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## FINAL REPORT

### **New Directions for Foreign Credential Recognition *Final Report***

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*Prepared for:*

Employment and Social Development Canada  
(ESDC)

*Ce rapport est aussi disponible en français sur demande.*

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## EXECUTIVE SUMMARY

Employment and Social Development Canada (ESDC) commissioned Environics Research Group to conduct qualitative public opinion research to explore attitudes towards the issue of newcomers to Canada with professional designations getting their credentials recognized in Canada.

### Methodology

Environics Research conducted a series of 12 focus groups with immigrants to Canada between February 24 and March 6, 2014. Sessions were conducted in Vancouver, Surrey, Montreal, Toronto, York Region and Brampton. The sessions in Surrey and Brampton were conducted in Punjabi, the sessions in York Region were conducted in Mandarin, the sessions in Montreal were conducted in French, and the sessions in Vancouver and Toronto were conducted in English. In each location, one focus group was conducted with people who were permanent residents in Canada and had arrived within the past five years. The second group consisted of Canadian residents and citizens who had lived in Canada for five to 15 years. Participants did not necessarily have any pre-immigration professional designations or credentials themselves, and worked in a wide variety of fields before and after arriving in Canada. The groups each lasted approximately one hour and 30 minutes, and consisted of between 8 and 10 participants (out of 10 people recruited for each group). The twelve sessions were distributed as follows:

Date and time	Group Composition
February 24, 5:30 p.m. PST	In Canada 5 yrs or less – Vancouver, British Columbia (English)
February 24, 7:30 p.m. PST	In Canada > 5 yrs – Vancouver, British Columbia (English)
February 25, 5:30 p.m. PST	In Canada 5 yrs or less – Surrey, British Columbia (Punjabi)
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February 27, 7:30 p.m. EST	In Canada > 5 yrs – Montreal, Quebec (French)
March 4, 5:30 p.m. EST	In Canada 5 yrs or less – Toronto, Ontario (English)
March 4, 7:30 p.m. EST	In Canada > 5 yrs – Toronto, Ontario (English)
March 5, 5:30 p.m. EST	In Canada 5 yrs or less – York Region, Ontario (Mandarin)
March 5, 7:30 p.m. EST	In Canada > 5 yrs – York Region, Ontario (Mandarin)
March 6, 5:30 p.m. EST	In Canada 5 yrs or less – Brampton, Ontario (Punjabi)
March 6, 7:30 p.m. EST	In Canada > 5 yrs – Brampton, Ontario (Punjabi)

The participants were recruited using a database of individuals, identified primarily through quantitative surveys, who have agreed to be re-contacted for research purposes. Recruitment

involves contacting persons on the list who live in the required geographic regions on a random basis and then screening for eligibility according to the study design.

**Statement of Limitations:** Qualitative research provides insight into the range of opinions held within a population, rather than the weights of the opinions held, as would be measured in a quantitative study. The results of this type of research should be viewed as indicative rather than projectable.

**Use of research:** This research will support the Government of Canada's commitment to facilitating the assessment and recognition of foreign credentials and integrating newcomers and internationally-trained individuals into the Canadian labour market.

The total cost for completing this research is \$100,495.97 (including HST).

**Political Neutrality Certification:**

I hereby certify as a Senior Officer of Environics Research Group that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research. Specifically, the deliverables do not contain any reference to electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leader.

Signature:



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## General Findings:

- Participants were asked to select one word they felt best described the state of the Canadian economy. When compared to their home countries, Canada's economy was viewed quite favourably. In particular, Canada's stable, resource-rich economy contrasted starkly to that of other countries where poverty, economic insecurity, social unrest and often, political instability, were quite common.
- The sessions benefited from a range of pre- and post-immigration employment scenarios. What can be observed is that expectations regarding post-immigration employment in large part depended on three factors: whether or not the immigrant had a formal certification in their home country, what the home country is and whether or not the immigrant had pre-existing contacts or networks in Canada before immigrating. Certainly other factors weighed in but these were the more important ones mentioned by participants in terms of setting expectations.
- In the end, many participants came to Canada despite expectations that they would have to "downgrade" career-wise. They wanted a better lifestyle, they wanted to live in a country that was more stable, safer and less corrupt, and they wanted to offer a better future to their children.
- In terms of actual employment outcomes, participants were asked to identify two or three challenges they encountered in finding work in Canada in their field. The main obstacles mentioned are consistently "lack of Canadian experience," "lack of English language skills" and "lack of social capital."
- The specific issue of formal recognition of credentials is seldom mentioned spontaneously. This is not considered by participants as the core of the problem. Participants see huge obstacles in getting hired to jobs in their fields – even if they do have all their papers in order.
- Most participants would agree that the formal recognition of certifications, degrees, diplomas and licenses by Canadian post-secondary institutions can be a challenge but a surmountable one and the experience varies by country of origin. Recognition of credentials and qualifications becomes a somewhat different kind of challenge when it comes to employers and professional societies. Participants feel most employers don't understand the value of foreign credentials and experience. As for professional societies, only a few were aware that they existed before immigrating to Canada, and few seemed to understand what role, if any, they played in assigning and recognizing certain professional credentials.
- Most participants who had pre-arrival certifications admitted that they did little or no research on the issue of transferring their credentials to Canada before immigrating. To the extent that they did any research, it was in the context of looking for jobs in Canada or exploring job prospects.
- Certainly, when given the choice, participants would want to find out as much as possible about their credentials and their career possibilities *before* immigrating.
- Participants who were supported in their pre-immigration research by contacts or networks in Canada seemed better prepared compared to those without such resources.

- The focus groups explored how participants might interpret or refer to the process of foreign credential recognition. Among participants, “certification” was found to be the best word to describe what we refer to as “foreign credentials.” Participants see “certification” as referring to something tangible – a formal document, whereas “qualification” is seen as a broader concept referring to the total competency of a candidate.
- Again in the context of foreign credential recognition, although “international” is a more appealing concept, participants agree that “foreign” is more accurate and less misleading. “International” would include Canadians whereas “foreign” more specifically refers to countries and citizens outside Canada.
- Participants were not very aware of existing government programs in the area of foreign credentials recognition. When it comes to who should be ultimately responsible, they feel it should be the federal government, although the actual execution of programs should be up to a wide range of bodies, including local and provincial governments, community organizations, industry organizations and private sector employers.
- There was a clear desire for greater federal government involvement. Canada’s government has a lot of credibility among participants therefore any program with its endorsement elicits greater trust.
- There was a general consensus among participants that the immigration application process needs to include an awareness and education component specifically dedicated to foreign credential recognition and working in Canada. Information molded to each profession was considered ideal. From the participants’ perspective the more details the better and the sooner they can find out about these details in their immigration process, the better.
- There was also a sense that the Government of Canada should be working closer with professional societies and with employers.

## SOMMAIRE

Emploi et Développement social Canada (EDSC) a chargé le Groupe de recherche Environics d'effectuer une recherche d'opinion publique qualitative pour explorer les attitudes sur la reconnaissance des titres de compétences professionnelles des nouveaux venus au Canada.

### Méthodologie

Recherche Environics a présidé une série de 12 groupes de discussion avec des immigrants au Canada entre le 24 février et le 6 mars 2014. Les séances ont eu lieu à Vancouver, Surrey, Montréal, Toronto, dans la région d'York et à Brampton. Les séances à Surrey et à Brampton se sont déroulées en pendjabi, les séances dans la région d'York se sont déroulées en mandarin, celles de Montréal en français et celles de Vancouver et de Toronto en anglais. À chaque endroit, un groupe de discussion réunissait des personnes qui étaient résidentes permanentes au Canada et s'y étaient établies moins de cinq ans auparavant. Le second groupe se composait de résidents et de citoyens canadiens établis au Canada depuis cinq à 15 ans. Les participants ne détenaient pas nécessairement de titres professionnels avant leur immigration et avaient travaillé dans une variété de domaines avant et après leur arrivée au Canada. Les séances ont duré environ 90 minutes et comprenaient de 8 à 10 participants (sur 10 recrutés pour chaque groupe). Les 12 séances ont été réparties comme suit :

Date et heure	Composition du groupe
24 février, 17h30 HNP	Au Canada 5 ans ou moins – Vancouver, Colombie-Britannique (anglais)
24 février, 19h30 HNP	Au Canada > 5 ans – Vancouver, Colombie-Britannique (anglais)
25 février, 17h30 HNP	Au Canada 5 ans ou moins – Surrey, Colombie-Britannique (pendjabi)
25 février, 19h30 HNP	Au Canada > 5 ans – Surrey, Colombie-Britannique (pendjabi)
27 février, 17h30 HNE	Au Canada 5 ans ou moins – Montréal, Québec (français)
27 février, 19h30 HNE	Au Canada > 5 ans – Montréal, Québec (français)
4 mars, 17h30 HNE	Au Canada 5 ans ou moins – Toronto, Ontario (anglais)
4 mars, 19h30 HNE	Au Canada > 5 ans – Toronto, Ontario (anglais)
5 mars, 17h30 HNE	Au Canada 5 ans ou moins – Région d'York, Ontario (mandarin)
5 mars, 19h30 HNE	Au Canada > 5 ans – Région d'York, Ontario (mandarin)
6 mars, 17h30 HNE	Au Canada 5 ans ou moins – Brampton, Ontario (pendjabi)
6 mars, 19h30 HNE	Au Canada > 5 ans – Brampton, Ontario (pendjabi)

Les participants ont été recrutés à l'aide d'une base de données d'individus identifiés surtout par des sondages quantitatifs ayant consenti à être joints de nouveau à des fins de recherche. Le recrutement

implique de joindre au hasard des personnes de la liste qui habitent dans les régions géographiques retenues et de les présélectionner d'après l'objet de l'étude.

**Déclaration de limites :** La recherche qualitative donne un aperçu de l'éventail d'opinions d'une population, plutôt que de leur poids, ce que mesurerait une étude quantitative. Les résultats de ce type de recherche devraient être perçus comme indicatifs plutôt qu'extrapolables.

**Utilisation de la recherche :** Cette recherche soutiendra l'engagement du gouvernement du Canada à faciliter l'évaluation et la reconnaissance des titres de compétences étrangers et l'intégration des immigrants et des individus de formation internationale au marché canadien du travail.

