b>	<b>11,073</b>	<b>621,542</b>	<b>297</b>			<b>62.9</b>	<b>4.73</b>

FY	Country	Start-up Date	Closure Date	Total No. of Students trained	Total contact hours provided	Total Prgm Costs US\$	Average Per Capita US\$	Average cost per contact hour US\$	Average Progress Gained	Ave hrs of attendance per student	Ave cost per student per hrs attended
98/99	Croatia			0	0	0	0	n/a	n/a	0.0	0
	Federal Republic of Yugoslavia			607	3,014	145,449		48.26	28.93		
	Greece			72	262	19,769		75.45	28.28		
	Hungary			0	0	0		n/a	n/a		
	Vietnam			422	1,947	80,057		41.12	35.67		
	mobile LINC Kenya			139	187	17,648.00		94.63			
	<b>Sub-total</b>					<b>262,923.00</b>					
	HQs Geneva		end June '98	n/a		5,990		n/a			
	Austria	July '98	30 Oct. '98	n/a		50,393		n/a			
	<b>TOTAL</b>			<b>1,240</b>	<b>5,410</b>	<b>319,306</b>	<b>258</b>			<b>50.8</b>	<b>5.07</b>



# LINC INVENTORY

Title	Synopsis	Level	Ratings from 1 to 5						
			HQ	Ath	HCMC	Hun	Zag	Bel	
<i>Resources for in-class use</i>									
Looking for Work in Canada - Book + Video Human Res. and Labour Canada, 1994	Job Search. Cloze Exercises, Roleplays, Dialogues.	II, III	5	5	5		5	5	
Essentially Canadian	Conversation Practise	I, II, III		3				4	
Canadian By Choice	Immigrant stories	II, III	5		5		1	5	
Before Book One. Book + Video	Listening Activities based on lifskills themes for people who have had no previous exposure to English	I		4	4		1	4	
Finding a Job	How to find a job. Reading on specific job topics, followed by an activity/exercise page, roleplay, useful phrases.		5	4	4				
A New Start-Canada Selman & Mrowicki, Dominic Press	Cdn Lifeskills.	I	4		3		5		
Amazing Interviews & Conversations Susan Bates, Prentice Hall, 1993	Listening & Speaking about Cdn Culture.	II	4	4	5			5	
Clues to Culture Pamela Hartman, Random House 1989	Reading & Writing Whodunnit.	II, III							
Forms in Your Life T. Elrick, Globe/Modern Press, 1990	Writing of Forms. Good resource but not enough forms that they will initially encounter	II	5	5				5	

# LINC INVENTORY

Title	Synopsis	Level	HQ	Ath	HCMC	Hun	Zag	Bel
Take Part, Speaking Cdn English Engkert & Bady, Prentice-Hall, 1992	Listening & Speaking Informal Conversational English	III	5	4	5		4	5
Go For It McPartland & Cooper, Prentice Hall, 1994	Listening, Reading, Speaking Canadian Idioms	III	4		3			
English for Life Beer & Rampaul, 1993	Lifeskills	I			5			2
ESL Toolbox Ormiston, DeCoursey, Fredeen Uof Sask., 1994	LINC Enrichment Activities.	I, II	5	5	5		5	5
Get Out of Your Chairs, D. McArthur & T. Ladner Act of Learning,	Group Activities for Grammar & Vocab Practise	I, II	5					5
A Conversation Book. English in Everyday Life Book 1 Carver&Fotinos Prentice-Hall, 1977	Conversation & Writing American Focus	I			2		1	
A Conversation Book. English in Everyday Life Book 2 Carver&Fotinos Prentice-Hall, 1977	Conversation & Writing American Focus	II			2			
Longman Photo Dictionary, Pronun.& Spelling Longman Inc 1989	Listening,Pronunciation,Reading and Spelling of Everyday Words	I	2	3	5		1	
Grammar Work, English Exercises in Context P. Breyer, Regents Publishing, 1982	Grammar in Lifeskills Context Cloze Exercises	I					5	4
Grammar Work, English Exercises in Context P. Breyer, Regents Publishing, 1982	Grammar in Lifeskills Context. Cloze Exercises	II	2				3	4





