

Ministry of Post-Secondary Education and Future Skills

What We Heard: Public Engagement on International Credential Recognition



Ministry of
Post-Secondary Education
and Future Skills

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Land Acknowledgement

We respectfully acknowledge the Lekwungen-speaking peoples (Songhees and Esquimalt Nations) and other Coast Salish Nations on whose traditional lands this work has occurred.

Message from the Minister of State for Workforce Development: Andrew Mercier



This spring, we asked people and stakeholders to provide feedback on our international credential recognition process for internationally trained professionals. More than 1,450 British Columbians participated in this public engagement through virtual roundtables and online survey. On behalf of the B.C. government, I want to thank everyone who participated.

Providing safe, accessible and professional services to British Columbians is a key priority for government as we continue to support regulatory authorities and professionals.

For too long, the issue of attracting and retaining qualified workers has been ignored, leaving many qualified professionals on the sidelines and British Columbians without access to the services they need. Our goal is to ensure that our province's workforce is inclusive, diverse and balanced as we continue to grow our economy over the next decade.

We're excited to take what we've learned from this engagement and work collaboratively with our partners to make it faster and easier for internationally trained professionals to become certified and begin pursuing their careers in B.C.

We know this will take time – there are no quick fixes. By working collaboratively with internationally trained professionals, our regulatory authorities, employers and other partners, we can ensure that all qualified professionals can get to work in their fields, instead of sitting on the sidelines.

At the same time, we will continue to take a risk-informed approach to keep British Columbians safe as we prepare new legislation to move us forward into a new decade for B.C.'s economy.

Sincerely,

Andrew Mercier

Minister of State for Workforce Development

Introduction

Over the next decade, new Canadians are expected to fill 38% (380,000) of job openings in B.C. It is important that their skills are recognized so they can fully participate in B.C.'s communities and support the economy. International credential recognition is the process of having education, skills, and work experience from outside of Canada assessed against Canadian standards. Effective credential recognition processes enable internationally trained professionals to work in their field while ensuring that British Columbians receive safe and high-quality services.

There are over 50 regulatory authorities in B.C. responsible for setting and enforcing professional standards relating to clinical and technical knowledge for 235 different regulated professions. People who received training in one of these 235 occupations outside of Canada, face barriers to recognition in these occupations.

Government is committed to improving the credential recognition process for internationally trained professionals so that they can work in their chosen fields to the full extent of their abilities. To this end, Government is aiming to introduce legislation this fall that will provide guidance to regulatory authorities to help them reduce barriers and ensure all qualified internationally trained professionals can provide British Columbians with the professional services and care they require while maintaining high safety and quality standards.

Throughout the spring of 2023, the Minister of State for Workforce Development, Andrew Mercier (the Minister), led broad external engagement with regulatory authorities, internationally trained professionals, business associations, educational institutions, healthcare associations, immigrant serving organizations, and other members of the public. The engagement included twelve virtual roundtables and an online survey. The purpose of this engagement was to better understand challenges and opportunities related to credential recognition from the perspective of regulatory authorities, employers, and internationally trained professionals. The engagement also focused on the types of supports that could best help these groups to overcome barriers to credential recognition.

Eight consistent themes emerged from the engagement activities about how government can enhance the international credential recognition process and make the system more accessible, efficient, and fair. Regulatory authorities, internationally trained professionals, and other stakeholders told us they care about:

- **Theme 1:** Streamlining complex processes and shortening timelines
- **Theme 2:** Improving the accessibility, consistency, and transparency of information about the licensure process and requirements
- **Theme 3:** Exploring alternative pathways for credential recognition
- **Theme 4:** Exploring more flexible approaches to demonstrate language proficiency
- **Theme 5:** Introducing performance standards for data and reporting
- **Theme 6:** Increasing financial and other supports for internationally trained professionals and regulatory authorities
- **Theme 7:** Improving coordination between government and regulatory authorities at the provincial and federal levels
- **Theme 8:** Strengthening collaboration between regulatory authorities, educational institutions, employers, and immigrant serving organizations to support licensure and integration