Les frais de la recherche se sont élevés à 100 495,97 \$ (incluant la TVH).

**Certification de neutralité politique :**

À titre de cadre supérieur du groupe de recherche Environics, je certifie par la présente que les livrables respectent pleinement les exigences de neutralité politique du gouvernement du Canada exposées dans la Politique de communications du gouvernement du Canada et la Procédure de planification et d'attribution de marchés de services de recherche sur l'opinion publique. En particulier, les livrables ne renferment aucune référence aux intentions de vote, aux préférences de parti politique, à la cote de popularité ou aux indices de rendement d'un parti politique ou de son chef.

Signature :



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## Conclusions générales :

- On a demandé aux participants de choisir le mot qui leur paraissait le mieux décrire l'état de l'économie canadienne. Ils considéraient plutôt favorablement l'économie du Canada par rapport à celle de leur pays d'origine. Notre économie stable et riche en ressources en particulier leur semblait trancher fortement sur celle d'autres pays où la pauvreté, l'insécurité économique, l'agitation sociale et, souvent, l'instabilité politique sont assez communes.
- Les séances ont tiré avantage d'un éventail de scénarios d'emploi avant et après immigration. On a pu observer que les attentes d'emploi après immigration tenaient en grande partie à trois facteurs : selon que l'immigrant détenait un titre formel dans son pays d'origine ou non, le pays d'origine et selon que l'immigrant disposait de contacts ou de réseaux au Canada ou non avant d'immigrer. Certes d'autres facteurs intervenaient, mais ceux-là étaient les plus importants pour déterminer les attentes.
- À la fin, plusieurs sont venus au Canada même s'ils s'attendaient à un recul de leur carrière. Ils recherchaient un meilleur mode de vie, voulaient vivre dans un pays plus stable, plus sûr et moins corrompu et espéraient offrir un meilleur avenir à leurs enfants.
- On a demandé aux participants d'énumérer deux ou trois obstacles auxquels ils se sont heurtés dans leur recherche d'emploi dans leur domaine au Canada. Ils ont noté invariablement « le manque d'expérience canadienne », « le manque de connaissances de l'anglais » et « le manque de capital social ».
- La question particulière de la reconnaissance formelle de titres de compétences est rarement mentionnée spontanément. Les participants ne la considèrent pas comme étant au cœur du problème. Les participants ont énormément de mal à se faire embaucher dans leur domaine – même si tous leurs papiers sont en règle.
- La plupart des participants conviennent que la reconnaissance de leurs attestations, de leurs titres universitaires, de leurs diplômes et de leurs licences par les institutions canadiennes d'enseignement supérieur peut présenter un défi, mais qu'il est surmontable, et l'expérience varie selon le pays d'origine. La reconnaissance des titres de compétences présente une autre sorte de défi face aux employeurs et aux associations professionnelles. Les participants estiment que la plupart des employeurs ne comprennent pas la valeur des titres et de l'expérience de l'étranger. Quant aux associations professionnelles, peu de participants savaient qu'elles existaient avant d'immigrer au Canada et peu semblent comprendre le rôle qu'elles jouent dans l'attribution et la reconnaissance de certains titres professionnels.
- La plupart des participants qui détenaient des titres de compétences dans leur pays d'origine ont admis avoir fait peu ou pas de recherche sur la possibilité de transfert de leurs titres au Canada avant d'immigrer. Leur recherche s'est bornée à trouver un emploi au Canada ou à explorer les perspectives d'emploi.
- Certes, s'ils avaient le choix, les participants voudraient en savoir le plus possible sur leurs titres de compétences et leurs possibilités de carrière *avant* d'immigrer.

- Les participants qui ont été appuyés par des contacts ou des réseaux au Canada dans leur recherche d'avant immigration semblaient mieux préparés que ceux qui n'ont pas eu de telles ressources.
- Les groupes de discussion ont exploré la façon dont les participants pouvaient interpréter le processus de reconnaissance des titres étrangers ou y référer. Selon les participants dans ce contexte, « l'attestation » est probablement le mot qui décrit le mieux ce que nous appelons « les titres de compétences étrangers ». Les participants pensent que « L'attestation » paraît se rapporter à quelque chose de tangible – un document formel – alors que « qualification » est perçue comme un concept plus vaste se rapportant à la compétence globale d'un candidat.
- Encore une fois dans le contexte de la reconnaissance des titres étrangers, même si « international » est un concept plus attirant, les participants conviennent que le mot « étranger » est plus juste et moins trompeur. « International » inclurait des Canadiens alors que le mot « étranger » s'applique particulièrement aux pays et aux citoyens de l'extérieur du Canada.
- Les participants n'étaient pas très au courant des programmes actuels du gouvernement en matière de reconnaissance des titres de compétences étrangers. Ils estiment que le gouvernement fédéral devrait en être responsable en bout de ligne, quoique l'exécution des programmes devrait relever d'un large éventail d'organismes, y compris des gouvernements locaux et provinciaux, des organisations communautaires, des organisations industrielles et des employeurs du secteur privé.
- On désire nettement une plus grande implication du gouvernement fédéral. Le gouvernement du Canada a beaucoup de crédibilité chez les participants et les programmes qu'il endosse inspirent plus de confiance.
- Il y avait un consensus parmi les participants que la procédure de demande d'immigration doit comporter un élément de sensibilisation et d'éducation à propos de la reconnaissance des titres de compétences étrangers et du travail au Canada. L'idéal serait qu'elle comprenne des renseignements propres à chaque profession. Selon les participants, plus elle contiendra de détails et plus tôt on pourra en prendre connaissance dans le processus d'immigration, mieux ce sera.
- On avait aussi le sentiment que le gouvernement du Canada devait collaborer plus étroitement avec les associations professionnelles et les employeurs.

## **INTRODUCTION**

Employment and Social Development Canada (ESDC) commissioned Environics Research Group to conduct qualitative public opinion research to explore attitudes towards the issue of newcomers to Canada with professional designations getting their credentials recognized in Canada.

### **Background**

While foreign credential recognition (FCR) is mainly a provincial and territorial responsibility for regulated occupations and the responsibility of employers in non-regulated occupations, the Government of Canada plays a facilitative role and provides strategic leadership to promote the development of consistent, pan-Canadian approaches. The Government of Canada (GoC) role is shared among ESDC's FCR Program, Health Canada's Internationally Educated Health Professionals Initiative (IEHPI), and CIC's Foreign Credentials Referral Office (FCRO).

GoC partners are working to rebrand the Foreign Credential Recognition program, deemed necessary to help newcomers better understand and navigate the program.

This research will support the Government of Canada's commitment to facilitating the assessment and recognition of foreign credentials and integrating newcomers and internationally-trained individuals into the Canadian labour market.

### **Methodology**

Environics Research conducted a series of 12 focus groups between February 24 and March 6, 2014 with immigrants to Canada. Sessions were conducted in Vancouver, Surrey, Montreal, Toronto, York Region and Brampton. The sessions in Surrey and Brampton were conducted in Punjabi, the sessions in York Region were conducted in Mandarin, the sessions in Montreal were conducted in French, and the sessions in Vancouver and Toronto were conducted in English. In each location, one focus group was conducted with people who were permanent residents in Canada and had arrived within the past five years. The second group consisted of Canadian residents and citizens who had lived in Canada for five to 15 years. Participants did not necessarily have any pre-immigration professional designations or credentials themselves, and worked in a wide variety of fields before and after arriving in Canada.

The 12 sessions were distributed as follows:

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The groups lasted approximately one hour and 30 minutes, and consisted of between 8 and 10 participants (out of 10 people recruited for each group).

Environics developed the recruitment screener and provided it to ESDC for review prior to finalizing. Participants were screened to ensure they were invited to the appropriate session according to citizenship and how long they have been living in Canada. Participants were also screened to ensure the groups included a mix of gender, education, age, and that they would be comfortable voicing their opinions in front of others. Normal focus group exclusions were in place (marketing research, media, and employment in the federal government, and recent related focus group attendance). All participants were offered a \$100 or \$125 honorarium to encourage participation and thank them for their commitment. All groups were video and audio recorded for use in subsequent analysis by the research team - during the recruitment process and at the session sign-in participants were asked to consent to such recording.

Given the various languages in which the sessions were held, specialized moderators were used:

- Derek Leebosh, Vice President, Environics, moderated all English sessions;
- Kathy Cheng, also with Environics, moderated all Mandarin sessions;
- Batool Batalvi, Senior Associate, moderated all Punjabi sessions; and,
- Rick Nadeau, Senior Associate, moderated the French sessions.

All qualitative research work was conducted in accordance with the professional standards established by the Marketing Research and Intelligence Association (MRIA) and applicable PIPEDA legislation.

## DETAILED FINDINGS

### Current Economic Situation in Canada

Participants were asked to select one word they felt best described the state of the Canadian economy. Responses to this exercise were in large part inspired by two factors: first, participants would often compare the Canadian economy to their home country's economy, and second, their perception was influenced by any difficulty they may be having in finding work in Canada.

When compared to many other countries, Canada's economy was viewed quite favourably. In particular, Canada's stable, resource-rich economy contrasted starkly to that of other countries where poverty, economic insecurity, social unrest and often, political instability, were quite common. Perceptions did vary depending on the home country. Sessions with participants from India and China were more likely to elicit more critical views that Canada's economy is sluggish, un-dynamic and mediocre compared to what they are seeing in their home country.

### Participants' Jobs in Home Country and in Canada

A segment of the discussion revolved around the types of employment and training that participants had in their home countries and the extent to which they were able to find the same or similar work once they arrived in Canada. Across all the sessions, a range of before-and-after scenarios were discussed. They included individuals in fields that did not involve any mandatory formal certification. Others had professional careers (e.g., pharmacists, doctors, engineers, teachers, etc.) that do require certification. In some cases, people made a choice not to pursue the same career in Canada while others successfully obtained the necessary certification to do in Canada what they were doing in their home country.

Finally, we heard from some who ended up doing working in their field in Canada but without the formal certification they had in their home country and for which they are likely over-qualified. For instance, we heard from doctors who work as medical technicians, engineers who work for engineers doing technical engineering-related work, but without the formal designation of a doctor or an engineer.

