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# **ARE EDUCATIONAL CREDENTIALS OF IMMIGRANT AND NON-IMMIGRANT WORKERS PERFECT SUBSTITUTES IN CANADIAN LABOUR MARKETS? A PRODUCTION FUNCTION ANALYSIS**

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## **INTRODUCTION**

Aging population and declining birth rates have raised concerns among Canadian policy-makers over the future availability of skilled workers in Canada. Regional labour market impacts of the changing demographic composition of population have been enhanced by the out-migration of population from smaller provinces and rural areas. While keeping the importance of family reunification and humanitarian reasons intact, greater emphasis is now being placed on attracting skilled immigrants to meet skill shortages.

While skilled immigrants are the focus of recent regional immigrant policy initiatives, lack of recognition of their credentials in Canadian labour markets is viewed as a significant barrier to their successful integration into Canadian labour force. As a result, federal and provincial governments as well as non-governmental organizations are now investing resources to remove this barrier to immigrant integration.

Much has been argued in Canadian public and academic circles about the lack of foreign credentials recognition in local labour markets. However, no systematic investigation of this issue has been conducted to date in literature. The present paper attempts to partially fill in this gap. The study also helps assess the impact of immigration on the earnings of native born labour in small area labour markets of Canada. This assessment is important in the light of emerging public policy interest in regionalization of immigration and concern over consequences for regional labour markets.

## **METHOD**

The main hypothesis that we wish to test in this study is that immigrant and native-born Canadians, who have attained a given educational level in their respective countries, are less than perfect substitutes in production. The rationale behind this hypothesis is that native-born Canadians are relatively more intensive in "country-specific" skills. To assess the substitutability of immigrants and native-born, one must analyze the impact of immigration on wages of native-born. This analysis is conducted by using a production function. Separate analyses are conducted for those who have acquired 1) high school or less education, 2) post-secondary but no university education and 3) university degree.



## **HIGHLIGHTS OF RESEARCH FINDINGS**

- This study is the first in Canada to investigate whether educational credentials of immigrant (foreign-born) and native-born Canadians are perfect substitutes in Canadian labour markets.
- Using data from the 2001 Census, we estimated the elasticity of substitution between immigrant and native-born workers at four different educational levels. All results consistently indicate the presence of perfect substitution in the workforce with the lowest level education (high school or less) and imperfect substitution if the workers have at least a university degree.
- When we estimate the same regressions by using data only for recent immigrants, the results imply imperfect substitution at all education levels, indicating that even immigrants with the lowest level education are imperfect substitutes when they are new in Canada.

## **CONTRIBUTION TO POLICY DEVELOPMENT**

- The results point to the possibility of a lack of recognition of foreign education credentials at post-high school level in Canada.
- In present times, when there appears to be a convergence of educational curricula around the world this result could be attributed to: 1) Canadian employers' lack of knowledge of foreign educational systems or 2) employers' perceived notions of the education and training that immigrants bring with them, or 3) employer discrimination against immigrants originating from certain countries. All of these issues can be investigated in a future study if an appropriate public policy response is to be designed.





# **RELIGIOUS PREJUDICE, ACCREDITATION OF FOREIGN-ACQUIRED SKILLS, AND THE EVALUATION OF IMMIGRANTS' HARD AND SOFT SKILLS**

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**Funding Agency:** Social Sciences and Humanities Research Council of Canada

## **INTRODUCTION**

The majority of skilled immigrants arriving in Canada belong to ethnic and/or religious minorities. As a result, researchers have become interested in studying the effects of minority group membership on immigrants' employment outcomes. Within the context of foreign credential recognition, little work has been done on how the religious affiliation of foreign-trained job applicants may affect their employment outcomes, and what may be done to mitigate sources of bias. The experiences of Muslim applicants are particularly important to examine in this context because Muslims represent the largest religious minority in Canada, and many are first generation immigrants who possess foreign-acquired skills. In addition, there is considerable evidence of the unemployment and underemployment of Muslims in the Canadian job market. The current research addressed three questions: 1) Are foreign credentials used as a justification for bias against Muslim applicants? 2) Are effects equally evident on assessments of hard skills and soft skills? 3) Does accreditation of foreign credentials reduce this bias?

Research on prejudice and discrimination has found that the presence of ambiguous information in a job application facilitates discrimination against minorities. In particular, ambiguity serves as a seemingly legitimate justification for discrimination against minority applicants, allowing prejudice to seep through. Employers commonly state that they lack knowledge about international standards in training and education, making foreign credentials a source of ambiguity that can easily serve as a justification for this type of bias.

Canadian accreditation is one tool that has been used to reduce the ambiguity of foreign skills, but knowing that an immigrant possesses the necessary technical expertise for a job may not be enough to convince employers that the individual can work in the Canadian job market. *Hard skills*, which are measurable and teachable abilities such as technical, operational, and position-related skills, are acquired through job experience, training, and education, and may be addressed through accreditation. However, knowledge of the non-technical aspects of a job has been promoted as an equally important element in the hiring decision. *Soft skills* refer to attributes seen to enhance an individual's interaction skills and job performance. They include problem solving, communication skills, personal qualities, work ethic, and teamwork skills. The evaluation of soft skills is often described as subjective and susceptible to the influence of pre-



existing biases. Soft skills are particularly important when applied to the context of the evaluation of immigrants because these skills are perceived to be cultural-specific and suggest cultural competency. Soft skills are related to the ability to fit within the local work culture, an aspect that may be perceived as a barrier for foreign-trained immigrants who come from other cultures and hold different religious values.

Using an experimental paradigm in which we presented participants with a resume and videotaped interview of an applicant for a position in an organization, we examined the effects of location of training (Canada vs. foreign) and religious affiliation (Christian vs. Muslim) on the evaluation of the applicant's hard skills (technical skills) and soft skills (nontechnical skills). For the foreign-trained job applicants, we also included information indicating that the individual was certified to work in Canada. Taking into account the inclusion of this accreditation of hard skills, we predicted that discrimination toward the Muslim job applicant with foreign credentials would be most likely to occur on evaluations of soft skills.

## **METHOD**

Eighty-seven university students were asked to evaluate a job applicant for the position of Kinesiologist at a local clinic. After reading a description of the position and the clinic, participants received a resume for one applicant for the position, and watched a 15 minute job interview of this individual. Other than the religious affiliation of the applicant and his location of training, all information about the applicant was identical.

In the resume, participants read that the applicant had either trained in Canada or had trained in Cyprus. All participants read that the applicant possessed provincial and federal certification to work as a Kinesiologist in Ontario. Participants also read that the applicant had been a member of either the Christian or the Muslim student union while in university. During the videotaped interview, participants were provided with additional confirmation of the applicant's religious affiliation via a pendant he wore that was visible for the first few minutes of the interview. In particular, the applicant wore either a cross (Christian) or a pendant containing the word 'Allah' (Muslim) when he first appeared for the interview. The pendant was then tucked into his shirt and the identical interview was used in all conditions.

After viewing the resume and the interview, participants evaluated the job applicant on a series of items designed to assess evaluations of hard and soft skills.

## **HIGHLIGHTS OF RESEARCH FINDINGS**

### ***Assessment of Hard Skills***

We found that participants evaluated the hard skills of the foreign-trained Christian applicant more favourably than the hard skills of applicants in all other conditions. In other words, the experience of training abroad (while receiving certification to work in Canada) was advantageous, but only when the applicant was Christian. The appeal of work experience abroad has traditionally been promoted by Canadian employers, and is considered to make employees more competitive in the global job market. The current





study found evidence of this benefit of international experience, but only when the applicant was a member of the dominant religious group. We also found that the foreign-trained Muslim applicant received similar ratings to the Canadian-trained Christian and Muslim applicants. This implies that accreditation can help decrease the ambiguity surrounding hard skills and can improve skilled immigrants' chances of having their foreign credentials recognized by employers.