In total, more than 1,450 British Columbians from across the province participated in this public engagement through the virtual roundtables and online survey

This *What We Heard* report summarizes the key themes listed above. The opinions and suggestions shared via this engagement will inform new legislation and other actions to improve credential recognition in B.C. This work will be advanced in partnership with regulatory authorities, employers, post-secondary institutions, immigrant serving organizations and internationally trained professionals. B.C. is committed to supporting internationally trained professionals in realizing the benefits of their skills training and licensure, and through this help our economy prosper.

Background

In recent years, Government has taken various steps to provide more consistent oversight of professional regulatory authorities. Since 2020, government has also made considerable progress on important initiatives to help address labour shortages in regulated professions, including:

- Prioritizing health and childcare workers via the Provincial Nominee Program.
- Introducing the new Associate Physician classification that will help more internationally trained doctors who do not meet the criteria for a full Canadian license to start working in the healthcare system faster.
- Providing new supports to make it easier and faster for internationally trained nurses to start working in B.C.

However, it has been a persistent challenge for people with training from outside of Canada to contribute to B.C.'s labour market to the full extent of their capabilities. As B.C. continues to face labour shortages, it is critical that our province is a welcoming place for people who want to come here and contribute their talents, skills, and dedication to our communities, to the full extent of their abilities, as soon as possible.

As such, government is taking action to ensure that it is establishing a framework that will help ensure fair treatment of internationally trained professionals in the credential recognition process. As part of his [mandate](#), the Minister has been asked to prioritize making progress on improving the international credential recognition process in collaboration with the Minister of Post-Secondary Education and Future Skills. This includes:

- Passing legislation related to the Office of the Superintendent for Professional Governance that will govern the recognition of international credential standards to quickly remove barriers and ensure that new international arrivals can find employment sooner in their field of training;
- Evaluating approaches taken in other jurisdictions and propose additional measures to advance effective international credential recognition;
- Leading the expansion of clear, faster career paths for skilled immigrants;
- Strengthening resources for the evaluation of skilled immigrants' credentials, including the Credential Assessment Improvement Fund;
- Engaging with non-profit organizations, new arrivals, and community leaders to identify issues and barriers preventing internationally trained professionals from working in their fields to the full extent of their abilities, and developing programs, initiatives, and legislation to address those issues; and
- Supporting the Minister of Municipal Affairs to improve the range of services and supports for new international arrivals.

In response, throughout the spring of 2023, the Minister of State for Workforce Development led broad external engagement with a wide range of stakeholders affected by credential recognition issues, including twelve virtual roundtables and an online survey. The external engagement began in the week of March 12 and concluded in the week of May 22.

This report summarizes the process and results of this public engagement, including the feedback received through the virtual roundtables and online survey.

How We Engaged

The government procured a contract with two external partners to lead different aspects of this engagement on international credential recognition.

Berlin Eaton & Associates Ltd., a B.C.-based management consulting firm, coordinated and facilitated a series of virtual roundtables with regulatory authorities, internationally trained professionals, and other stakeholders, including educational institutions, business associations, healthcare associations, and immigrant serving organizations.

Malatest & Associates Ltd., a B.C.-based professional research and consulting firm, provided feedback analysis for a public survey, targeting internationally trained professionals, domestically trained professionals, immigrant serving organizations, and the general public. The survey was translated into seven languages, including Chinese (Simplified and Traditional), French, Hindi, Persian, Punjabi, and Tagalog.

Throughout the duration of the engagement period, participants and all invitees of the engagement sessions were also invited to provide written input to government staff, if they had further details to share on barriers and opportunities for credential recognition improvement.

More information on each of the engagement activities summarized in this report is provided in Table 1 below.