The extent to which employment after immigrating met their expectations varied a great deal. What can be observed is that expectations were in large part set and met depending on three factors: whether or not the participant had a formal certification in their home country, what the home

country is and whether or not the participant had pre-existing contacts or networks in Canada before immigrating.

- Participants with formal certifications from their home country appeared to have had greater challenges in meeting their employment expectations compared to those without pre-existing formal certifications. As will be discussed in the next section of the report, those with pre-existing certifications had underestimated a number of challenges they would encounter to work in their field.
- The country of origin also sets expectations – many participants with pre-existing formal certifications from certain parts of the world fully expected a need to re-train or return to school to obtain Canadian equivalency or resort to working in the same field but without the formal certification. They acknowledged, and for the most part knew, that Canadian laws, standards or systems were too different from their home country's and that a series of steps would be needed to practice in Canada. This was a common perception among Chinese participants, for instance, or those arriving from developing countries. There were others however who had different expectations – for instance, participants from India, or those having obtained their training and certifications in European centres. In these instances, many expected to transition into equivalent positions easier and faster.
- Those participants who could obtain guidance or information from contacts or networks in Canada before immigrating seemed better prepared for what they would need to do to work in their field after immigrating. Information or guidance on things such as employment opportunities, the work force in general, what employers look for, and the steps to obtaining equivalent credentials in Canada all seemed to benefit immigrants, both in terms of setting expectations and increasing their chances of success post-arrival.

Some participants, including a few with pre-existing credentials in their home country, were currently holding a “survival job.” Whether this was considered a temporary situation as they worked towards obtaining their Canadian equivalencies, or it was more permanent, participants noted that, in Canada, you could work at a “survival job” (i.e., manual labour) and still have a reasonable lifestyle, while in their home countries, a similar job would mean a life of total poverty.

In the end, many came to Canada despite expectations that they would have to “downgrade” career-wise. They wanted a better lifestyle, they wanted to live in a country that was more stable, safer and less corrupt, and they wanted to offer a better future to their children.

## Challenges Getting Career-related Work in Canada

Participants were asked to identify two or three challenges they encountered in finding work in Canada in their field. The main obstacles are consistently “lack of Canadian experience,” “lack of English language skills” and “lack of social capital.”

- The language barrier is a particularly big problem for those from countries where English is not often spoken. A case in point are participants from China who often feel they need to spend years perfecting their English to a point where they can write tests to get certified in their field. To this end, few seemed to believe that language support programs (community-based or government sponsored) are effective and many believe they are a waste of money and gravitate to other alternatives to learn English.
- Language as a barrier was also noted in Montreal where most participants indicated they knew French quite well before immigrating to Québec. Nonetheless, they are still being told by employers that good spoken and written English is a requirement, something they did not expect before immigrating since they were told by immigration officials that French would be the dominant language. The language issue becomes doubly challenging for Quebec immigrants for whom both English and French are second languages (for instance, Spanish-speakers).
- Many participants felt that the need for “Canadian experience” was a coded way for employers to favour the Canadian-born. They noted that this barrier becomes all the more difficult to overcome by the fact that if no employer gives them the opportunity to obtain Canadian experience in the first place, then they will never get the position for which they feel most qualified.
- The lack of social capital manifests itself though sparse or inexistent Canadian connections and networks, different ways of thinking (e.g., how to organize a resume), different ways of presenting oneself at interviews (e.g., Chinese participants would say they are too humble, not assertive enough), and difficulty in general social interactions due to language and cultural differences.

It was also noted that, as immigrants, people have to deal with “culture shock” – and that makes it harder to navigate the process of looking for jobs and being interviewed.



The specific issue of formal recognition of credentials is seldom mentioned spontaneously. This is not considered by participants as the core of the problem. Participants see huge obstacles in getting hired to jobs in their fields – even if they do have all their papers in order. Participants feel it is one thing to have the requisite documentation to work as an engineer, a physician, etc. but it is something quite different to actually work as one in Canada.

### **Issues around Certification/Credentials/Equivalence**

Some of the more common themes raised by participants related to recognition of credentials include the following:

- Formal credentials are seen as important for certain professions, such as doctors, nurses, pharmacists, teachers, some kinds of engineering, etc., where there are international standards. Since most participants do not work in these particular fields the issue of formal credential recognition was less relevant to them.
- Most participants would agree that the formal certifications, degrees, diplomas and licenses are generally eventually recognized by Canadian post-secondary institutions. Although some may not be immediately transferrable, equivalence is often obtained through a few additional courses and/or testing. This is typically manageable and expected among immigrants. If the newcomer needs to start from scratch to re-obtain the type of academic credentials they held in their home country, this again is often expected and one should adjust accordingly.
- There were differences on this issue by country of origin. Many participants accept that standards in Canada in many fields may be higher or at least different than those in their home countries, and they accept that it is normal to have to go through some steps to get certified and in many cases to take some extra training. For instance, many Chinese participants believe their training and work experience from China are of limited use in Canada since they feel that everything in China is so radically different from Canada that there is no way it could be applicable. For example, it was noted that a law degree from China in no way prepares anyone to practice law in Canada.
- Many participants accepted that reality before immigrating to Canada, and are willing to either take the requisite courses and training or change their career path and adopt what they perceive as a more “easy-going/less career-minded/enjoy the life” Canadian lifestyle. They felt the change in their quality of life in Canada more than compensates them for the change they needed to make in their career.

- Participants from other countries, such as India, were less inclined to “devalue” their own credentials from their home country. They were more likely to feel that the process of getting certified to work in Canada was often more expensive, time-consuming and arduous than it ought to be.

Recognition of credentials and qualifications becomes a somewhat different kind of challenge when it comes to employers and professional societies.

- When participants refer to a lack of recognition of credentials and qualifications, they are often referring to prospective employers, rather than post-secondary institutions or professional societies. They feel most employers don’t understand the value of credentials and experience from other countries. Participants feel that their entire “CV” is not recognized or valued in Canada. For instance, they would talk of how they had degrees from top universities in China that prospective employers in Canada typically have never heard of.
- A key player in credential recognition that is often overlooked by participants pre-arrival are the professional societies. Only a few participants were aware that they existed before immigrating to Canada. Even if they did know they existed, few seemed to understand what role, if any, they played in assigning and recognizing certain professional credentials. As such, very few anticipated the process they ultimately needed to go through with professional societies once they arrived in Canada. This, in their opinion, was an important information gap in their pre-immigration career research which, if it was done, tended to focus on understanding academic equivalence and job prospects.

Several people also said that they were not prepared for the financial costs associated with getting certified in Canada – and this comes at a time when they have lots of other expenses to deal with when moving to a new country. Many participants also expressed cynicism that even if they went through the whole process of being certified in Canada, they would just spend a lot of money on professional society fees, required courses, etc. – and still not be able to get a job because they don’t have Canadian experience.

This frustration is often compounded by the fact that many are assigned points for being trained in a certain profession when applying to immigrate as a professional or skilled worker but that these points don’t necessarily help them once they immigrate. They feel that those points should be worth something or are something they ought to be able to “cash in.”

## How Participants Did or Did Not Prepare

Most participants admitted that they did little or no research on the issue of transferring their credentials to Canada before immigrating. It was noted that during the long immigration process, they are given points for their professional qualifications – but that no one ever told them that getting their professional certifications transferred to Canada was going to be a big deal. There are many things to deal with in the process of immigrating and people do not separate the matter of professional certifications from the larger issue of just getting a job. To the extent that they did any research, it was in the context of looking for jobs in Canada or exploring job prospects.

Among those who would not be able to do the exact work they were doing in their home country, it appears that rough expectations were set. If they were an engineer in their home country, they were informed that they would not automatically be an engineer in Canada. Although some expectations were set, there still appeared to be important knowledge gaps around the various steps they would need to follow in order to obtain identical credentials or at least work in their field once in Canada. For most, this was discovered after arriving in Canada.

Certainly, when given the choice, participants would want to find out as much as possible about their credentials and their career possibilities *before* immigrating rather than discovering information only after their arrival. Although most would still immigrate (for the many reasons outlined earlier in this report such as a better quality of life, etc.), a few would not have immigrated to Canada had they known then what they know today about credential equivalency and job prospects. Admittedly though, this decision is based on 20/20 hindsight and is in large part influenced by the other challenges encountered in getting a job in their field besides getting all their credentials and qualifications recognized.

To reiterate a point raised earlier in the report, participants who were supported in their pre-immigration research by contacts or networks in Canada seemed better prepared, or at least encountered fewer surprises compared to those without such resources. These contacts were typically friends or family already established in Canada or colleagues with whom they had worked in their home country and who had gone through the foreign credentials recognition process in Canada.

## Terminology around Foreign Credential Recognition

The research explored how participants might interpret or refer to the process of foreign credential recognition. Different terms, phrases and expressions were explored.

In each session, participants were asked to discuss their interpretation and the applicability of the words “credential” versus “qualification” and whether another term might be more appropriate.

- It was clear that the word “credential” is not always well-understood, whereas everyone knows the word “qualification.” “Qualification” is seen as a broader concept referring to the total competency of a candidate, including education and experience. Many participants believe employers should hire people based on “qualifications,” but they understand and accept the fact that some qualifications in their home country do not apply here, hence the need for concrete “certifications.” Among participants, “certification” was found to be the best word to describe what we refer to as “foreign credentials.” Participants see “certification” as referring to something tangible – a formal document.

Participants were also asked to discuss their interpretation and the applicability of the words “foreign” versus “international” and whether another term might be more appropriate.

- Generally, participants do not like the term “foreign” and prefer the term “international.” “Foreign” is considered an alienating concept – it elicits an “us versus them” sentiment. “International,” on the other hand is considered more inclusive; it is more appealing and it implies universality. However, given the context of foreign credential recognition in Canada, although “international” is a more appealing concept, participants agree that “foreign” is more accurate and less misleading. “International” would imply something global or involving the world as a whole or implies global recognition as in an “international drivers license”, whereas “foreign” more specifically refers to the home countries of immigrants to Canada, which is what is intended. When given the context of how the word would be used, participants did not consider “foreign” as alienating as before.

In an effort to further simplify or clarify the concept of “foreign credential recognition,” participants suggested that language that incorporates words such as “professional,” “certification,” “licensing,” “permit” and/or “transfer” would be more self-explanatory.