### ***Assessment of Soft Skills***

The results for evaluation of soft skills showed greater evidence of bias against the foreign-trained Muslim applicant. In particular, the foreign-trained Muslim applicant was evaluated less favourably on soft skills than the applicants in all other conditions, who were evaluated equivalently. Thus, being foreign-trained adversely affected evaluations of soft skills only when the applicant was presented as Muslim. Previous research has found that employers who hold negative attitudes toward minorities are more likely to rate minority applicants as lower on soft skills following a pre-screening interview, and tend to place greater emphasis on soft skills in their final hiring decision. As such, understanding the role of soft skills in hiring evaluations is important, particularly when it comes to groups who may be perceived as culturally different. Our findings are striking because, despite viewing identical resumes and job interviews (and thus no objective differences in soft skills), participants' perceptions of applicants' soft skills were affected by religious affiliation when the applicant was foreign-trained.

### **CONTRIBUTION TO POLICY DEVELOPMENT**

Overall, these results demonstrate that the distinction between soft and hard skills is useful in increasing our understanding of the factors surrounding the employment of immigrants with foreign credentials. Our findings indicate that, compared to hard skills, soft skills are more susceptible to bias, with clear evidence in this case of bias against foreign-trained Muslim job applicants.

Reducing the ambiguity surrounding soft skills is an issue that warrants further consideration because such efforts will decrease the vulnerability of newcomers to discrimination. Just as accreditation of education and work experience can help reduce ambiguity associated with hard skills, similar practices may be promoted for soft skills. In other words, there is a need for the promotion of practices that will provide newcomers with certification for their soft skills. Examples include certification on communication skills in the Canadian workplace and on knowledge of Canadian workplace culture. Such practices already exist on a small scale but expanding their use and highlighting their value to employers would prove beneficial.



## RELATED PUBLICATIONS

- Esses, V. M., Dietz, J., Bennett-AbuAyyash, C., & Joshi, C. (2007). "Prejudice in the workplace: The role of bias against visible minorities in the devaluation of immigrants' foreign-acquired qualifications and credentials." *Canadian Issues/Themes Canadiens*, Spring 2007, pp 114-118.
- Esses, V.M., Dietz, J., & Bhardwaj, A. (2006). "The role of prejudice in the discounting of immigrant skills." In R. Mahalingam (Ed.), *Cultural psychology of immigrants* (pp. 113-130). Mahwah, NJ: Lawrence Erlbaum.



# **PURSUING FURTHER EDUCATION IN CANADA: A STRATEGY FOR ECONOMIC INTEGRATION AMONG HIGHLY EDUCATED IMMIGRANTS**

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## **INTRODUCTION**

Canada has an active and selective immigration policy aimed toward increasing the stock of human capital. As a result, large numbers of highly educated immigrants (individuals who completed university education in their countries of origin) arrived in Canada during the last two decades. However, both research and anecdotal evidence indicate that Canadian employers disregard foreign qualifications and work experience, leading to a significant waste of the skills and talents of highly educated immigrants. In order to offset the rapid downgrading of their foreign human capital, educated immigrants engage in further education after arrival to Canada.

The focus of my research is to examine how highly educated adult immigrants strategize their actions and utilize the Canadian post-secondary education (PSE) system to validate, preserve or upgrade their foreign qualifications. Secondary analysis of the three waves of the Longitudinal Survey of Immigrants to Canada (LSIC) provides information on four years of immigrants' life course trajectories since their arrival in 2000-2001. This research focuses on highly educated immigrants (25 to 49 years old at arrival) who had never been in Canada prior to immigration.

## **HIGHLIGHTS OF RESEARCH FINDINGS**

### ***Promptness of PSE participation***

Highly educated immigrants become rapidly aware of further education opportunities in Canada. PSE participation rates increase from 11% within six months, to 35% and 46% within two and four years after arrival, respectively. Adult immigrants participate in PSE while remaining active in the labour market: by wave 3, about three quarters of the PSE participants were employed. Within 4 years of arrival, another 12% of immigrants engaged in non-formal education (other than language training) and 19% expressed interest to take education and training in the future. A major factor that correlates with participation is whether employers accepted immigrants' foreign work experience: the most likely PSE participants are highly educated immigrants who tried but did not succeed to have their work experience accepted by employers.

### ***PSE pathways***

Obtaining a Canadian credential is a major reason for PSE enrolment, expressed by one third of highly educated immigrants. To accomplish this goal, immigrants adopt various PSE strategies. Within 4 years of arrival, 8% of immigrants pursued a university degree in the same field of study ('value added' pathway), 9% of immigrants pursued a university degree in a different field ('start anew' pathway), and 29% of immigrants engaged in a 'recycling' pathway at a non-university level (i.e., community and career colleges, institutes, trade schools).

### ***Differences in pathway choice by prior field of study***

Although several individual and situational factors affect immigrants' choice of PSE, the field of study of the pre-migration university degree appears to be particularly significant. For instance, 54% of immigrants with prior engineering degrees pursued PSE: 35% enrolled in a 'recycling'



pathway, possibly taking courses to validate foreign credentials, 8% and 11% in a ‘value added’ and ‘start anew’ pathway, respectively. On the contrary, 40% of immigrants with prior degrees in social sciences and humanities pursued PSE: 26% in a ‘recycling pathway, 3% and 11% in a ‘value added’ and ‘start anew’ pathway, respectively. These patterns suggest that obstacles to labour market integration vary by field of practice, which has an impact on the specific further education strategies adopted by highly educated immigrants.

#### **CONTRIBUTION TO POLICY DEVELOPMENT**

Policy development should start with an open recognition that immigration without socio-economic integration is only a half-success story. Research illustrates that highly educated immigrants demonstrate agentic behaviour and are actively pursuing education and training to gain acceptance by Canadian employers and meet workplace requirements; however, a real improvement of their labour market condition requires that the responsibility for integration is more actively shared by provincial governments, employers and post-secondary institutions.

#### **RELATED PUBLICATIONS**

Adamuti-Trache, M. (2010). “Is the glass half empty or half full? Obstacles and opportunities that highly-educated immigrants encounter in the segmented Canadian labour market.” Doctoral dissertation, Educational Studies, University of British Columbia, Vancouver.

Adamuti-Trache, M. & Sweet, R. (2010). “Adult immigrants’ participation in Canadian education and training.” *Canadian Journal for the Study of Adult Education*, 22(2), Spring 2010.

Anisef, P., Sweet, R. & Adamuti-Trache, M. (2009). “Impact of Canadian PSE on recent immigrants’ labour market outcomes.” Research report, Citizenship and Immigration Canada.



# ACCOMMODATING LEARNING STYLES IN BRIDGING EDUCATION PROGRAMS FOR INTERNATIONALLY EDUCATED PROFESSIONALS

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## INTRODUCTION

Recent research suggest that internationally educated professionals (IEPs) continue to experience high levels of underemployment and unemployment, a situation which will not alleviate the growing demand for skilled professionals in Canada. Bridging education programs were developed with a view to assisting IEPs in overcoming knowledge and skills gaps in order to facilitate access to professional employment. Although these programs have been operational for a number of years in Canada, they have been less successful than anticipated. Despite significant financial investment by government and program delivery by post-secondary institutions, many IEPs continue to experience a multitude of challenges within these programs.

This research proposes that if we can better understand the learning styles and preferences of immigrant professionals in bridge training classes, we can develop educational experiences that are more helpful for immigrant learners and their instructors, in terms of creating better academic success and improved employment outcomes.

Understanding learning styles provides a link to predicting and improving educational achievement as well as improving vocational selection, guidance and placement. Sadler-Smith and Smith (2004) propose that when designing and facilitating learning experiences, in addition to organizational and environmental contexts, it is necessary to consider the characteristics of the learner with particular emphasis on responding effectively to a variety of learning styles and preferences.