TABLE 1: SUMMARY OF ENGAGEMENT ACTIVITIES

	Mixed Roundtables	Regulator Roundtables	Survey	Individual Input
Number of Engagements	7	5	1	18
Timeline	April 5, 2023 – May 10, 2023	April 17, 2023 – May 10, 2023	April 19, 2023 – May 26, 2023	March 16, 2023 – May 26, 2023
Description	Virtual Designed to bring together participants from different background to share perspectives and ideas for improvement.	Sector-Based Designed to bring together regulatory authorities, organized by sector, to share their views on international credential recognition, opportunities for improvements, and need for additional supports.	34 Question Online Designed to provide an opportunity for quantitative and qualitative input about the international credential recognition process through multiple choice questions as well as open-ended responses.	Written Feedback All participants were invited to submit additional feedback. Meetings The Minister met with a limited number of stakeholders 1:1 to discuss upcoming consultations.
Audience Engaged ¹	85 Participants Representing the following groups: <ul style="list-style-type: none"> • Internationally Trained Professionals • Immigrant Serving Organizations • Natural and Built Environment Associations • Healthcare Associations • Social Sector and Skilled Trades Associations • Legal, Financial, and Safety Services Associations • Educational Institutions • Business Associations 	43 Participants Representing the following groups of regulatory authorities : <ul style="list-style-type: none"> • Social Sector and Skilled Trades • Legal, Financial and Safety • Built Environment • Natural Environment • Healthcare 	1344 Respondents Representing the following groups: <ul style="list-style-type: none"> • Internationally Trained Professionals (71% of respondents) • Interested members of the public (22% of respondents) • Immigrant Serving Organizations (7% of respondents) <i>For a more detailed profile of survey respondents, see Table 2 below.</i>	18 Representatives Representing the following groups: <ul style="list-style-type: none"> • Regulatory Authorities • Immigrant Serving Organizations • Professional Associations

¹ For the full list of organizations and Regulator Authorities who participated in the Mixed Roundtables and Regulator Sector Roundtables, please see Appendix B.

Profile of Internationally Trained Professionals

A majority of internationally trained professionals who responded to the survey were between the ages of 30 and 49 years old and were women, while domestic trained professional respondents tended to be slightly older (between the ages of 40 and 59). Most internationally trained professional respondents had not yet received certification in their field (61%). They were either currently pursuing certification (19%), had not obtained certification (24%), or had not attempted (18%). Compared to domestic trained professional respondents, internationally trained professional respondents were significantly less likely to be employed in their field, regardless of sector (53% compared to 87%).

TABLE 2: PROFILE OF INTERNATIONALLY TRAINED PROFESSIONALS AND DOMESTICALLY TRAINED PROFESSIONALS SURVEY RESPONDENTS²³

Internationally Trained Professionals (953 or 71% of Respondents)	Domestically Trained Professionals (185 or 14% of Respondents ³)
71% between the age of 30 and 49 .	75% between the age of 30 and 59
60% identified as women , 40% identified as men	69% identified as women , 31% identified as men
53% employed in their field of training.	87% employed in their field of training.
Most likely to be trained in healthcare fields (51%)	Most likely to be trained in education and social services (37%)

Among internationally trained respondents trained in education and social services, the most common country/region of education was the United Kingdom. The highest proportion of respondents trained in healthcare received their education in Iran, and respondents in legal, financial and safety services, or education were most often educated in Brazil. Within skilled trades, the majority of respondents were educated in Iran.

The most common countries of education reported by survey respondents within the education and social services sector were as follows:

- BC College of Social Workers (Iran),
- Early Childhood Educator Registry (Brazil), and
- the Teacher Certification Branch (United Kingdom).

² For more information on survey respondents, see Appendix C.

³ The remaining 15% of respondents included immigrant serving organizations, and general members of the public.