To further explore the language that newcomers would use to find out more about the process of finding work in their field in Canada, participants were asked to provide a list of words they would

use in an online search. Participants would often search using some or a combination of the following:

- “work”/ “jobs” / “travail”
- their specific profession (e.g., engineer) or position they want to hold
- “criteria;” “requirement;” “credential recognition”
- The geography: their province or city; Canada

Some kept their language at a fairly broad level (“Work in Canada”) while others were very specific (“Critères d’embauche d’ingénieurs à Montréal”; “What are the requirements to work in HR in Canada?”; “Travailler en droit au Canada”). Some might search for specific programs or provincial departments or initiatives such as Emploi Québec or Skills Connect.

Participants were also asked what they would name a website or brochure if the Government of Canada were to develop one dedicated to explaining to new Canadians the process of finding work in their field and getting their credentials recognized. While the following list is not meant to be exhaustive of all the suggestions from participants, it does give some insight into the language that seems intuitive to participants and the broad themes that are seen as related to the issue at hand.

- **French suggestions:** Aide-mémoire pour intégrer les immigrants; Étapes à suivre pour travailler dans votre domaine; Comment trouver un emploi au Canada; Intégration au marché de l’emploi des nouveaux arrivants; Reconnaissance des diplômes étrangers au Canada; Comment faciliter votre intégration; Le monde du travail canadien; Portfolio pour s’intégrer au Canada; Aide à l’emploi pour les immigrants
- **English Suggestions:** New life in Canada; How to start a new life in Canada; Tips to settle down in Canada; How to find a job in Canada; Professional Transfer in Canada; Newcomer Job Success in Canada; Job Passport.com; Professional settlement in Canada; What you need to know to find work; Before you arrive; Tips before you move; How to work in Canada; Transfer (similar to how an employee is transferred inside a company from one location to another); Immigrant work in Canada; Qualifications for professional jobs in Canada; Relocating your job to Canada; Newcomers information sheet; Career Transfer to Canada; Work in Canada; Qualification Equivalence in Canada; Career Transition to Canada

When the concept of a brochure or a website was raised, many participants suggested that any stand-alone website or document on this topic ought to be part of the “Welcome Package” to Canada and should be something that people applying to immigrate to Canada ought to be directed to. Further suggestions from the sessions are presented later in the report.

### **Awareness of Government Programs and Perceptions of Responsibility**

Participants were not very aware of existing government programs in the area of foreign credentials recognition. There was some familiarity with employment programs (e.g., Emploi Québec) and with community-based programs dedicated to helping immigrants settle; however, few were aware of specific programs or even which government level was most responsible for foreign credential recognition. In fact, when participants referred to “government,” they didn’t generally differentiate between different levels of government.

When it comes to who should be ultimately responsible, they feel it should be the federal government, although the actual execution of programs should be up to a wide range of bodies, including local governments, community organizations, industry organizations and private sector employers. There was sporadic mention of provincial governments needing to be ultimately responsible due to certain provincial immigration policies and how professions are provincially regulated.

There was a clear desire for greater federal government involvement. Canada’s government has a lot of credibility among participants and any program with its endorsement will elicit greater trust. Participants noted that most immigrants deal extensively with CIC when they immigrate, so they expect to find information through that department’s various resources.

Participants expressed suspicion that professional societies and associations just want to charge high fees to give people their “equivalence” and these organizations remain an important frustration for participants. Despite the generally negative sentiment towards them, there did seem to be occasional acknowledgments that the process for getting credential recognition from these organizations does seem to be better now than 10 or 15 years ago.

Finally, very few participants were aware of a government-related micro-loans program.

## What Participants Feel Could Be Done

Based on their experience and that of friends and family, participants proposed a range of ways that the foreign credential recognition process could be improved. There was a general consensus that the immigration application process needs to include an awareness and education component specifically dedicated to foreign credential recognition and working in Canada. An emphasis was placed on making sure *all* aspects of working in Canada in their field should be covered. Specific suggestions included:

- Shortened credential assessment time;
- Reduced or eliminated fees for equivalence;
- A dynamic website on Working in Canada that could have hyperlinks for every professional. These specific links would lead to information on what process (if any) is involved in being legally allowed to work in a given field in Canada. For instance, if the immigrant is a doctor in their home country and they want to work as a doctor in Canada, the website should allow them to pinpoint information specific to working as a doctor in Canada.
- Seminars dedicated to credential recognition could be organized in home countries.
- More information on the roles professional societies play in foreign credential recognition.
- There were some suggestions in the Punjabi groups of having some testimonial videos telling stories about pursuing one's career after having immigrated to Canada.

Participants reiterated that the more details the better and the sooner they find out about these details in their immigration process, the better.

Finally, participants suggested that an important issue lies with employers – they believe the Government should be providing them with more tools and resources to help them better assess and understand immigrant qualifications and certifications. Participants also felt that the government could also provide employers some funding to hire immigrants so that they can showcase their skills and demonstrate their ability to fulfil the requirements of their job. It was noted that this would reduce employer risk and produce opportunities for new Canadians to get the Canadian experience that is so important among employers.





## **APPENDIX A – Recruitment screeners**

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February 11, 2014

**Environics Research Group Limited  
Focus Groups on Foreign Credential Recognition  
Employment and Social Development Canada  
PN7681**

**Recruitment for Group Discussion**

Respondent Name: \_\_\_\_\_

Home #: \_\_\_\_\_

Business #: \_\_\_\_\_

Group #: \_\_\_\_\_

Recruiter: \_\_\_\_\_

**GROUP 1**

Vancouver (EN)  
Monday, Feb. 24  
5:30 pm  
In Canada 5 yrs or less\*  
6/10 Chinese

**GROUP 2**

Vancouver (EN)  
Monday, Feb. 24  
7:30 pm  
In Canada 6-15 yrs\*  
6/10 Chinese

**GROUP 3**

Surrey (PUNJABI)  
Tuesday, Feb. 25  
5:30 pm  
In Canada 5 yrs or less

**GROUP 4**

Surrey (PUNJABI)  
Tuesday, Feb. 25  
7:30 pm  
In Canada 6-15 yrs

**GROUP 5**

Montreal (FR)  
Thursday, Feb. 27  
5:30 pm  
In Canada 5 yrs or less

**GROUP 6**

Montreal (FR)  
Thursday, Feb. 27  
7:30 pm  
In Canada 6-15 yrs

**GROUP 7**

Toronto (EN)  
Tuesday, Mar. 4  
5:30 pm  
In Canada 5 yrs or less

**GROUP 8**

Toronto (EN)  
Tuesday, Mar. 4  
7:30 pm  
In Canada 6-15 yrs

**GROUP 9**

North York/Markham  
(MANDARIN)  
Wednesday, Mar. 5  
5:30 pm  
In Canada 5 yrs or less

**GROUP 10**

North York/Markham  
(MANDARIN)  
Wednesday, Mar. 5  
7:30 pm  
In Canada 6-15 yrs

**GROUP 11**

Brampton (PUNJABI)  
Thursday, Mar. 6  
5:30pm  
In Canada 5 yrs or less

**GROUP 12**

Brampton (PUNJABI)  
Thursday, Mar. 6  
7:30 pm  
In Canada 6-15 yrs

10 recruits per session. All born outside Canada and moved to Canada as adults 18 or over.

At least 6/10 participants in Vancouver Groups 1 and 2 are to be originally from China/Taiwan or Hong Kong.

Participants in North York Mandarin groups to be from York Region (ie: Markham, Richmond Hill).

Mandarin speakers to be from China or Taiwan. Punjabi speakers to be from India or Pakistan

Hello/Bonjour, my name is \_\_\_\_\_ from Environics Research; we are calling today to invite participants to attend a focus group discussion **we are currently conducting on behalf of the Government of Canada**. Your participation in the research is completely voluntary and your decision to participate or not will not affect any dealings you may have with the government.

All information collected, used and/or disclosed will be used for research purposes only and administered as per the requirements of the Privacy Act. The session will last a maximum of 2 hours and you will receive a cash gift as a thank you for attending the session. May we have your permission to ask you or someone else in your household some further questions to see if you/they fit in our study?

Yes.....1 – **CONTINUE**

No.....2 – **THANK AND TERMINATE**

**ARE YOU OR IS ANY MEMBER OF YOUR HOUSEHOLD OR YOUR IMMEDIATE FAMILY EMPLOYED IN:**

	<u>No</u>	<u>Yes</u>
A market research, communications or public relations firm, or an advertising agency	( )	( )
Media (Radio, Television, Newspapers, Magazines, etc.)	( )	( )
A federal government department or agency	( )	( )
A political party	( )	( )

**IF YES TO ANY OF THE ABOVE – THANK AND TERMINATE**

INDICATE:	MALE	1	50/50 split
	FEMALE		2

**WERE YOU BORN IN CANADA, OR IN ANOTHER COUNTRY?**

Canada                                    THANK AND TERMINATE  
Another country                        CONTINUE  
Don't know/Refused                 THANK AND TERMINATE

**HOW OLD WERE YOU WHEN YOU MOVED TO CANADA?**

\_\_\_\_\_ Years old    TERMINATE IF MOVED TO CANADA UNDER 18

**IN WHAT YEAR DID YOU COME TO CANADA? \_\_\_\_\_. WRITE IN**

DO NOT READ

Between 2009 and 2014               **GROUPS 1, 3, 5, 7, 9 AND 11**  
Between 1999 and 2008               **GROUPS 2, 4, 6, 8, 10 AND 12**  
1998 or earlier                         **THANK AND TERMINATE**  
Don't know/Refused                   **THANK AND TERMINATE**

**WE HAVE BEEN ASKED TO SPEAK TO PARTICIPANTS FROM ALL DIFFERENT AGES. SO THAT WE MAY DO THIS ACCURATELY, MAY I HAVE YOUR EXACT AGE PLEASE? \_\_\_\_\_. WRITE IN**

Under 25 ..... 1    **TERMINATE**  
25-34 years of age ..... 2  
35-44 years of age ..... 3   **GET MIX**  
45-54 years of age ..... 4  
55-64 years of age ..... 5  
65 years or more ..... 6   **TERMINATE**