There has been little research exploring the learning experiences of IEPs enrolled in professional bridging education programs. This research identified effective educational approaches and strategies which complement IEP learner styles and preferences and promote academic success and successful employment. Questions concerning professional students' learning styles and preferences within a multicultural classroom context were addressed. The challenges, successes and barriers that IEP students experience within bridging education programs were explored using survey and interview methods.

## METHOD

The major objective of the research was to determine if IEPs bring distinctive learning styles and preferences, developed prior to immigrating to Canada, to bridging education



classrooms. This research assessed the learning styles/preferences and degree of self directed readiness of 138 IEP enrolled in three different Ontario bridge training programs situated within three different post-secondary educational institutions. There were a total of 73 pharmacists, 38 teachers and 27 nurses enrolled in one of three bridge training programs in Toronto, Ontario between Fall 2007-Spring 2008.

### **HIGHLIGHTS OF RESEARCH FINDINGS**

Using an instrument previously developed for North American students developed by Kolb, this research illustrated that IEPs tend to begin the learning cycle through concrete experience and reflective observation. A significant finding is that all three professions were found in the divergent quadrant which consists of concrete experience and reflective observation, suggesting that they tend to consider a situation from differing perspectives. There is a tendency to diverge from conventional solutions, coming up with alternative possibilities. The career characteristics of this style include gathering information, being sensitive to values and dealing creatively with ambiguity. The learner who has a divergent style of learning prefers observation rather than action and is able to view concrete situations from multiple perspectives (Kolb, 2004).

IEP were also considered above average in their readiness to be self rather than teacher directed learners as measured by a reliable and valid instrument developed by Guglielmino. The total score reported on a 34 item scale represents the learner's current readiness for self-direction in learning. The average score for adult learners completing the questionnaire is 126. Teachers reported the highest level of self-directness, followed by nurses and pharmacists.

These results confirm the importance of designing flexible learning experiences in bridging education programs based on student-centered democratic learning education principles which build on learner strengths. The multicultural nature of bridging education also poses additional challenges for instructors. The biographic questionnaire illustrated the range of diversity of the professional and personal backgrounds of learners within bridging programs. As a result the educational focus of bridging education needs to accommodate this fact. Bridging education needs to focus on the development of a Canadian professional identity and cultural competency, not just bridging gaps in discrete knowledge and skills. English and professional language competency was found to be a significant challenge for IEPs, in particular, standardized tests scores may not be a reliable indicator of communication proficiency for IEPs in the workplace

The results of this research are beneficial in two ways. At one level, it is informative for assisting post-secondary institutions and their faculty in how to adapt their bridging education programs to learner styles of IEPs. It is significant that the IEPs in this research possess a distinctive learning style which is different from those reported for North American professionals. At a higher level, the research confirms the importance of designing flexible learning in bridging education based on democratic student-centered adult education principles which build on learner strengths and values their learning styles as assets to future Ontario employers.





# **WORKING IN A REGULATED OCCUPATION IN CANADA: AN IMMIGRANT - NATIVE-BORN COMPARISON**

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**Funding Agencies:** Social Sciences and Humanities Research Council of Canada and the Quebec Inter-University Centre for Social Statistics

## **SUMMARY**

The number of immigrants working in regulated and unregulated occupations is unknown. A major contribution of this study is that we use Statistics Canada data to classify occupations, across provinces, into regulated and unregulated categories and then to examine the covariates of membership in a regulated occupation. In aggregate, immigrants are not less likely to work in a regulated occupation. Immigrants educated in Asia prove to be much less likely to secure access to a regulated occupation than either the native-born or other immigrants.

## **INTRODUCTION**

On average, immigrants to Canada are better educated than the native-born. Despite this apparent human capital advantage, there is strong evidence of continuing immigrant disadvantage in the labour market. A range of possible explanations has been proposed, many of them linked to the fact that the sources of immigrants have shifted from Europe to other parts of the world, particularly Asia. One of the common explanations is the problem of transferring credentials – which will be the focus of our paper.

The average return on education is lower for immigrants who were educated abroad, rather than in Canada. This might be a consequence of the poorer quality of education provided in some immigrant home countries, but it might also be a consequence of difficulties in securing recognition of the real value of an overseas education. Immigrants often cite lack of foreign credential recognition, as well as lack of Canadian work experience, as the two main problems they confront in securing employment that match their skills.

The issue of foreign credential recognition in Canada is different for regulated and unregulated occupations. An occupation is regulated if access to it requires a licence from a professional association or a government agency. In Canada, licensure is a provincial responsibility; it is provincial associations or agencies that grant licenses. While many unregulated occupations require significant amounts of education (e.g., university faculty, government service); regulated occupations are likely to be distinguished by the higher level of education and/or training they require compared to unregulated professions generally speaking. This is one of the reasons why, on average, regulated professions may be expected to provide higher pay.



A major contribution of this study is that we use Statistics Canada data to classify occupations across provinces, into regulated and unregulated categories and then to examine the covariates of membership in a regulated occupation. In this study, we contribute to understanding the immigrant credential recognition process in the following ways: i) we determine how many immigrants and non-immigrants work in regulated and unregulated occupations, and ii) we look at how education (level and place) is associated with the likelihood of working in a regulated occupation.

## **METHOD**

We used a tool from the Government of Canada's website "Working in Canada" to categorise all four-digit codes from the National Occupational Classification into either a regulated or unregulated category. The "Working in Canada" website is designed to provide detailed information about the labour market, and help prospective and new immigrants to decide where to live and how to find work. To analyse the determinants of access to regulated occupations we used data from the January 2008 Labour Force Survey (LFS). Our sample includes all labour force participants, native-born Canadians and landed immigrants, aged 15 and over.

We propose three hypotheses: 1) other things being equal, immigrants are less likely to enter a regulated occupation than the native-born; 2) immigration duration in the host country increases the likelihood that they will enter a regulated occupation; 3) a lower probability of entry into a regulated occupation is most likely for immigrants educated outside Canada, the United States and Europe.

## **HIGHLIGHTS OF RESEARCH FINDINGS**

What our results suggest most strikingly is that where the immigrant's education was provided is a strong determinant of likelihood to enter a regulated occupation. We found that almost 86% of our sample was employed in an unregulated occupation. Given the concern with access to regulated occupations, it is surprising that the proportion of immigrants in regulated occupations is not very different from that of the native-born. One might have expected to find a larger immigrant presence in regulated occupations because of their higher level of education, but our findings suggest otherwise. Education is a minimal requirement for licensing so these results may indicate a problem of access to regulated occupations.

There are several possible explanations for the absence of an aggregate difference in access to regulated occupations. i) The programs established by governments, educational institutions, and regulated professions to facilitate diploma recognition no doubt help in some, perhaps many, cases. ii) Some new immigrants who fail to get their foreign diploma recognized secure a Canadian qualification instead, and in doing so increase their likelihood of working in a regulated occupation. iii) It is possible that the immigration screening process means that a larger proportion of immigrants than of the native-born population have an education that would qualify them for a regulated occupation. Consequently, while many fail to get their qualification recognized, the larger number of them seeking recognition generates similar proportions of immigrants and of



the native-born in regulated occupations. iv) It is also possible that the occupational options available for native-born who would qualify for a regulated occupation are broader than those available to immigrants. Some of the native-born with law or engineering degrees may find it to their advantage to work in unregulated occupations. Our data will not allow us to assess the relative plausibility of these accounts, but the absence of an aggregate access difference does suggest that these are worthwhile questions to be answered in future research.