For respondents working in (or educated in) the healthcare sector, the most commonly reported countries by regulatory authority were as follows:

- BC College of Nurses and Midwives (Ethiopia),
- BC College of Oral Health Professionals (El Salvador),
- College of Pharmacists of BC (Iran), College of Physical Therapists of BC (Brazil),
- College of Physicians and Surgeons of BC (Iran),
- College of Psychologists of BC (Argentina, Peru, Ukraine, Lebanon),
- College of Speech and Hearing Health Professionals of BC (Brazil), and
- Emergency Medical Assistants Licensing Board of BC (United Kingdom).

What We Heard

In both the virtual roundtables and the online survey, we asked participants about the challenges, barriers, and concerns stakeholders currently experience related to international credential recognition. We also asked stakeholders about opportunities for improvement and the supports needed for regulatory authorities and internationally trained professionals.

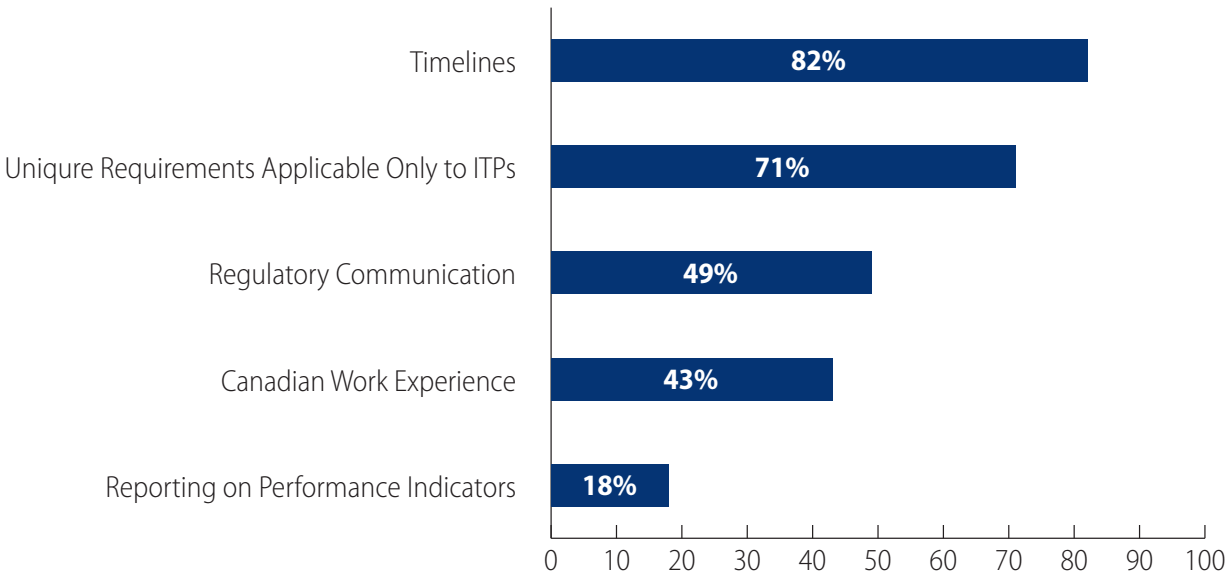
Overall Themes

Throughout previous consultations with sector stakeholders and partners in other Canadian jurisdictions, the following areas were identified as guiding discussion topics for the virtual roundtables:

- Canadian work experience requirements;
- Language testing, and other unique requirements applicable only to internationally trained professionals;
- Timelines and processes;
- Communication with regulatory authorities; and,
- Data reporting.

These themes served as a starting point for all the virtual roundtable discussions with participants invited to comment on specific questions or to provide additional input for consideration. At the beginning of each virtual roundtable, we asked participants to indicate the three topics they were most interested in exploring through our discussion. The results from the polls show that “timelines and processes,” and “unique requirements applicable only to internationally trained professionals” were the two themes virtual roundtable participants were most interested in discussing.