**BECAUSE WE WOULD LIKE TO TALK TO PEOPLE WHO HAVE COME TO CANADA IN DIFFERENT WAYS, I WOULD LIKE YOU TO TELL ME WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT LEGAL STATUS IN CANADA. AGAIN, PLEASE BE ASSURED THAT WE ARE ASKING FOR THIS INFORMATION FOR RESEARCH PURPOSES ONLY. ARE YOU...?**

READ LIST – IF RESPONDENT SAYS LANDED IMMIGRANT, CLASSIFY AS PERMANENT RESIDENT

- 01 – A Canadian citizen
- 02 – A permanent resident of Canada (NB: includes “landed immigrant”)
- 03 – A temporary foreign worker      **TERMINATE**
- 04 – A refugee      **TERMINATE**
- 05 – or, are you in Canada on a student visa?  
**TERMINATE**
- 99 - REFUSE/DK/NA  
**TERMINATE**

**WHAT IS YOUR COUNTRY OF ORIGIN, THAT IS, IN WHAT COUNTRY WERE YOU A PERMANENT RESIDENT BEFORE COMING TO CANADA? DO NOT READ LIST; RECRUIT MIX OF DIFFERENT COUNTRIES**

- China..... 1    **6/10 in GROUPS 1 + 2; ALL IN GROUPS 9 + 10**
- Taiwan ..... 2    **6/10 in GROUPS 1 + 2; ALL IN GROUPS 9 + 10**
- Hong Kong..... 3    **6/10 in GROUPS 1 + 2; ALL IN GROUPS 9 + 10**
- India..... 4    **GROUPS 3, 4, 11 OR 12**
- Pakistan ..... 5    **GROUPS 3, 4, 11 OR 12**
- Sri Lanka ..... 6
- Iran..... 7
- Philippines ..... 8
- Korea ..... 9
- United Kingdom..... 10
- United States..... 11
- France..... 12
- Haiti..... 13
- Other (SPECIFY) \_\_\_\_\_

**FOR GROUPS 7, 8, 9, 10, 11 and 12 IN THE GREATER TORONTO AREA, ASK:**

**WHAT PART OF THE GREATER TORONTO AREA DO YOU LIVE IN?**

- Scarborough      **GROUPS 7 or 8**
- Etobicoke      **GROUPS 7 or 8**
- former City of Toronto      **GROUPS 7 or 8**

East York	<b>GROUPS 7 or 8</b>
former City of York	<b>GROUPS 7 or 8</b>
North York	<b>GROUPS 7 or 8</b>
Markham	<b>GROUPS 9 OR 10</b>
Richmond Hill	<b>GROUPS 9 OR 10</b>
Brampton/Mississauga	<b>GROUPS 11 OR 12</b>
OTHER	<b>TERMINATE</b>

**FOR GROUPS 1, 2, 3 AND 4 IN THE LOWER MAINLAND OF BC, ASK:**

**WHAT PART OF THE LOWER MAINLAND DO YOU LIVE IN?**

City of Vancouver	<b>GROUPS 1 or 2</b>
Burnaby/New Westminster	<b>GROUPS 1 or 2</b>
Richmond/Delta	<b>GROUPS 1 or 2</b>
North or West Vancouver	<b>GROUPS 1 or 2</b>
Coquitlam/PoCo	<b>GROUPS 1 or 2</b>
Surrey	<b>GROUPS 3 OR 4</b>
OTHER	<b>TERMINATE</b>

**WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU RECEIVED BEFORE COMING TO CANADA?**

DO NOT READ LIST

- Some high school or less ..... 1
- Completed high school..... 2
- Some college/university (no degree) ..... 3
- Completed college/university ..... 4
- Post-graduate studies..... 5

**BEFORE COMING TO CANADA, WHAT TYPE OF WORK DID YOU DO AND WHAT TYPE OF COMPANY DID YOU WORK FOR, IF ANY?**

**Type of work:** \_\_\_\_\_

**Type of company:** \_\_\_\_\_

**Did not work prior to coming to Canada [ ]**

**Was in school before coming to Canada [ ]**

**Check if profession on list of regulated professions/trades [ ]**

<b>Regulated professions</b>
Architects
Engineers
Financial Auditors and Accountants
Medical Laboratory Technologists
Occupational Therapists
Pharmacists
Physiotherapists
Registered Nurses
Dentists
Engineering Technicians
Licensed Practical Nurses
Medical Radiation Technologists
Physicians
Teachers

**CURRENTLY ARE YOU...? (READ LIST)**

- Working full-time (35 hrs. +)                          **ASK Q14**
- Working part-time (under 35 hrs.)                  **ASK Q14**
- Unemployed, but looking for work
- A full-time student                                      1 max. /group
- Retired          **TERMINATE**
- Not in the workforce (inc. homemaker)            1 max. /group

**ASK Q.14 IF WORKING FULL OR PART-TIME**

**WHAT IS YOUR CURRENT OCCUPATION?**

---

Type of Job    Type of Company

**ASK ALL**

**WHICH OF THE FOLLOWING CATEGORIES BEST CORRESPONDS TO THE TOTAL ANNUAL INCOME, BEFORE TAXES, OF ALL MEMBERS OF YOUR HOUSEHOLD, FOR 2013? READ**

01 - Under \$30,000

02 - \$30,000 to \$60,000

03 - \$60,000 to \$75,000

04 - \$75,000 to \$100,000

**GET MIX**

05 - \$100,000 to \$150,000

06 - \$150,000 and over

**VOLUNTEERED**

99 - REFUSE/DK/NA

**ASK ALL IN MARKHAM/RICHMOND HILL WHO WERE BORN IN CHINA, HONG KONG OR TAIWAN**

**DO YOU SPEAK AND UNDERSTAND MANDARIN CHINESE?**

01 – Yes

02 – No

**AND WOULD YOU BE COMFORTABLE PARTICIPATING IN A GROUP DISCUSSION CONDUCTED COMPLETELY IN MANDARIN OR WOULD YOU PREFER TO PARTICIPATE IN ENGLISH?**

01 – Yes, comfortable in Mandarin

**GROUPS 9 or 10**

02 – No, prefer English

**THANK AND TERMINATE**

**VOLUNTEERED**

03 – Equally comfortable in English or Mandarin

**GROUPS 9 or 10**

**ASK ALL IN SURREY OR BRAMPTON/MISSISSAUGA BORN IN INDIA OR PAKISTAN**

**DO YOU SPEAK AND UNDERSTAND PUNJABI?**

01 – Yes

02 – No

**AND WOULD YOU BE COMFORTABLE PARTICIPATING IN A GROUP DISCUSSION CONDUCTED COMPLETELY IN PUNJABI OR WOULD YOU PREFER TO PARTICIPATE IN ENGLISH?**

01 – Yes, comfortable in Punjabi

**GROUPS 3 or 4 or 11 or 12**

02 – No, prefer English

**GROUPS THANK AND TERMINATE**



**VOLUNTEERED**

03 – Equally comfortable in English or Punjabi

**GROUPS 3 or 4 or 11 or 12**

**NOTE TO RECRUITER: IF RESPONDENT IS HAVING CONSIDERABLE DIFFICULTY UNDERSTANDING QUESTIONS/ANSWERING IN ENGLISH, THANK AND TERMINATE – UNLESS THEY ARE BEING RECRUITED FOR THE MANDARIN OR PUNJABI LANGUAGE SESSIONS**

**PARTICIPANTS IN GROUP DISCUSSIONS ARE ASKED TO VOICE THEIR OPINIONS AND THOUGHTS, HOW COMFORTABLE ARE YOU IN VOICING YOUR OPINIONS IN FRONT OF OTHERS? ARE YOU... (READ LIST)**

- Very comfortable ..... 1      **MIN 5 PER GROUP**
- Fairly comfortable ..... 2
- Not very comfortable ..... 3      **TERMINATE**
- Very uncomfortable ..... 4      **TERMINATE**

**HAVE YOU EVER ATTENDED A FOCUS GROUP OR A ONE-TO-ONE DISCUSSION FOR WHICH YOU HAVE RECEIVED A SUM OF MONEY, HERE OR ELSEWHERE?**

- Yes                    1      **MAXIMUM 5 PER GROUP**
- No                    2 ---> **(SKIP TO Q.23)**

**IF YES ASK:**

**WHEN DID YOU LAST ATTEND ONE OF THESE DISCUSSIONS?**

\_\_\_\_\_

**(TERMINATE IF IN THE PAST 6 MONTHS)**

**HOW MANY FOCUS GROUPS OR ONE-TO-ONE DISCUSSIONS HAVE YOU ATTENDED IN THE PAST 5 YEARS?**

\_\_\_\_\_

**(SPECIFY)**

**IF MORE THAN 5, TERMINATE.**

**SOMETIMES PARTICIPANTS ARE ALSO ASKED TO WRITE OUT THEIR ANSWERS ON A QUESTIONNAIRE. IS THERE ANY REASON WHY YOU COULD NOT PARTICIPATE? IF YOU NEED GLASSES TO READ, PLEASE REMEMBER TO BRING THEM.**

Yes.....1 - **TERMINATE**

No.....2

---

NOTE: TERMINATE IF RESPONDENT OFFERS ANY REASON SUCH AS SIGHT OR HEARING PROBLEM, A WRITTEN OR VERBAL LANGUAGE PROBLEM, A CONCERN WITH NOT BEING ABLE TO COMMUNICATE EFFECTIVELY.

---

**INTERVIEWER TELL RESPONDENT PLEASE BRING ALONG SOME FORM OF IDENTIFICATION AS YOU MAY BE ASKED TO SHOW IT.**

**IMPORTANT:**

The session is 2 hours in length, but we are asking that all participants arrive 15 minutes prior to the start time of the session.

Are you able to be at the research facility 15 minutes prior to the session time?

Yes.....1-**CONTINUE**

No.....2-**TERMINATE**

I would like to invite you to a group discussion on:

The session will last 2 hours in total and you will receive [ENGLISH/FRENCH: **\$100** / MANDARIN/PUNJABI: **\$125**) to thank you for your participation.