#### **CONTRIBUTION TO POLICY DEVELOPMENT**

Controlling for place of education, duration in the country does not improve the likelihood that immigrants will enter a regulated occupation. Education is very strongly related to access to a regulated occupation; the likelihood increases with each additional level of education, no matter where the education was completed. Immigrants educated in Asia prove to be *much* less likely to secure access to a regulated occupation than either the native-born population or other immigrants. Given that the main source countries for new immigrants to Canada are China and India, it is worrying that Asian degree holders are significantly less likely to work in a regulated occupation. This finding suggests that initiatives to assist Asian immigrants in finding employment, such as the Canadian Immigration Integration Project funded by the Government of Canada's Foreign Credential Recognition Program, may prove valuable and important.

#### **RELATED PUBLICATIONS**

Girard, M. and Smith, M. 2009. "Working in a Regulated Occupation in Canada: An Immigrant - Native-Born Comparison." Canadian Labour Market and Skills Researcher Network. Working paper #44.

Girard, M. 2009. "Working In a Regulated Occupation in Canada: An Immigrant - Native-Born Comparison." Presented at the American Sociological Association Annual Meeting, San Francisco.



# **THE LABOUR MARKET INTEGRATION OF INTERNATIONALLY TRAINED ENGINEERS AND PHYSICIANS**

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**Funding Agencies:** Social Sciences and Humanities Research Council of Canada, University of Toronto, Statistics Canada

## **INTRODUCTION**

The immigration policies of many countries stress the importance of having highly educated workers able to perform well in their knowledge economies. As such, countries, including Canada, have policies that encourage the admission of professionally trained immigrants. Upon their arrival, however, internationally educated professionals often have difficulty finding employment in their chosen professions. In Canada, concern is growing over the loss of talent and the systemic barriers that may stem from accreditation requirements facing internationally educated professionals.

The purpose of this research is to examine the labour market consequences for the foreign born whose highest degrees were received outside of Canada in the fields of medicine and engineering. Three specific questions are asked. First, what have been the trends during the past two decades with respect to international flows of engineers and physicians? Second, to what extent are the internationally educated engineers and physicians in occupations that would be expected, given their training? Third, what are the earnings deficits for immigrant engineers and physicians that result when internationally trained immigrants do not find employment commensurate with their training?

## **METHODS**

These questions have been addressed in recent research papers that analyze census data for 1996, 2001, and 2006 for persons age 30-64 at the time of the census who had received bachelors' degrees or higher. For the 1996 and 2001 censuses, we study the experiences of the Canadian born, the foreign born who immigrated before age 19 and the foreign-born arriving after age 27, arguing that the first two are most likely to be educated in Canada whereas the last group is not. Unlike previous censuses, the 2006 census asks respondents where they received their highest degree. For the 2006 census, we studied the experiences of persons who Canadian born and trained in Canada, the foreign born who arrived by age 12 and trained in Canada and the foreign born who arrived after age 27 but who either received their highest degree in Canada or outside of Canada.



## **HIGHLIGHTS OF RESEARCH FINDINGS**

Regardless of the time point (1996, 2001 or 2006), our findings show that the foreign born who arrive as adults and who are internationally trained in medicine or in engineering are the least likely to be employed or to be working as physicians or engineers. They are most likely to have the low earnings.

### ***Majoring in Medicine, Working as a Physician***

Ninety out of one hundred who train in Canada in medicine are employed as physicians. Only half of the internationally trained foreign born who arrived as adults are employed as physicians. Of the internationally educated, only those born in the United States, or Northwest Europe (including the UK) resemble the Canadian born and trained in the likelihood of working as physicians; the foreign born who were educated in the Caribbean or South American, in Eastern Europe, or in West Asian, East Asia or Southeast Asia are much less likely to be employed as physicians. While some work in related medical fields, many are employed in occupations that are unrelated to medicine. Not working as a physician substantially depresses earnings; in 2006 the foreign trained would increase their earnings by 45 percent if they were employed as doctors. Earnings losses are especially large for the foreign born who were born and trained in West, East or Southeast Asia.

### ***Majoring in Engineering, Working in Engineering***

The Canadian born and those who immigrated as children are most likely to be in occupations associated with their engineering training, while adult immigrants who received international training in engineering are the least likely. The gap between having studied engineering and being employed in an engineering occupation is particularly large for the foreign trained from areas other than the United States and Europe. As is true for those who studied medicine, immigrants who are internationally trained and from non-North American and European areas have earnings that are substantially below those received by the Canadian born and educated; much of this gap reflects not being employed in the engineering professions for which they trained. Immigrant women who are internationally trained in engineering are the least likely to find employment in engineering and to have the lowest earnings.

## **CONTRIBUTIONS TO POLICY DEVELOPMENT**

The empirical results confirm slippages between training and occupations for internationally educated immigrants who studied medicine or engineering. They also show that these slippages depress earnings, particularly for immigrants from areas other than the United States or Northern Europe. Our findings are consistent with two public policy themes: 1) immigrants, particularly recent immigrants, are not doing as well as the Canadian born in the labour market and 2) internationally trained professionals face barriers to working in jobs commensurate with their training. Re-accreditation requirements of government mandated professional organization may be important underlying factors that reduce the likelihood of employed in the fields for which internationally educated immigrants trained.



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# INTERNATIONALLY TRAINED NURSES AND THE ALBERTA HEALTHCARE SYSTEM

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## INTRODUCTION

Australia, Canada, the United States and the United Kingdom have sought to redress deficits in the nursing workforce via the recruitment of internationally educated nurses (IEN). The ethics of such strategies are complex. Capital Health in Alberta has recently undertaken recruitment drives in Australia, India, UK and the Philippines to address nursing workforce deficits regionally, resulting in 800 contingent job offers. Scant research to date has been conducted on the transition of IENs into the Canadian healthcare context; existing research largely focuses on credentialing issues, however a smooth transition ultimately impacts not only on IEN's but the health care provision in general. Health care systems are configured and evolve in relation to socio-economic, political and cultural circumstances; these differ between nation states to such an extent that there may be wide variation in the context of health care delivery and the education and training of health professionals, including nurses<sup>i</sup>. The consequences of this are that the professional competencies nurses achieve during core education may or may not be directly transferable to another ethno-cultural health care context. New immigrant nurses may need considerable support in transitioning into a new social and health care environment, including support in gaining the recognized credentials to become registered as a nurse in the host community. The issue of IENs acquiring credentialing is historically recognized as a barrier to obtaining employment; <sup>ii iii</sup> however, this research study is concerned with the broader issues of transition into the Canadian health care context. The study was designed to gain an understanding of the IEN's motivations for relocation, their expectations, barriers or challenges they experienced, strategies they developed to overcome barriers and their acquisition of appropriate housing. Family and spousal issues will be also be elicited as studies based in the Atlantic region have indicated that these issues maybe as important as credentialing in ensuring retention and integration<sup>iv</sup>. However, all of the factors cited coalesce in respect of welcoming newcomers<sup>v</sup>.

Scant research to date has been conducted on the transition of IENs into the Canadian healthcare context; existing research largely focuses on credentialing issues<sup>vi vii viii</sup>. Studies suggest that IENs articulate the confusion and subsequent disillusionment when told of their need for Canadian licensure<sup>ix</sup>. Many IENs faced financial hardships<sup>x</sup> as they endeavoured to obtain the necessary documentation of their education for entry into Canadian upgrading programs. Indeed, one study noted that there is no standard source in Canada where applicants may obtain information on educational requirements prior to entry into Canada<sup>xi</sup>. There are also limited support structures in place to aid IENs in examination skills in a second language<sup>xii</sup>. Furthermore, it has been reported that the IENs experience language barriers and cultural differences that may impede their ability to assume management positions<sup>xiii</sup> and develop career



trajectories. Finally, IENs leave the support and comfort of their families and home countries in the belief their skills will enable them to lead a better life. However, research evidence suggests that many are experiencing frustration and disappointment<sup>xiv</sup> and possibly leave Canada prematurely which may create a financial drain on the host community and the individual nurse.