GRAPH 1: TOPICS ROUNDTABLE PARTICIPANTS WERE MOST INTERESTED IN DISCUSSING⁴



4 This image shows the results from the polls conducted at the Mixed Virtual Roundtables. The poll asked participants to select the top three topics they were interested in discussing at the roundtable out of the five topics presented. The percentages indicate the percentage of respondents who chose that topic. Because participants could select up to three topics, percentages add to greater than 100%. The total number of respondents was 65.

Online survey respondents were asked to rank aspects of the credential recognition application process from most difficult to least difficult. As shown in Table 3, the complexity of the overall process, Canadian work experience requirements and timelines were identified as the most difficult aspects of the application process.

TABLE 3: ASPECTS OF THE APPLICATION PROCESS RANKED BY DIFFICULTY FROM MOST DIFFICULT (1) TO LEAST DIFFICULT (7) (SURVEY)

Aspect	Rank
Complexity of overall process	1
Requirements for Canadian work experience	2
Timelines	3
Transparency in the process	4
Communication with regulatory authorities	5
Finding appropriate information on the regulatory authorities’ website	6
Language requirements	7

Throughout the engagement, there was strong acknowledgement that these themes covered many of the core barriers related to credential recognition. Several new themes emerged as well. The following pages summarize the **top eight themes** from the engagement, including:

- Theme 1: Streamlining complex processes and shortening timelines;
- Theme 2: Improving the accessibility, consistency, and transparency of information about the licensure process and requirements;
- Theme 3: Exploring alternative pathways for credential recognition;
- Theme 4: Exploring more flexible approaches to demonstrate language proficiency;
- Theme 5: Introducing performance standards for data and reporting;
- Theme 6: Increasing financial and other supports for internationally trained professionals and regulatory authorities;
- Theme 7: Improving coordination between government and regulatory authorities at the provincial and federal levels;
- Theme 8: Strengthening collaboration between regulatory authorities, educational institutions, employers, and immigrant serving organizations to support licensure and integration.

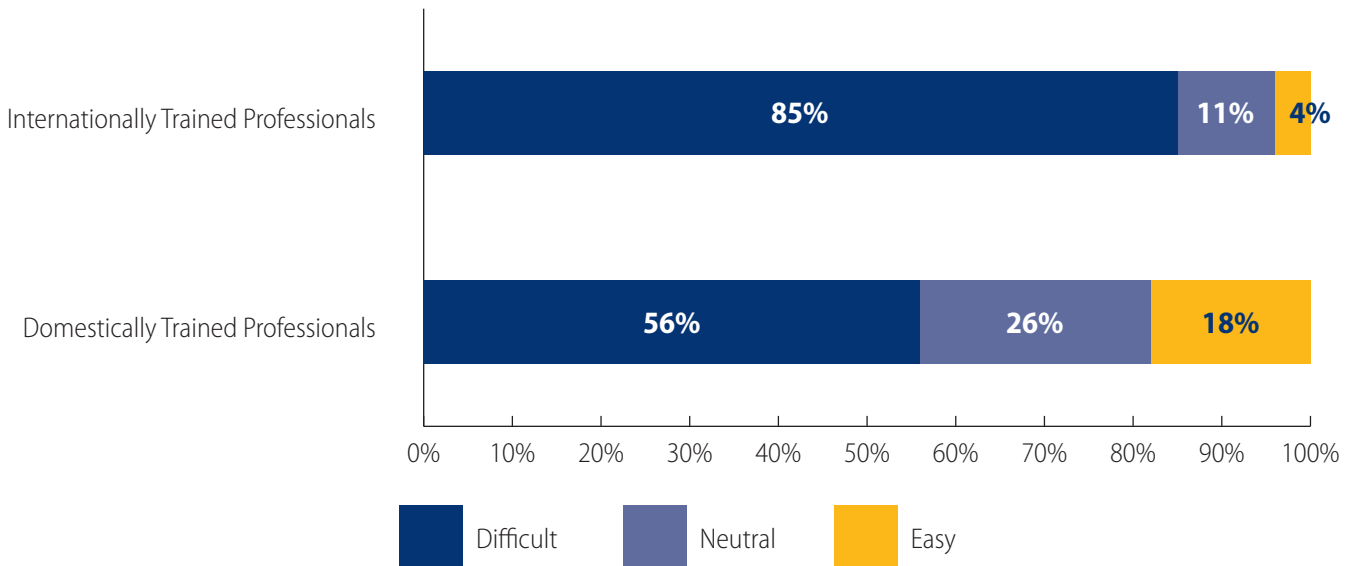
The bulk of the feedback we received is consolidated into these eight overarching themes. We also identified additional barriers that were not encompassed within these themes but relate to situationally specific circumstances. Due to their contextual specificity, these barriers cannot be broadly generalized to the credential recognition process and therefore, they were not included in this summary report.