Locations:

**Monday, February 24<sup>th</sup>** (5:30pm and 7:30pm) – Vancouver (ENGLISH)

Vancouver Focus

1156 Hornby St, Main Floor

Tel: (604) 682-4292

**Tuesday, February 25<sup>th</sup>** (5:30pm and 7:30pm) – Surrey (PUNJABI)

Holiday Inn Express Hotel and Suites

15808 104th Ave., Surrey

Tel: (604) 930-8510

**Thursday, February 27<sup>th</sup>** (5:30pm and 7:30pm) – Montreal (FRENCH)

Opinion Search

1080 Côte du Beaver Hall, 4th Floor

Tel: 514.288.0199

**Tuesday, March 4<sup>th</sup>** (5:30pm and 7:30pm) – Toronto (ENGLISH)

Research House

1867 Yonge St., 2<sup>nd</sup> Floor

Tel: 416-488-2333

**Wednesday, March 5<sup>th</sup>** (5:30pm and 7:30pm) – Markham/Richmond Hill (MANDARIN)

Head Quarters

5075 Yonge Street, Suite 600 / 601

Tel: 416.929.4669

**Thursday, March 6<sup>th</sup>** (6:00pm and 8:00pm) – Brampton (PUNJABI)

Contract Testing Inc.

119 West Drive, Brampton

Tel: 905 456 0783

**INTERVIEWERS:** Tell respondent that it is a small group and anyone who does not show or cancels at the last minute will compromise the project. Make sure they know we feel their opinions are valuable and we are serious about finding out what they have to offer.

**NOTE:** PLEASE TELL ALL RESPONDENTS THAT THEY WILL RECEIVE A CONFIRMATION CALL THE DAY PRIOR TO THE SESSION. IF FOR SOME REASON THEY HAVE NOT HEARD FROM US THEY SHOULD CONTACT US AT \_\_\_\_\_. IF THEIR NAME IS NOT ON THE ATTENDANCE FORM THEY WILL NOT BE ADMITTED TO THE GROUP.

10 février 2014

**Environics Research Group Limited**  
**Groupes de discussion sur les reconnaissances des titres de compétences étrangers**  
**Emploi et Développement social Canada**  
**PN7681**

**Recrutement pour les groupes de discussion**

Nom du répondant \_\_\_\_\_

N° de téléphone résidentiel: \_\_\_\_\_

N° de téléphone d'affaires : \_\_\_\_\_

Groupe n°: \_\_\_\_\_

Recruteur: \_\_\_\_\_

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**GROUPE 5**

Montréal (FR)

Jeudi, 27 février

17h30

Au Canada 5 ans ou moins

**GROUPE 6**

Montréal (FR)

Jeudi, 27 février

19h30

Au Canada 6-15 ans

**10 recrutés par session. Tous nés à l'extérieur du Canada et déménagés au Canada à l'âge adulte 18 ans ou plus.**

Bonjour, mon nom est \_\_\_\_\_ de Environics Research. Nous téléphonons aujourd'hui pour inviter des participants à assister à un groupe de discussion que **nous menons actuellement de la part du Gouvernement du Canada**. Votre participation à cette recherche est entièrement volontaire et votre décision d'y participer ou non n'affectera en rien les interactions que vous pourriez avoir avec le gouvernement.

Toute information recueillie, utilisée et/ou dévoilée sera utilisée qu'à des fins de recherche seulement et sera traitée

conformément aux exigences de la Loi sur la protection des renseignements personnels. La session durera un maximum de 2 heures et vous recevrez une somme en argent comptant en guise de remerciement pour assister à la session. Est-ce que vous nous permettez de vous poser quelques questions additionnelles, à vous ou à quelqu'un d'autre dans votre foyer, afin de voir si vous qualifiez pour notre étude?

Oui.....1 – **CONTINUER**

Non.....2 – **REMERCIER ET TERMINER**

**EST-CE QUE VOUS, UNE PERSONNE DE VOTRE FOYER OU DE VOTRE FAMILLE IMMEDIATE TRAVAILLEZ POUR:**

Non Oui

Une firme d'étude de marché, de communications ou de relations publiques ou une agence de publicité

( ) ( )

Un média (radio, télévision, journaux, revues, etc.)

( ) ( )

Un ministère ou un organisme du gouvernement fédéral

( ) ( )

Un parti politique

( ) ( )

**SI OUI À L'UN CI-DESSUS – REMERCIER ET TERMINER**

INDIQUER:                      Homme            1            Répartition de 50/50  
    Femme            2

**ÊTES-VOUS NÉ AU CANADA OU DANS UN AUTRE PAYS?**

**CANADA                              REMERCIER ET TERMINER**  
**UN AUTRE PAYS                      CONTINUER**  
**NE SAIT PAS/REFUS                      REMERCIER ET TERMINER**

**QUEL AGE AVIEZ-VOUS LORSQUE VOUS AVEZ DEMENAGE AU CANADA?**

\_\_\_\_\_ANS **TERMINER SI A DÉMÉNAGÉ AU CANADA À MOINS DE 18 ANS (ÂGE)**

**EN QUELLE ANNEE ETES-VOUS ARRIVE AU CANADA? \_\_\_\_\_ . INSCRIRE**  
**NE PAS LIRE**

Entre 2009 et 2014                      **GROUPE 5**  
Entre 1999 et 2008                      **GROUPE 6**  
1998 ou avant                              **REMERCIER ET TERMINER**  
Ne sait pas/Refus                              **REMERCIER ET TERMINER**

**ON NOUS A DEMANDÉ DE PARLER AVEC DES PARTICIPANTS DE DIFFÉRENTES CATÉGORIES D'ÂGES. POUR POUVOIR LE FAIRE DE FAÇON EFFICACE, JE VOUS DEMANDERAI DE BIEN VOULOIR ME DONNER VOTRE ÂGE EXACTE S.V.P.? \_\_\_\_\_ . INSCRIRE**

- Moins de 25 ans..... 1 **TERMINER**
- 25-34 ans..... 2
- 35-44 ans..... 3 **OBTENIR UN MIXTE**
- 45-54 ans..... 4
- 55-64 ans..... 5
- 65 ans ou plus ..... 6 **TERMINER**

**PARCE QUE NOUS AIMERIONS PARLER A DES GENS QUI SONT VENUS AU CANADA DE DIFFERENTES FAÇONS, JE VOUDRAIS QUE VOUS ME DISIEZ LEQUEL DES SUIVANTS DECRIT LE MIEUX VOTRE STATUT JURIDIQUE ACTUEL AU CANADA. ENCORE UNE FOIS, S'IL VOUS PLAIT SOYEZ ASSURES QUE NOUS DEMANDONS CES INFORMATIONS A DES FINS DE RECHERCHE UNIQUEMENT. ÊTES-VOUS ...? LIRE LA LISTE - SI LA PERSONNE DIT IMMIGRANT REÇU CLASSER COMME RÉSIDENT PERMANENT.**

- 01 – Un citoyen canadien
- 02 – Un résident permanent du Canada (NB: comprend un “immigrant reçu”)
- 03 – Un travailleur étranger temporaire **TERMINER**
- 04 – Un réfugié **TERMINER**
- 05 – ou, êtes-vous au Canada sur un visa étudiant? **TERMINER**
- 99 – REFUS/NSP/PR **TERMINER**

**QUEL EST VOTRE PAYS D'ORIGINE, C'EST-A-DIRE DANS QUEL PAYS ETIEZ-VOUS UN(E) RESIDENT(E) PERMANENT(E) AVANT DE VENIR AU CANADA? NE PAS LIRE LA LISTE; RECRUTER UN MIXTE DE DIFFÉRENTS PAYS**

- Chine ..... 1
- Taiwan..... 2
- Hong Kong ..... 3
- Inde ..... 4
- Pakistan..... 5
- Sri Lanka ..... 6
- Iran ..... 7
- Philippines ..... 8

Corée .....	9
Royaume-Uni.....	10
États-Unis.....	11
France.....	12
Haïti .....	13
Autre (PRÉCISER) _____	

(pas de Q.9)

**QUEL EST LE PLUS HAUT NIVEAU DE SCOLARITE QUE VOUS AVEZ REÇUE AVANT DE VENIR AU CANADA?  
NE PAS LIRE LA LISTE**

Secondaire non terminé seulement.....	1
Secondaire terminé.....	2
CEGEP/Université non terminé (pas de diplôme).....	3
CEGEP/Université terminé.....	4
Études universitaires supérieures .....	5

**AVANT DE VENIR AU CANADA, QUEL TYPE DE TRAVAIL FAISIEZ-VOUS ET POUR QUEL TYPE D'ENTREPRISE AVEZ-VOUS TRAVAILLE, LE CAS ECHEANT?**

Type de travail: \_\_\_\_\_

Type d'entreprise: \_\_\_\_\_

N'a pas travaillé avant de venir au Canada

Était à l'école avant de venir au Canada

Vérifiez si la profession sur la liste des professions réglementées/métiers

<b>Professions réglementées</b>
Architectes
Ingénieurs
Vérificateurs et comptables
Technologistes de laboratoire médical
Ergothérapeutes
Pharmaciens
Physiothérapeutes
Infirmiers/infirmières autorisés

Dentistes
Techniciens en génie
Infirmiers/infirmières auxiliaires autorisés
Technologues en radiation médicale
Médecins
Enseignants

**ACTUELLEMENT EST-CE QUE VOUS...? (LIRE LA LISTE)**

- |  |                          |                     |
|--|--------------------------|---------------------|
| Travaillez à temps plein (35 hrs. +)                   | <input type="checkbox"/> | <b>POSER LA Q13</b> |
| Travaillez à temps partiel (moins de 35 hrs.)          | <input type="checkbox"/> | <b>POSER LA Q13</b> |
| Sans emploi, mais à la recherche d'emploi              | <input type="checkbox"/> |                     |
| Étudiant à temps plein                                 | <input type="checkbox"/> | 1 max. /groupe      |
| Retraité   | <input type="checkbox"/> | <b>TERMINER</b>     |
| Pas sur le marché du travail (incl. personne au foyer) | <input type="checkbox"/> | 1 max. /groupe      |

**POSER LA Q.13 SI TRAVAILLE À TEMPS PLEIN OU PARTIEL  
QUELLE EST VOTRE OCCUPATION ACTUELLE?**

_____	_____
Type d'emploi	Type d'entreprise

**DEMANDER À TOUS**

**POURRIEZ-VOUS ME DIRE LAQUELLE DES CATÉGORIES SUIVANTES CORRESPONDS AU REVENU ANNUEL TOTAL,  
AVANT IMPOT, DE TOUS LES MEMBRES DE VOTRE FOYER, POUR 2013? LIRE**