Alberta Health Services (AHS) formerly Capital Health Services, has recently undertaken recruitment drives in Australia, India, the UK and the Philippines to address nursing workforce deficits regionally, resulting in 800 contingent job offers. The first cohort of ten nurses has arrived in Edmonton in early 2008, with the remaining nurses arriving during the following 12/18 months, which creates a critical juncture at which to conduct this research and harness vital data of relevance to federal and provincial decision makers.

## **RESEARCH QUESTION AND AIMS**

The overall Research Question (RQ) is: *How do IEN's transition into the Alberta Health Care system?*

In order to fully and comprehensively answer this question a number of subsidiary research questions are proposed, these are grounded in the findings of international research studies exploring the experience of IENs<sup>xv xvi</sup> (RCN 2003):

- What are the motivations of IENs for relocation to Alberta?
- What are the expectations of IENs in terms of their role and the Canadian context?
- How is living in Alberta experienced by IENs in Alberta?
- What are the IENs experiences of recruitment, reception and support on arrival?
- How have the IENs adjusted to working in the Albertan health care context as nurses?
- How does their working life differ from their country of origin?
- Have the IENs experienced racism and/or discrimination since arrival?
- What strategies have IENs employed to overcome obstacles and barriers?
- What recommendations would IENs make to ease the transition of IEN's into the Alberta system?

## **CONTRIBUTION TO POLICY DEVELOPMENT**

### ***Citizen and Immigration Canada – Skilled Worker Program***

The findings of the study will provide knowledge regarding the reception, transitioning and ultimately the retention of this highly skilled workforce in the Canadian workforce. Considerable costs are incurred recruiting IENs; therefore this investment needs to be realized via retention of the IENs recruited. The findings of this study will contribute to enhancing the transitioning of the IENs into the Alberta workforce and increase understanding of the factors required to support retention. Ultimately, knowledge of these factors has the potential to impact upon the quality of care provided by IENs to the Canadian population as a whole.



### ***Health Care Employer Implications***

Health care providers such as AHS invest considerable economic resources in overseas recruitment drives and supported relocation of IENs into the Alberta region. The findings of this study will identify the most effective and appropriate recruitment strategies from the perspectives IENs. The transitioning experiences (e.g., enhancers and barriers, response from co-workers etc.) will be identified; these perspectives can feed into future recruitment drives evidencing which factors most support recruitment and what factors need to be taken account of to ensure rapid and smooth transition into the Canadian workforce of IENs.

The findings will highlight additional professional development issues for the co-workers of IENs. Importantly the study will evidence areas of perceived racism and discrimination towards IENs.

### ***Credentialing Body Implications***

Credentialing bodies exist to uphold standards and protect the Canadian public at large. The study will produce a profile of IENs in Alberta that will be available to the College and Association of Registered Nurses Alberta (CARNA) to ensure that the credentialing processes are streamlined and effective and maximize use of resources. The finding will contribute to development of highly sensitive educational programs that enable to the transition of IENs into the Canadian workforce at the required minimum level of competency.

### **ENDNOTES**

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<sup>i</sup> Sochan A and Singh M. D. (2007) Acculturation and socialization “voices” of internationally educated nurses in Ontario. *International Journal of Nurses* 45:130-136.

<sup>ii</sup> Ogilvie L and Gulshiack T. (2008) The Licensure of Internationally Educated Nurses’ seeking professional careers in the province of Alberta. *Journal of International Migration and Integration*.

<sup>iii</sup> Alberta Network of Immigrant Women (ANIW) (2005) *Access to licensure for internationally educated nurses follow up study*: Calgary, AB, Brenda J Simpson & Associates.

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<sup>v</sup> Derwing T and Krahn (2006): “Edmonton’s approach to attracting and retaining newcomers,” *Our Diverse Cities* (2): 9-14.

<sup>vi</sup> Ogilvie L, Leung T, Gulshiack T, McGuire M and Burgess-Pinto E (2008) “Licensure of Internationally Educated Nurses’ seeking professional careers in the province of Alberta.” *Journal of International Migration and Integration* 18(2):223-241.



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- <sup>xv</sup> Buchan J., Jobanputra R., Gough P. and Hutt R. (2006), "Internationally recruited nurses in London: a survey of career paths and plans" *Human Resource Health*, 4: 14.
- <sup>xvi</sup> Buchan J., Kingma M., Lorenzo M. (2005), "International Migration of Nurses: Trends and Policy Implications," International Council of Nurses, Geneva, Switzerland Retrieved April 5<sup>th</sup> 2008 from <http://www.icn.ch/global/Issue5migration.pdf>



## **PEEL IMMIGRATION LABOUR MARKET SURVEY**

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**Partner Organizations:** Region of Peel and Ryerson University Diversity Institute in Management and Technology

**Funding Agency:** Ontario Ministry of Training, Colleges and Universities

### **INTRODUCTION**

Over the past decade, immigration and secondary migration from other large cities like Toronto have transformed the landscape of Peel, making it one of the largest, most diverse, and rapidly growing municipalities in Ontario. Most immigrants in Peel are highly educated and skilled yet they are having difficulty integrating into the Peel labour market. National and Provincial research on immigrants' labour market integration confirms that many immigrants face numerous barriers to employment and as a result have difficulty obtaining employment and/or employment that is commensurate with their skills and experience. Despite extensive research on immigrants' labour market experiences in Canada and Ontario, a dearth of Peel-specific studies has created gaps in our knowledge for the region. The high levels of immigration and rapid population growth, declining labour market outcomes for newcomers, and lack of data about Peel gave rise to the need for the research described in this report.

### **METHOD**

The study explores the barriers immigrant's face, examines how they play out in Peel Region, and examines the strategies used by workers to help them become more successful in the Peel labour market using both quantitative and qualitative methods. The quantitative component includes a comprehensive survey of 1,425 immigrants and Canadian-born Peel residents aged 15 years or older who searched for a job and/or worked in Canada within the past 10 years. The



survey asked respondents about their background education and experience, their experience searching for work in Canada, and their experiences in Canadian workplaces and society. The qualitative component includes focus groups and interviews with 33 respondents who self identified as principal applicants allowing them to share their labour market experiences in much greater detail. The data was collected between January and April 2009. The survey was supported by local businesses, community organizations and many volunteers.

The study is unique in several ways. Respondents were both immigrants and Canadian-born individuals facilitating comparisons between these two groups. There is a focus on the specific labour market experiences principal applicant skilled workers (PASK), as 321 PASK completed an additional 37 questions about their experiences. Furthermore, there were large enough samples of private sector and public sector employees, allowing detailed comparisons about both immigrants' and Canadian-born individuals' labour market experiences in these workplaces. Other strengths of the study include the use of multi-item scales to measure perceptions of experiences, such as career satisfaction, managerial and organizational support and skill utilization. There were also explicit questions about perceptions of discrimination.

#### **HIGHLIGHTS OF RESEARCH FINDINGS**

The key findings suggest that immigrants in our sample are not as successful transitioning into the Peel labour force as Canadian-born respondents. While immigrants arriving in Peel were highly educated and trained, they are more likely to be unemployed or working in part-time or temporary jobs. When they were employed, immigrants in our sample earned an average of 84 cents for every dollar earned by Canadian-born respondents. Furthermore, once they are in the workforce, they are not transitioning up or utilizing their skills to their full potential. While there are many results presented in the full report, this summary highlights the key findings related to Foreign Credential Recognition (FCR). The results pertaining to FCR revealed that recognition of credentials by Ontario employers was a significant contributor to successful employment in our sample.