## LINC INVENTORY

Canadian Concepts 1,2,3 L. Berish & S. Thibaudeau, Prentice-Hall, 1992	Comprehensive Lifeskills Based	I,II,III	5	3	5		5	5
English for Life	Reading plus Q&A Exercises	I,II,III			5			2
<b>Title</b>	<b>Synopsis</b>	<b>Level</b>	<b>HQ</b>	<b>Ath</b>	<b>HCMC</b>	<b>Hun</b>	<b>Zag</b>	<b>Bel</b>
Canadian Conversation Book	Conversation Practise. Enriches lifskills topics	I,II,III	5		5		5	5
1½ Hour Helper	Quick Activities for Teachers	I,II,III			5			
On Your Way - cassette tapes L. Anger, C. Pavlik, M. Segal, Longman Pub, 1987	Lifeskills based reading, writing and listening exercises	I,II,III			4		1	
Gvm of Canada- Photostories	How the gvm operates	II						2
Let's Explore Canada	Maps, puzzles to teach geography	II						3
Listening For Tomorrow-Cassette Tapes	Tapes used for listening and comprehension	I,II,III			5			
Telephone Gambits	Variety of telephone calls	I,II,III			3			4
Stories for Advanced Beginners	Short Stories and Exercises	I,II						3
Tests in Context		I,II,III			5			
Interchange 1,2,3	Comprehensive Lifeskills	I,II,III			3			
Elementary Communication Games	Games for Vocabulary & Conversation Practise	I			5		5	

## LINC INVENTORY

Advanced Communication Games	Games for Vocabulary & Conversation Practise	II					5						
Survival English	Comprehensive Lifeskills	I,II,III					3						
Diversity Bingo	Cultural & Diversity Issues					2						2	
Juggling Cultures (kit + video)	Youth & Cultural Adaptation											2	
Learning How to Learn + tape	Techniques of learning English												
<b>Title</b>	<b>Synopsis</b>	<b>Level</b>	<b>HQ</b>	<b>Ath</b>	<b>HCMC</b>	<b>Hun</b>	<b>Zag</b>	<b>Bel</b>					
Everyday Dialogues in English	Dialogue Practise in Lifeskills Context	I,II,III			5								
New Oxford Picture Dictionary	Picture Dictionary	I,II,III		3	5		5						
Reading About Canada..A Beginning + tape	An introduction to the basic mechanics of reading and writing English. Lifeskills focussed	I,II,III	5	4	5		1	4					
<i>Supplementary Materials</i>	Jobs (Flashcards)	II,III	4									5	
Living in Canada-What You Should Know	Cultural Orientation Material	I,II,III	5	5	4		4	4					
Linking Paths	A guide for Orienting Newcomers to Ontario			5	5		5	5					
Kitchener and Labour Market Information	Statistics, facts and figures	I,II,III											
A Look at Canada	Citizenship and Immigration Canada			4								4	

# LINC INVENTORY

Working with Newcomers CEIC, Arcturus Productions, 1991	Guide for Immigration & Settlement Workers	I,II,III			3		3			3		5
Newfoundland/Labrador Tourist Guide	Sights and Information	I,II,III										3
Canadian Source Book Employment and Immigration Canada, 1991	Cultural Orientation Resources Guide	I,II,III	5		5		5			5		5
A Newcomers Guide to Canada Employment & Immigration Canada,	Resource Guide with a C.O focus	I,II,III	5		5		5			5		5
Ontario Times	ESL English Newspaper	I,II,III	5		4		5			5		5
EIC fact sheet	Summarized pages of info. available from the Source book	I,II,III	5		4		5			4		
<b>Title</b>	<b>Synopsis</b>	<b>Level</b>	<b>HQ</b>	<b>Ath</b>	<b>HCMC</b>	<b>Hun</b>	<b>Zag</b>	<b>Bel</b>				
Government and NGO agencies	Pamphlets, posters, guides and information sheets published by various sources.	I,II,III	4	4								5
AIDS Health Program Exchange	Facts about Aids	II	4									5
Learning About the Law	Basic Information on legal aspects of daily life.	I,II,III	4	2	5							
A New Home..A New Capital	Resource Kit introducing Ottawa and the surrounding area	I,II,III	3\4	2	3		2					
A New Leaf, Career Planning for the 90s	Samples of covering letters , resumes	II,III	4		4		5			5		5
Going to Canada to Study	For foreign students. Used for	II,III	2									5