- 01 - Moins de 30 000 \$
- 02 - 30 000 \$ à 60 000 \$
- 03 - 60 000 \$ à 75 000 \$
- 04 - 75 000 à 100 000 \$
- 05 - 100 000 \$ à 150 000 \$
- 06 - 150 000 \$ et plus

**OBTENIR UN MIXTE**

**OFFERT SPONTANÉMENT**

99 - REFUS/NSP/PR

**(PAS DE Q15)**



(PAS DE Q16)

(PAS DE Q17)

(PAS DE Q18)

**ON DEMANDE AUX PERSONNES QUI PARTICIPENT À DES GROUPES DE DISCUSSION D'ÉMETTRE LEURS OPINIONS ET COMMENTAIRES. DANS QUELLE MESURE VOUS SENTEZ-VOUS À L'AISE D'ÉMETTRE VOS OPINIONS DEVANT D'AUTRES PERSONNES? VOUS SENTEZ-VOUS....(LIRE LA LISTE)**

Très à l'aise.....	1 MIN 5 PAR GROUPE
Assez à l'aise.....	2
Pas très à l'aise.....	3 TERMINER
Très mal à l'aise.....	4 TERMINER

**AVEZ-VOUS DEJA PARTICIPE A UN GROUPE DE DISCUSSION OU A UN ENTRETIEN FACE-A-FACE OÙ L'ON VOUS A REMIS UNE SOMME D'ARGENT, ICI OU AILLEURS?**

Oui	1 MAXIMUM 5 PAR GROUPE
Non 2 ---> (PASSER À LA Q.23)	

**SI OUI, DEMANDER:**

**À QUAND REMONTE LA DERNIÈRE FOIS QUE VOUS AVEZ PARTICIPÉ À UNE DE CES DISCUSSIONS?**

\_\_\_\_\_

(TERMINER SI AU COURS DES 6 DERNIERS MOIS)

**À COMBIEN DE GROUPES OU D'ENTRETIENS FACE-A-FACE AVEZ-VOUS PARTICIPE AU COURS DES 5 DERNIERES ANNEES?**

\_\_\_\_\_

(PRÉCISER)

SI PLUS DE 5 – TERMINER

**ON DEMANDE PARFOIS AUX PARTICIPANTS D'ECRIRE LEURS REPONSES SUR UN QUESTIONNAIRE. Y A-T-IL UNE RAISON QUELCONQUE POUR LAQUELLE VOUS NE POURRIEZ PAS PARTICIPER? SI VOUS AVEZ BESOIN DE LUNETTES POUR LIRE, VEUILLEZ LES APPORTER AVEC VOUS.**

Oui.....1 - **TERMINER**

Non.....2

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NOTE: TERMINER SI LE RÉPONDANT DIT QU'IL A UN PROBLÈME DE VUE OU D'AUDITION, UN PROBLÈME DE LANGUE ÉCRITE OU VERBALE, UNE INQUIÉTUDE À NE PAS POUVOIR COMMUNIQUER EFFICACEMENT.

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**INTERVIEWEUR DIRE AU RÉPONDANT**

**VEUILLEZ APPORTER AVEC VOUS UNE PIÈCE D'IDENTITÉ AVEC PHOTO QUI POURRAIT VOUS ÊTRE DEMANDÉ SUR PLACE.**

**IMPORTANT:**

La session durera 2 heures et nous demandons aux participants d'arriver 15 minutes avant le début de la session.

Est-il possible pour vous d'être présent à la salle de recherche 15 minutes avant le début de la session?

Oui..... 1 – **CONTINUER**

Non..... 2 – **TERMINER**

J'aimerais vous inviter à un groupe de discussion qui aura lieu:

**GROUPE 5**

Montréal (FR)

Jeudi, 27 février

17h30

Au Canada 5 ans ou moins

**GROUPE 6**

Montréal (FR)

Jeudi, 27 février

19h30

Au Canada 6-15 ans

La session durera un total de 2 heures et vous recevrez la somme de **100 \$** en guise de remerciement pour votre participation.

Lieu:

**Jeudi, 27 février** (17h30 et 19h30) – Montréal (FRANÇAIS)

Opinion Search

1080 Côte du Beaver Hall, 4th Floor

Tel: 514.288.0199

**INTERVIEWERS:** Veuillez dire au répondant que les groupes sont petits et que toute personne qui ne se présente pas ou qui annule à la dernière minute compromettront le projet. Assurez-vous qu'ils savent que leurs opinions sont importantes pour nous et que nous sommes sérieux de savoir ce qu'ils ont à offrir.

**NOTE:** VEUILLEZ DIRE AUX RÉPONDANTS QU'ILS RECEVRONT UNE CONFIRMATION PAR TÉLÉPHONE LA JOURNÉE AVANT LE GROUPE. SI POUR UNE RAISON QUELCONQUE ILS N'ONT PAS EU DE NOS NOUVELLES ILS DEVRAIENT NOUS CONTACTER AU \_\_\_\_\_. SI LEUR NOM N'EST PAS SUR LA LISTE DE PRÉSENCE, ILS NE SERONT PAS ADMIS AU GROUPE DE DISCUSSION.

## **APPENDIX B – Discussion guides**

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February 24, 2014

**Environics Research Group Limited**  
**Focus Groups on Foreign Credentials – Discussion agenda**  
**Economic and Social Development Canada**  
**PN7681**

**1. Introduction to Procedures (10 minutes)**

Welcome to the focus group. We want to hear your opinions. Feel free to agree or disagree. Even if you are just one person among ten that takes a certain point of view, you could represent a lot of people who feel the same way as you do.

You don't have to direct all your comments to me; you can exchange ideas and arguments with each other too. There are some observers watching the session on the other side of the two way mirror and they are part of the research team.

We are also video-taping this session to help me write my report. The video will only be used internally to analyse the research and will not be released to anyone else. I may take some notes during the group to remind myself of things also. Anything you say here will remain confidential and anonymous and any comments you make will not be linked to you by name in any reporting we do on this project.

I should also mention that I work for a public opinion research company. I do not work for the Government of Canada which is the client that commissioned the research.

The host/hostess will pay you your incentives at the end of the session.

Let's go around the table so you can each introduce yourselves to the group. Can you tell us your name and a little bit about yourself, such as who lives with you in your house, what kind of work you do if you work outside the home etc...

**2. Background on immigration experience (15 minutes)**

Before we get into the main topic of our focus group tonight, I want to have a brief discussion about the state of the economy in Canada. Could you each write down what word come to mind for you when you think of how the economy is doing these days.

Could you each tell us what word you came up with any why?

As you may have guessed from the questions we asked you to invite you to this session we want to explore issues around people's experiences as newcomers or immigrants to Canada. Because all of you immigrated to Canada from other countries, I'd like to go

around the table again and have you each tell us your story – how long ago did you move to Canada and where did you move here from and what did you do in your home country and what do you do now?

**PROBE:** Did you have any professional certification or credentials before you immigrated to Canada? What was it? Were you planning on working in the same field in Canada?

**IF ANY PARTICIPANTS ARE CURRENTLY STUDENTS, ASK:** What are you studying right now and why? Were you also studying this before coming to Canada or did you change your field of study? **IF YES:** Why?

### **3. Challenges in getting into the workforce in Canada (30 minutes)**

I particularly want to focus on your experience with working in Canada. Could you each jot down on paper – a couple of words that describe the biggest challenges for you in finding work in your field when you came to Canada. (NB: If you have not worked in Canada at all you can answer in terms of your impressions from talking to friends or family etc...)

#### **FLIP CHART LIST CHALLENGES – PROBE**

What makes you say that? Why do you feel this is a big challenge?

**POSSIBLE PROBES:** Lack of Canadian experience? Difficulty getting credentials recognized?

How many of you would say that you now have a job in the profession you were trained for before you came to Canada? How many do not?

**ASK THOSE WHO WORK IN THEIR PROFESSION:** How easy was it for you to transition from your profession in your home country to Canada?

What did you have to go through? What were the biggest challenges?

**ASK THOSE WHO DO NOT WORK IN THEIR PROFESSION:** Did you choose to switch professions after coming to Canada or did you have to switch for one reason or another? Why?

Do you feel like you now understand how to prepare yourself to find work in your field?

Did you know when you applied to immigrate to Canada what would be involved in getting a job in your field in Canada? How did you find out about that?

**IF DID NOT KNOW:** Would you still have moved if you knew what would be involved?

I want to explore the specific issue of people with professional licenses or credentials or certifications from their home countries being able to practice in Canada. How important an issue was this for each of you or for your family or close friends?

Did you research the whole topic of what's involved in working in your field in Canada – esp. if it involves getting a license or credential to practice here? **IF YES:** How did you do that? Where did you look for information?

**PROBE IF NOT MENTIONED:** Government of Canada website? The embassy or consulate? Friends and family? Professional associations? Anywhere else?

How easy or difficult was it to find information on this? Why do you say that?

Was the information you found useful/helpful? How do you think the information could be improved?

Do you think it's better for prospective immigrants to receive this information, or an assessment of their credentials before or after they come to Canada? Why or why not?

#### **4. Preferred terminology on FCR (15 minutes)**

We sometimes talk about people's "credentials" and other times we talk about their "qualifications" – do these words have the same meaning? Which word best describes what this is all about – "credentials" or "qualifications"? (or something else – i.e. license or certification)

We also sometimes talk about people's "international" credentials or qualifications and other times "foreign" credentials. What word best describes this – "International" or "foreign"?

What words and terms do you use to describe the process of being able to work in your field in Canada? If you remember, what words did you use in your search prior to immigrating? (e.g., in an online search engine)

If the Government of Canada was going to put together a document or website all about this issue – what would you call it – in other words what name would you give it? Can you each write something down?

PEOPLE WILL READ WHAT THEY WROTE

#### **5. Responsible for Foreign Credential Recognition (5 minutes)**

Who do you think is responsible for foreign credential recognition?

Do you think the federal government has the main responsibility? The provincial government? Municipal governments? Settlement organizations? Immigrants themselves? Professional bodies?

Do you think any level of government is doing an adequate job? Why or why not?

Which level of government do you think is doing the most to help immigrants with credential recognition? What makes you say that?