At a general level, the results of the survey reveal that international credentials are significantly discounted in Canada. Immigrants reported that their educational credentials were accepted outside Canada or for immigration purposes, but were less likely to be accepted by employers or professional organizations within Canada. That said, immigrants in our sample who had their educational credentials accepted by Ontario employers were more successful in the labour market.

Specifically, the data demonstrates that getting credentials evaluated as equivalent by Ontario employers is correlated with other important aspects of working life for immigrants. Obtaining credential equivalency is associated with these other aspects as follows:

- Immigrants who had their educational credentials accepted by employers were more than twice as likely to be employed (68% vs. 32%).
- Immigrants who had their educational credentials fully or partially accepted by employers reported higher career satisfaction rates. Immigrants who had their credentials fully accepted by employers reported an average satisfaction score of 63 on a 100 point scale, compared to immigrants who did not have their credentials recognized who





reported an average score of 41. Even if their credentials were evaluated “below par,” they were still more satisfied than if their credentials were not recognized at all.

- Immigrants who did not have their credentials accepted by employers were the most likely to be working in a lower ranking job than they were before arrival: 65% of immigrants who stated that employers did not recognize their credentials were working in a job of lower rank than before arrival.
- Having credentials recognized helped immigrants find desired employment. Immigrants who did not have their credentials recognized were most likely not working in their desired job. Over 80% of immigrants whose educational credentials were not recognized reported that they were not working in their desired job.
- Immigrants who had their credentials recognized by employers were more likely to be working in a job that utilizes their skills. For individuals who had their credentials recognized, they reported an average of 70.8 on the skills utilization scale, compared to immigrants who had their degrees partially/minimally accepted who reported an average score of 66.3 and immigrants who did not have their credentials recognized who reported 48.1 on the scale.

#### **CONTRIBUTION TO POLICY DEVELOPMENT**

The report concludes with several areas where action can be taken to help improve the situation. It highlights what key stakeholders such as community organizations, government and employers can do to help improve the situation for workers in Peel region based on the findings. The report offers some solutions and strategies as examples of what can be done in the areas recommended for action.

This research is part of Peel’s Immigration Strategy. The study explores the barriers immigrants face, examines how they play out in Peel Region, and examines the strategies used by workers to help them become more successful in the Peel labour market. The results of this Survey will bring Peel Region one step closer to understanding the local needs and experiences of the immigrant population. The study also helps to narrow the gap in available data at the local level and may help respond to labour market contradictions reported by national and local data which points to increasing difficulties filling skilled job vacancies and the strong indications that immigrants bring much needed skills, yet experience significant difficulties obtaining work in their field.

#### **RELATED PUBLICATIONS**

Region of Peel & Ryerson Diversity Institute (2009), *Peel Immigrant Labour Market Survey*, Regional Municipality of Peel.



# REPORTS FROM THE TORONTO IMMIGRANT EMPLOYMENT DATA INITIATIVE

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The following Annexes are reproduced with the permission of the Toronto Immigrant Employment Data Initiative (TIEDI). Metropolis would like to thank TIEDI and our affiliates associated with the project for their contribution to this publication. The following annexes are composed of summary pages of Analytical Reports (numbered 1-5) as well as Fact Sheets produced by TIEDI. Full reports and additional fact sheets are available at: <http://www.yorku.ca/tiedi/index.html>

## ABOUT THE PROJECT



The Toronto Immigrant Employment Data Initiative (TIEDI) seeks to assist community organizations whose mandate includes the better integration of immigrants into Toronto's labour force. Such partner organizations include immigrant service agencies and advocacy groups, employer associations, regulatory bodies, professional associations, training organizations, and credential assessment agencies. The purpose of the project is to provide such organizations with free access to statistical data and analysis on various aspects of immigrant labour market integration. The goal is to help organizations access the quantitative data they need in order to: identify priorities, develop programs and services, compose proposals and reports, and carrying out advocacy and public education endeavours.

November 2009

***DO LEVELS OF SAVINGS BROUGHT TO CANADA AFFECT LABOUR  
MARKET OUTCOMES FOR IMMIGRANTS?***

By

John Shields, Maryse Lemoine, Mai Phan, Philip Kelly,  
Lucia Lo, Valerie Preston, Steven Tufts

**KEY POINTS:**

- Among immigrant men, hourly wages are correlated with the level of savings brought to Canada: higher savings resulted in higher hourly wages for immigrants.
- Immigrants who arrived with no savings were less likely to have found work related to their training or field of study 4 years after landing.
- Immigrant men with average savings generally had the best labour outcomes, followed closely by immigrant men with above-average savings.
- Immigrants with no savings have the worse outcomes 4 years after landing, even though men from this group were on average the fastest to enter the Canadian labour market.

January 2010

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***DO IMMIGRANT CLASS AND GENDER AFFECT  
LABOUR MARKET OUTCOMES FOR IMMIGRANTS?***

By

John Shields, Mai Phan, Fang Yang, Philip Kelly, Maryse Lemoine,  
Lucia Lo, Valerie Preston, Steven Tufts

**KEY POINTS:**

- Principal applicants in the skilled worker category, both men and women, had better labour outcomes than immigrants who entered under other immigration classes. They were more likely to be employed, and be working in their area of training/education, had taken less time to find their first job, had shorter jobless spells and earned more than other groups.
- Refugees, both men and women, faced more difficulties even four years after arrival. They were more likely to have high unemployment rates, more jobless spells, longer time taken to secure their first job in Canada, and lower earnings.
- Immigrant men had overall better labour outcomes than immigrant women, including higher labour force participation rates.
- Within their first four years in Canada, all immigrants had higher unemployment rates than the working population as a whole, regardless of immigration class.

January 2010

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## ***ARE IMMIGRANT EARNINGS AFFECTED BY THE SIZE OF THEIR EMPLOYER?***

By

Tony Fang, Nina Damsbaek, Philip Kelly, Maryse Lemoine,  
Lucia Lo, Valerie Preston, John Shields, Steven Tufts

### **KEY POINTS:**

- Firm size determines average hourly wages. Immigrants working in larger firms have higher average hourly wages, regardless of gender.
- When comparing firm size, immigrant men and women earn similar wages to their Canadian-born counterparts. Recent immigrants however earn consistently lower hourly wages.
- Canadian-born and immigrant women consistently earn lower hourly wages compared to men, even when men earn relatively low wages.
- Immigrants who arrived between 1991 and 2000 have lower hourly wages than immigrants who arrived before 1991 or after 2000.

January 2010

## ***HOW DO GENDER AND COUNTRY OF BIRTH AFFECT LABOUR MARKET OUTCOMES FOR IMMIGRANTS?***

By

Valerie Preston, Nina Damsbaek, Philip Kelly, Maryse Lemoine  
Lucia Lo, John Shields, Steven Tufts

### **KEY POINTS:**

- Immigrant men and women have lower annual earnings than their Canadian-born counterparts.
- Average earnings increase the longer immigrants have been in Canada. There is a large gap in annual income increases with more recent periods of immigration, for both sexes and for most countries of origin.
- Immigrant annual earnings vary among countries of origin. Immigrants from Hong Kong and Guyana have the highest earnings among immigrants; immigrants from Pakistan and China have the lowest annual earnings among immigrants.
- Immigrant men and women have higher unemployment rates than Canadian-born men and women.
- Unemployment rates tend to increase with more recent periods of immigration; the participation rate remains stable across periods of immigration.
- The unemployment and participation rates for immigrants vary by country of birth.