Theme 1 - Processes and Timelines

Complex processes and long timelines are a significant barrier for internationally trained professionals.

One of the most challenging barriers identified by virtual roundtable participants and survey respondents was the complexity and length of the application and licensure process for international applicants. 85% of internationally trained professionals who responded to the online survey identified this aspect of the overall process as “difficult” compared to 56% of domestically trained professionals. The percentage of internationally trained professionals who found this aspect of the application process “difficult” rose to 94% for those currently pursuing their certification. Overall, streamlining the process was most suggested for improvement by internationally trained professionals (33% of respondents), domestically trained professionals (51% of respondents), and the general public (25% of respondents).

GRAPH 2: PERCEPTIONS OF THE COMPLEXITY OF THE OVERALL PROCESS (SURVEY)

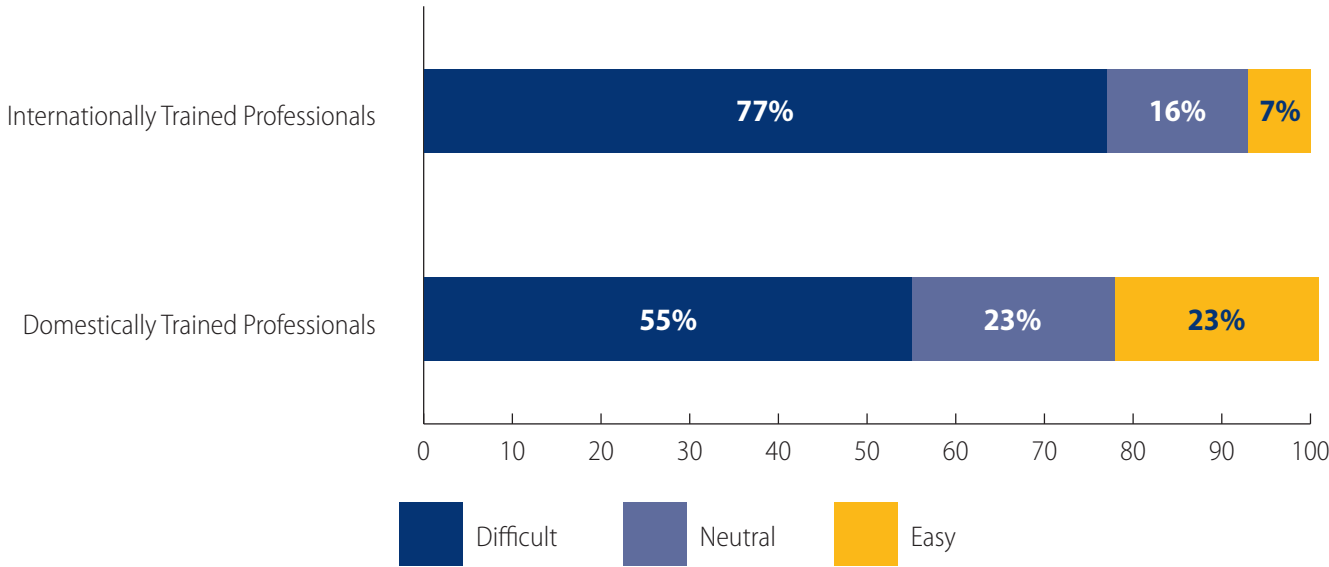


Through the virtual roundtables, we learned that the application and licensure process is understood through two significantly different lenses. From a regulatory perspective, the start of the process is measured upon receipt of a complete application. From the perspective of many internationally trained professionals, the process starts upon first application for a work permit or immigration to Canada, which can already be many months before establishing contact with the appropriate regulatory authority. This disconnect is heightened if there are differing systems of oversight between B.C. (and Canada at large) and the country where the training was obtained. Further, there are limited pre-arrival supports or guidance for internationally trained professionals on what to expect if they hold credentials for an occupation that is regulated in B.C. As a result, internationally trained professionals often arrive in Canada without a full awareness of the pathway to working in their field of training and are left feeling misguided and dismayed. Some shared that, if they had better understood the complexity of the process before their arrival, it may have changed their decision to immigrate to Canada.

“Timeline remains the biggest challenge” – roundtable participant

We also heard from virtual roundtable and online survey participants that navigating the pathways to licensure is time consuming and challenging. Long timelines were identified as a major challenge by internationally trained professionals who responded to the online survey with 77% indicating it was “difficult.” Domestically trained professionals who responded to the online survey also ranked timelines as one of the more challenging aspects of the application process with 55% indicating it was “difficult.”

GRAPH 3: PERCEPTIONS OF TIMELINES (SURVEY)