In your profession, do you think professional bodies are helping or barring new Canadians from entering the field?

## **6. Awareness of Government Initiatives (10 minutes)**

Has anyone heard of any specific Government of Canada program that helps address the issue of credential recognition?

**IF YES:** What have you heard about?

Have you heard of any initiatives being planned from the Government of Canada to help newcomers deal with this issue?

**IF YES:** What would those be?

Has anyone heard of any specific provincial government programs that helps address the issue of credential recognition?

**IF YES:** What have you heard about?

For the programs you just mentioned, where did you learn about them? **PROBE IF NEEDED:** mainstream media, ethnic media, friends and family, government website

Have any of you heard of a “micro-loans program” from the government? (NB: Just a “Yes/No”)

## **7. Conclusion (5 minutes)**

We have covered a lot of topics today and really appreciate you taking the time and energy to come down here and give your opinion. Your input is very important and insightful. To conclude, I wanted to ask you whether you have any last thoughts that you want to give the Government of Canada about today’s topic.

**THANK YOU FOR PARTICIPATING!**



Le 25 février 2014

**Environics Research**  
**Groupes de discussion sur les titres de compétences étrangers**  
**Ordre du jour de la discussion**  
**Développement économique et social Canada**  
**PN7681**

**1. Introduction à la procédure (10 minutes)**

Bienvenue au groupe de discussion. Nous voulons entendre vos opinions. Sentez-vous libres d'être en accord ou en désaccord. Même si vous n'êtes qu'une personne sur dix à défendre un certain point de vue, vous pouvez représenter un tas de gens qui pensent comme vous.

Vous n'avez pas à m'adresser tous vos commentaires, vous pouvez aussi échanger des idées et des arguments les uns avec les autres. Des observateurs qui font partie de l'équipe de recherche regardent la séance de l'autre côté du miroir sans tain.

Nous filmons aussi la séance pour m'aider à rédiger mon compte rendu. La vidéo ne sera utilisée qu'à l'interne pour analyser la recherche et ne sera remise à personne d'autre. Il se peut que je prenne des notes au cours de la séance à titre d'aide-mémoire. Ce que vous direz ici restera confidentiel et anonyme et les commentaires que vous ferez ne vous seront attribués dans aucun de nos comptes rendus.

Je devrais aussi mentionner que je travaille pour un cabinet de recherche sur l'opinion publique. Je ne suis pas à l'emploi du gouvernement du Canada, le client qui a commandé la recherche.

L'hôte/hôtesse vous versera votre cachet à la fin de la séance.

Faisons un tour de table pour vous permettre de vous présenter. Dites-nous votre nom et parlez-nous un peu de vous, comme qui habite avec vous, le travail que vous faites si vous travaillez à l'extérieur de la maison, etc.

**2. Expérience d'immigration (15 minutes)**

Avant d'aborder le sujet principal de notre session ce soir, j'aimerais qu'on discute rapidement l'économie canadienne. Pourriez-vous écrire le mot qui décrit le mieux, selon vous, l'état de l'économie canadienne ces jours-ci?

Quel mot avez-vous choisi? Pourquoi avez-vous choisi ce mot?



Comme vous l'aurez deviné d'après les questions que nous vous avons posées pour vous inviter à cette séance, nous voulons explorer l'expérience des immigrants au Canada. Parce que vous avez immigré au Canada, j'aimerais qu'à tour de rôle vous nous fassiez part de votre histoire – quand êtes-vous venu au Canada, d'où veniez-vous, que faisiez-vous dans votre pays d'origine et que faites-vous aujourd'hui ?

**EXPLORER** : Avez-vous un diplôme ou un titre professionnel avant d'immigrer au Canada ? Quel était-il ? Comptiez-vous travailler dans le même domaine au Canada ?

**SI DES PARTICIPANTS SONT ÉTUDIANTS, DEMANDER** : Qu'étudiez-vous en ce moment et pourquoi ? Est-ce le domaine dans lequel vous étudiez avant de venir au Canada ou avez-vous changé de domaine ? **SI OUI** : Pourquoi ?

### **3. Difficultés d'intégration à la main-d'œuvre au Canada (30 minutes)**

Je veux porter mon attention sur votre expérience de travail au Canada. Pouvez-vous noter sur un bout de papier – deux ou trois mots décrivant les plus grandes difficultés que vous avez éprouvées pour trouver du travail dans votre domaine à votre arrivée au Canada. (NB : Si vous n'avez pas encore travaillé au Canada, vous pouvez parler des impressions que vous avez eues en parlant à vos amis ou votre famille, etc.)

#### **TABLEAU PAPIER DES DIFFICULTÉS – EXPLORER**

Qu'est-ce qui vous fait dire cela ? Pourquoi estimez-vous que c'est un grand défi ?

**EXPLORATIONS POSSIBLES** : Manque d'expérience canadienne ? Difficulté de faire reconnaître vos compétences ?

Combien d'entre vous diriez que vous travaillez maintenant dans un domaine pour lequel vous avez été formé avant de venir au Canada ? Combien ne le diraient pas ?

**DEMANDER À CEUX QUI TRAVAILLENT DANS LEUR DOMAINE** : A-t-il été facile pour vous de passer de votre profession dans votre pays d'origine au Canada ?

Par quoi avez-vous dû passer ? Quelles ont été les plus grandes difficultés ?

**DEMANDER À CEUX QUI NE TRAVAILLENT PAS DANS LEUR DOMAINE** : Avez-vous choisi de changer de profession après être venu au Canada ou avez-vous dû le faire pour une raison ou pour une autre ? Pourquoi ?

Pensez-vous comprendre maintenant comment vous préparer pour trouver du travail dans votre domaine ?

Saviez-vous lorsque vous avez demandé à immigrer au Canada ce qui vous attendait pour trouver un emploi dans votre domaine ? Comment l'avez-vous appris ?

**S'ILS NE SAVAIENT PAS** : Auriez-vous quand même émigré si vous l'aviez su ?

J'aimerais explorer l'enjeu concernant les personnes qui ont obtenu un titre professionnel, des acquis ou un diplôme dans leur pays d'origine et leur capacité de travailler au Canada. La question a-t-elle été importante pour vous ou votre famille ou vos amis ?

Vous êtes-vous renseigné au sujet des prérequis pour travailler dans votre domaine au Canada – surtout s'il est nécessaire d'avoir un permis ou un diplôme quelconque pour travailler ici ? **SI OUI** : Comment l'avez-vous fait ? Où vous êtes-vous renseigné ?

**EXPLORER SI CE N'EST PAS MENTIONNÉ** : Le site Internet du gouvernement du Canada ? L'ambassade ou le consulat ? Amis et famille ? Associations professionnelles ? Ailleurs ?

A-t-il été facile ou difficile de trouver des renseignements ? Pourquoi dites-vous cela ?

Les renseignements que vous avez trouvés ont-ils été utiles ? Comment pourrait-on améliorer l'information, croyez-vous ?

Croyez-vous qu'il vaut mieux que les immigrants éventuels obtiennent ces renseignements ou une évaluation de leurs titres de compétences avant de venir au Canada ou après y être venus ? Pourquoi ou pourquoi pas ?

#### **4. Terminologie préférée pour les titres de compétence étrangers (15 minutes)**

Nous parlons parfois de « titres de compétences » et parfois de « qualifications » – ces termes ont-ils le même sens ? Lequel décrit le mieux l'objet – « titres de compétence » ou « qualifications » ? (ou autre chose...par exemple, un permis, un certificat, etc.)

Nous parlons parfois de titres de compétence ou de qualifications « internationaux » ou de titres « étrangers ». Lequel est préférable – « internationaux » ou « étrangers » ?

Quels termes utilisez-vous pour décrire le processus de pouvoir travailler dans votre domaine au Canada ? Si vous vous en souvenez, quels termes avez-vous utilisés dans votre recherche avant d'immigrer ? (ex. dans un moteur de recherche en ligne)

Si le gouvernement du Canada devait créer un document ou une page Web sur le sujet – comment l'intituleriez-vous ? Pouvez-vous noter une suggestion ?

#### **LES PARTICIPANTS LIRONT CE QU'ILS ONT ÉCRIT**

## 5. Responsable de la reconnaissance de titres étrangers (5 minutes)

Qui est responsable de la reconnaissance des titres étrangers, croyez-vous ?

Croyez-vous que le gouvernement fédéral en est le principal responsable ? Le gouvernement provincial ? Les gouvernements municipaux ? Les organisations d'établissement ? Les immigrants eux-mêmes ? Les corps professionnels ?

Y a-t-il un niveau de gouvernement qui fait un travail convenable, selon vous ? Pourquoi ou pourquoi pas ?

Quel niveau de gouvernement fait le plus pour aider les immigrants à faire reconnaître leurs titres de compétences, selon vous ? Qu'est-ce qui vous fait dire cela ?

Dans votre profession, croyez-vous que les corps professionnels aident les nouveaux Canadiens à y entrer ou leur font-ils obstacle ?

## 6. Connaissance des initiatives gouvernementales (10 minutes)

Avez-vous entendu parler d'un programme particulier du gouvernement du Canada qui traite de la reconnaissance des titres de compétences ?

**SI OUI** : Qu'avez-vous entendu ?

Avez-vous entendu parler d'initiatives que projette le gouvernement du Canada pour aider les nouveaux venus à résoudre ce problème ?

**SI OUI** : Quelles seraient-elles ?

Avez-vous entendu parler de programmes particuliers du gouvernement provincial qui traitent de la reconnaissance des titres de compétences ?

**SI OUI** : Qu'avez-vous entendu ?

Où avez-vous été informés des programmes que vous venez de mentionner ?

**EXPLORER AU BESOIN** : médias grand public, médias ethniques, amis et famille, site Internet du gouvernement

Avez-vous entendu parler d'un « programme de micro prêts » du gouvernement ? (NB : Juste « Oui/Non »)

## **7. Conclusion (5 minutes)**

Nous avons abordé un tas de sujets aujourd'hui et nous apprécions vraiment que vous ayez pris le temps et la peine de venir nous faire part de vos opinions. Votre contribution est très importante et perspicace. Avant de conclure, je voulais vous demander si vous aviez une dernière remarque à adresser au gouvernement du Canada sur le sujet.

**MERCI D'AVOIR PARTICIPÉ !**