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February 2010

## ***WHAT ARE THE LABOUR MARKET OUTCOMES FOR IMMIGRANTS PLANNING TO WORK IN REGULATED AND UNREGULATED OCCUPATIONS***

By

Steven Tufts, Maryse Lemoine, Mai Phan, Philip Kelly, Lucia Lo, Valerie Preston, John Shields

### **KEY POINTS:**

- After 4 years in Canada, immigrant men and women planning to work in regulated occupations were more likely to have found employment related to their training or field of study than other immigrants (although such employment may not necessarily be in a regulated profession).
- Gender and whether immigrants plan to work in regulated occupations affect hourly wage. Immigrant men and immigrants planning to work in regulated occupations had higher hourly wages after 4 years in Canada than other groups.
- Immigrant women were more likely to have lower participation rate, lower full-time status, take more time to find their first job, experience longer jobless spells, and have lower hourly wages than immigrant men, regardless of whether they were planning to work in regulated or unregulated occupations.



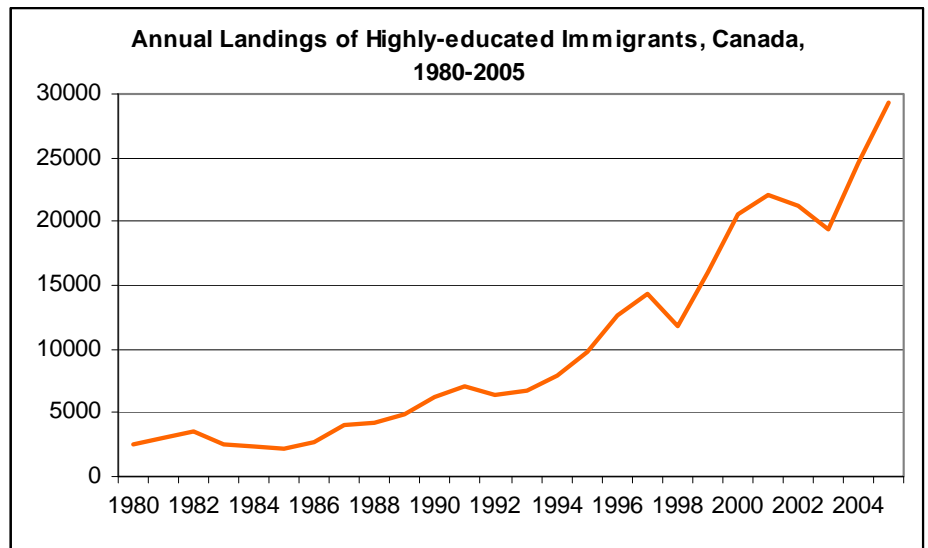
February 2009

**QUESTION:** How many immigrants with a masters or a PhD degree have immigrated to Canada, by year of arrival?

**ANSWER:**

The number of highly-educated immigrants to Canada has increased steadily since 1980. More than 29,000 arrived in 2005, compared to only 2,500 in 1980.

2005	29,293
2004	24,575
2003	19,398
2002	21,212
2001	22,014
2000	20,519
1999	16,065
1998	11,792
1997	14,322
1996	12,674
1995	9,855
1994	7,979
1993	6,662
1992	6,395
1991	7,108
1990	6,262
1989	4,879
1988	4,258
1987	3,970
1986	2,623
1985	2,154
1984	2,302
1983	2,482
1982	3,527
1981	2,966
1980	2,537
Total	267,823



**QUESTION:** What are their countries of origin?

**ANSWER:**

Since 1980, China was the most important source of highly-educated immigrants with 50,228 immigrants. India has been the second most important source country for highly-educated immigrants with a total of 41,273. Pakistan comes in third with 16,695 highly-educated immigrants.

For the period of 1980 until 2005, only India, China, France, Iran and the United States were among the 10 most important sources of highly-educated immigrants to Canada.

Countries that recently became important sources of highly-educated immigrants include Pakistan, Bangladesh, Russia and the Republic of Korea (South Korea).

**In 2005:**

1- India	5,640
2- China	5,087
3- Pakistan	2,328
4- Bangladesh	1,170
5- France	979
6- Iran	888
7- USA	839
8- Russia	784
9- Korea, Rep. of	747
10- Algeria	685
Total highly-educated immigrants	29,293

**In 2004:**

1- India	5,041
2- China	3,798
3- Pakistan	1,857
4- France	951
5- Iran	814
6- USA	742
7- Bangladesh	676
8- Korea, Rep. of	672
9- Russia	608
10- Algeria	517
Total highly-educated immigrants	24,575

**In 2000-2003:**

1- China	18,036
2- India	14,736
3- Pakistan	7,450
4- France	2,814
5- Korea, Rep. of	2,793
6- Bangladesh	2,579
7- Iran	2,455
8- Russia	2,136
9- USA	1,965
10- Morocco	1,953
Total highly-educated immigrants	83,143

**In 1990-1999:**

1- China	22,361
2- India	12,344
3- USA	5,163
4- Pakistan	5,060
5- Taiwan	4,565
6- Hong Kong	4,475
7- Iran	3,418
8- France	2,951
9- Poland	2,352
10- Bangladesh	1,962
Total highly-educated immigrants	99,114

**In 1980-1989:**

1- USA	6,174
2- India	3,512
3- Poland	2,383
4- Hong Kong	2,148
5- England	1,702
6- Iran	1,419
7- China	946
8- France	842
9- Philippines	545
10- Lebanon	491
Total highly-educated immigrants	31,697

**NOTES:**

The more recent data available is for 2005. This data only include permanent residents arriving in Canada and exclude non-permanent residents.

**DATA SOURCE:**

Canada. Citizenship and Immigration Canada. Permanent Resident Data System, 1980-2005.

March 2009

**QUESTION #1:** What is the percentage of Canadian-borns, immigrants and non-permanent residents of 15 years and over receiving employment insurance in 2005, for the province of Ontario?

**ANSWER:**

	<b>Received EI (%)</b>	<b>N</b>
Canadian-borns	7.1	6,499,630
Immigrants	6.5	3,217,525
Non-permanent residents	4.2	102,270
<b>Total</b>	<b>6.9</b>	<b>9,819,420</b>

- In 2005, immigrants and non-permanent residents were less likely to receive EI than Canadian-borns. While 7.1% of Canadian-borns received EI in 2005, 6.5% of immigrants and 4.2% of non-permanent residents received EI during the same period.

**QUESTION #2:** What is the percentage of immigrants who are 15 years and over receiving employment insurance in 2005, by period of immigration, for the province of Ontario?

**ANSWER:**

	<b>Received EI (%)</b>	<b>N</b>
Before 1961	2.3	442,695
1961-1970	4.4	405,180
1971-1980	6.6	478,340
1981-1990	7.6	558,225
1991-1995	7.6	450,625
1996-2000	8.8	417,280
2001-2006	7.7*	465,180
<b>Total</b>	<b>6.5</b>	<b>3,217,525</b>

\* Use with caution. Not all immigrants arriving between 2001 and 2006 would have been eligible for employment insurance in 2005.

- The percentage of immigrants receiving EI tends to decrease for immigrants who have been longer in Canada. Almost nine percent (8.8%) of immigrants who arrived between 1996 and 2000 received EI in 2005. This is twice the percentage of immigrants who arrived between 1961 and 1970 (4.4%), and four times the percentage of immigrants who arrived before 1961 (2.3%).

**QUESTION #3:** What is the average amount received in employment insurance by beneficiaries of 15 years and over in 2005, for the province of Ontario?

**ANSWER:**

	Mean (\$)	N
Canadian-borns	5,319.76	460,170
Immigrants	5,461.30	208,320
Non-permanent residents	5,671.87	4,320
Total	5,365.85	672,810

- Although fewer immigrants receive EI than Canadian-borns, immigrant beneficiaries receive a higher average amount of EI benefits (\$5,461 vs. \$5,320 for Canadian-borns).
- Non-permanent residents also receive more on average than Canadian-borns (\$5,672 compared to \$5,320).

**QUESTION #4:** What is the average amount received in employment insurance by immigrant beneficiaries of 15 years and over in 2005, by period of immigration, for the province of Ontario?