Virtual roundtable participants said that submitting a complete application to a regulatory authority is a challenge. Information and resources available to internationally trained professionals to help navigate the system are often inconsistent and unclear – or altogether lacking – resulting in unclear expectations and significant time and effort spent learning how to navigate the credential recognition process through informal channels. For internationally trained professionals, the difficulty of accessing reliable and complete information in a timely manner frustrates the process and often leads to a feeling of being locked out of the system and can discourage pursuing licensure.

“It is very difficult to speak to anyone with the regulatory authority for my profession in B.C. and the volume of evidence required is astounding. I have bachelor’s and master’s degrees in my professional field, yet I had to submit reports from my classes from my first year at university which was over 10 years ago.” – survey respondent

We also heard that internationally trained professionals often depend on third parties to obtain information such as education certificates and document translation which further complicates and slows the process. In most cases, this documentation must be obtained directly from the issuing institute to support document integrity. This approach can pose a significant challenge for some internationally trained professionals as different educational institutions have different requirements for obtaining original documentation or in some cases may not provide more than one original.

The length and complexity of the current licensure processes has left many internationally trained professionals having to wait years before being able to practice in their professional field in B.C. In some cases, the burden of the licensure process leads many to give up, or not start the process in the first place. Of the more than 900 internationally trained professionals who responded to the online survey, only 38% have certification in their field in B.C. while 19% are in the process and 18% have never attempted to obtain it. On an individual level, we heard that this has significant personal and financial consequences for internationally trained professionals who struggle to make ends meet, support their families, and are frustrated that they cannot contribute to the full extent of their skills and capabilities.

"I have not attempted registration owing to the complexity, timelines, and associated costs."
– survey respondent

"It took 9 months to evaluate degrees then you have to pass through various exams which takes years to finish. Extremely stressful when you have family to support and nobody supports you to get your license." – survey respondent

Participants suggested leveraging technology to enhance the client experience and align with current best practices. For example, allowing documentation to be uploaded through online portals and granting applicants continued access to their online file to add supporting documentation or edit existing information as needed.