# LINC INVENTORY

	C.O								
TEFL Anthology	Articles from English Reading Forum	4	3			2	1		
IOM Pre-Departure Seminars for Migrants	Cultural Orientation	I,II,III	5				5		
Helping Your Bank	A Guide to Banking Services	II,III	5			2	2		
Applying for Citizenship	Forms and Exercises	I	5	5	2		4		
TESL Canada Journal	Bibliography of ESL materials	I,II,III	5	5	2	3	2		
Title	Synopsis	Level	HQ	Ath	HCMC	Hun	Zag	Bel	
Video									
Canada Day to Day-video	Orientation Videos	I,II,III		5	5		4	5	
How Do You Do- video	Culture and Language Video	I,II,III	2	1	4		1	3	
Welcome to Ontario-Video COSTI	Orientation Videos	I,II,III	3	3	5		2	3	
On Top of the World-Video	Orientation Videos	I,II,III		3	5			3	
Health Care in Canada-Video Health Canada	Introduction to Healthcare System	I,II,III	5	5	5		4	5	
Land of Hope?- Video		I,II,III			4				

## LINC INVENTORY

Hong Fook- Video	Health centre serving Vietnamese community	I,II,III			4				
Roseanna-Video		I,II,III			5				4
For Angela	A true story about a racial assault			3	5				3
AIDS-Video		I,II,III			4				
The Boat People-10 Years Later-Video		I,II,III			4				
Meeting Place-Video		I,II,III			4				3
<b>Title</b>	<b>Synopsis</b>	<b>Level</b>	<b>HQ</b>	<b>Ath</b>	<b>HCMC</b>	<b>Hun</b>	<b>Zag</b>	<b>Bel</b>	
Ottawa/Hull-Video		I,II,III			3				
Vancouver-Video		I,II,III			3				
Toronto-Video		I,II,III			2				
The Winter Olympics in Calgary-Video		I,II,III			1				
CANADA - video	Geography of Canada and Inflight Orientation	I,II,III		3	4				
Participation Canada	How some Canadians celebrated the 125th anniversary	I,II,III		2					
Tu Viens D'ou-Video	French language teaching series	I,II,III			5		5		
The Evening News	Recording of an English Newscast	I,II,III			5				
<b>French Teaching Materials</b>									

# LINC INVENTORY

Communication Plus 4		II								
Title	Synopsis	Level	HQ	Ath	HCMC					4
Autographe I et II	Activities and Exercises	I, II			2					4
Bienvenue II et III		II, III			3					4
L'ecrit dans la vie de l'immigrant		I			4		2			3
Communication 2		II			4					4
Un nouveau foyer et communication I		II, IV								4
Region du Quebec		I, II, III								4
Constat amiable d'accident automobile		I, II, III								4
Guides touristiques, Montreal Outaouais Gapesie		I, II, III					4			5
Le metro-pole		I, II, III								4
Le Canada: un monde a decouvrir		I, II, III			2					4
Plan de reseau de Montreal		I, II, III								4
Le Quebec-chiffres en main		I, II, III								4
La taxe de vente du Quebec au quotidien		I, II, III								3
Hotel Tadoussac		I, II, III								2
Entre deux mondes		I, II, III								3

# LINC INVENTORY

Title	Synopsis	Level	HQ	Ath	HCMC	Hun	Zag	Bel
Le travail au Canada		I,II						5
CLIC King, Picle, Barret	Activities, games, exercises	II,III			5	4	5	
Francais Langue Seconde par Objectifs I	Grammar exercises	I			2			5
<i>Realia</i>								
Telephone Bill				5	5			5
Canadian Currency, cheques, dep. & withd. slip				5	5	5		5
telephone installation, OHIP & BC coverage				5	5			5
SIN, passport and birth certificate				5	5			5
Job Application				5	5			5
Passport Application				5	5			
Department store account card applications				5	5			5
Customs slip				5	5			
Canadian flag, Provincial flags				5	5			
Slides on Canada				5	5			
Newspapers, Canadian magazines				5	5		5	5
Supermarket, drugstore, hardware & dept. flyers				5	5		5	5
telephone directory, yellow pages				5	5			5
maps, photographs, posters				5	5	5	5	5