**ANSWER:**

	Mean (\$)	N
Before 1961	4,756.74	10,150
1961-1970	4,937.85	17,930
1971-1980	5,425.60	31,370
1981-1990	5,475.22	42,260
1991-1995	5,374.97	34,030
1996-2000	5,864.30	36,720
2001-2006	5,606.43	35,870
Total	5,461.30	208,320

- Immigrants who arrived between 1996 and 2000 received the highest average amount of EI in 2005 (\$5,864 on average for each EI beneficiary). Immigrant EI beneficiaries who arrived before 1961 received the least (on average, \$4,757 per beneficiary).

***NOTE:***

Numbers may not add up due to rounding.

Refers to total Employment Insurance benefits received during calendar year 2005, before income tax deductions. It includes benefits for unemployment, sickness, maternity, parental, adoption, compassionate care and benefits to self-employed fishers received under the federal Employment Insurance Program.

Reported for: Population 15 years of age and over, excluding institutional residents.

***DEFINITIONS:***

Immigrants are persons who are, or have ever been, landed immigrants in Canada (includes immigrants who landed in Canada prior to Census Day, May 16, 2006).

Non-permanent residents are persons from another country who, at the time of the census, held a Work or Study Permit, or who were refugee claimants, as well as family members living with them in Canada.

***DATA SOURCE:***

Statistics Canada. 2009. *2006 Census of Population* (master file). Using University of Toronto Research Data Centre (distributor). Released January 2009. <http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3901&lang=en&db=imdb&dbg=f&adm=8&dis=2> (Accessed February 2009) Accompanying documentation: Census codebook.

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July 2009

**QUESTION:** Number of immigrants in the Toronto CMA according to their highest certificate, diploma, or degree.

**ANSWER:**

No certificate, diploma or degree	34,695
High school graduation certificate or equivalency certificate	42,900
Other trades certificate or diploma	4,940
Registered apprenticeship certificate	2,950
College, CEGEP or other non-university certificate or diploma	19,035
University certificate or diploma below bachelor level	17,120
Bachelor's degree	50,125
University certificate or diploma above bachelor level	8,970
Degree in medicine, dentistry, veterinary medicine or optometry	3,160
Master's degree	23,820
Earned doctorate degree	2,640
Total	210,350

**NOTES:**

Data is for immigrants who are 15 years or older who landed between 2003 and 2006 and live in the Toronto CMA. Data for 2006 only includes immigrants who landed in Canada prior to Census Day, May 16, 2006.

Note from the codebook: Highest education is a derived variable obtained from the educational qualifications questions, which asked for all certificates, diplomas and degrees to be reported. There is an implied hierarchy in this variable (high school graduation, registered apprenticeship and trades, college, university) which is loosely tied to the 'in-class' duration of the various types of education. However, at the detailed level a registered apprenticeship graduate may not have completed a high school certificate or diploma, nor does an individual with a master's degree necessarily have a certificate or diploma above the bachelor's degree level. Therefore, although the sequence is more or less hierarchical, it is a general rather than an absolute gradient measure of academic achievement.

**DEFINITIONS:**

Toronto CMA: Census Metropolitan Area of Toronto

The Toronto CMA is the grey-shaded area in the map below. It includes the City of Toronto, York Region, Peel Region and parts of Halton and Durham Regions. Other municipalities, such as New Tecumseth in southern Simcoe County and Mono Township in Dufferin County are also included in the Toronto CMA.

CMAs are geographical areas mainly used by Statistics Canada. For more information, see <http://www12.statcan.ca/english/census06/reference/dictionary/geo009.cfm>.



**DATA SOURCE:**

Statistics Canada. 2009. *2006 Census of Population* (master file). Using York University Research Data Centre (distributor). Released January 2009. <http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3901&lang=en&db=imdb&dbg=f&adm=8&dis=2> (Accessed July 2009) Accompanying documentation: Census codebook.

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November 2009

**QUESTION:** What are the occupations of immigrants who immigrated between 2001 and 2006 and who have a university degree and live in the Toronto CMA?

**ANSWER:**

Among recent immigrants with a university degree living in the Toronto CMA, a third (32.5%) worked in intermediate occupations that would require 1 to 4 years of high school or up to 2 years of training on the job. Another fourth (26.6%) worked in professional occupations requiring at least a bachelor's degree.

	N	%
Management	12,355	8.2
Skill Level A - Professional Occupations	39,805	26.6
Skill Level B - Technical, Paraprofessional and Skilled Occupations	30,790	20.6
Skill Level C - Intermediate Occupations	48,610	32.5
Skill Level D - Labouring and Elemental Occupations	18,205	12.2

Among university-educated recent immigrants who had worked between January 2005 and May 2006, 6.5% had worked as computer and information systems professionals. Another 4.2% had worked as auditors, accountants and investment professionals. The third most important occupation was retail salespersons and sales clerks with 4.1%.

Occupation (NOC code)	N	%
1. Computer and information systems professionals (217)	9,810	6.5
2. Auditors, accountants and investment professionals (111)	6,235	4.2
3. Retail salespersons and sales clerks (642)	6,180	4.1
4. Finance and insurance clerks (143)	5,215	3.5
5. Labourers in processing, manufacturing and utilities (961)	5,035	3.4
6. Clerical occupations, general office skills (141)	3,755	2.5
7. Civil, mechanical, electrical and chemical engineers (213)	3,715	2.5
8. Mechanical, electrical and electronics assemblers (948)	3,465	2.3
9. Recording, scheduling and distributing occupations (147)	3,250	2.2
10. Motor vehicle and transit drivers (741)	2,960	2.0
11. Child care and home support workers (647)	2,925	2.0
12. Cashiers (661)	2,910	1.9
13. Paralegals, social services workers and occupations in education and religion, n.e.c. (421)	2,880	1.9
14. Food counter attendants, kitchen helpers and related occupations (664)	2,860	1.9
15. Library, correspondence and related information clerks (145)	2,695	1.8

16. Cleaners (666)	2,620	1.7
17. Secondary and elementary school teachers and educational counsellors (414)	2,495	1.7
18. Administrative and regulatory occupations (122)	2,420	1.6
19. Nurse supervisors and registered nurses (315)	2,375	1.6
20. Managers in retail trade (062)	2,370	1.6

**NOTES:**

**N.E.C.:** not elsewhere classified

**Skill levels** were based on the NOC Skill Level Criteria as described in the Introduction to the NOC (<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/pdf/Introduction.Pdf>)

- **Management:** This skill type category contains legislators, senior management occupations and middle management occupations.
- **Skill level A:** University degree (bachelor's, master's or doctorate)
- **Skill level B:** Two to three years of postsecondary education at community college, institute of technology or CÉGEP; Two to five years of apprenticeship training; *or* Three to four years of secondary school and more than two years of on-the-job training, occupation specific training courses or specific work experience
- **Skill level C:** One to four years of secondary school education; *or* Up to two years of on-the-job training, training courses or specific work experience
- **Skill level D:** Short work demonstration or on the job training; *or* No formal educational requirements

**Toronto CMA:** Census Metropolitan Area of Toronto

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CMAs are geographical areas mainly used by Statistics Canada. For more information, see <http://www12.statcan.ca/english/census06/reference/dictionary/geo009.cfm>.



**University-educated:** highest degree is equivalent to: university certificate or diploma below bachelor level; bachelor’s degree; university certificate or diploma above bachelor level; degree in medicine, dentistry, veterinary, medicine or optometry; master's degree; or earned doctorate degree.

***DATA SOURCE:***

Statistics Canada. 2009. *2006 Census of Population* (master file). Using York University Research Data Centre (distributor). Released January 2009. <http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=3901&lang=en&db=imdb&dbg=f&adm=8&dis=2> (Accessed June 2009) Accompanying documentation: Census codebook.

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