Suggested Actions for Improvement:

Virtual roundtable and online survey participants recommended government consider taking the following steps to streamline and expedite the licensure process:

- Allow and encourage internationally trained professionals to begin the licensure process before their arrival in Canada, or in parallel with the immigration process to help expedite the process and manage expectations. E.g., by encouraging them to collect required documents before leaving their home country;
- Leverage technology to streamline the process and enhance the applicant's experience. For example, by collecting documentation through online portals and allowing for edits; and
- Help connect internationally trained professionals with peers and mentors in British Columbia who can support them in navigating the application and licensure process.

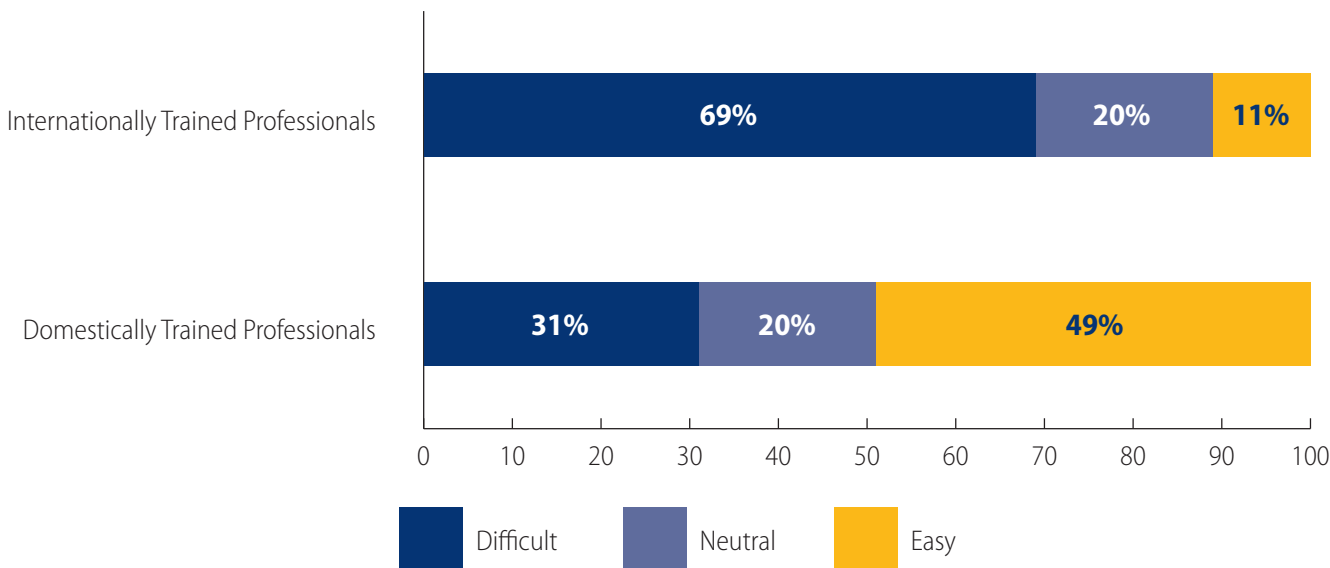
Theme 2 - Regulatory Communication:

It is difficult to access consistent, and clear information about international credential recognition pathways and requirements for many professions.

Another key area for improvement identified through this engagement is communication from regulatory authorities. Based on the results from the online survey, 69% of internationally trained professionals described communication with the regulatory authority as “difficult.” In contrast, only 31% of domestically trained professionals indicated communication with the regulatory authority was “difficult.” This was one of the greatest differences between internationally trained professionals and domestically trained professionals and is further reflected by the fact that 24% of internationally trained respondents listed the provision of clear and accessible information as a suggestion for Government to improve the international credential recognition process.

“If I was confused about something there was not a single person I could talk to, I was constantly passed in circles, and left to figure it out for myself.” – survey respondent

GRAPH 4: PERCEPTIONS OF COMMUNICATION WITH THE REGULATORY AUTHORITY (SURVEY)

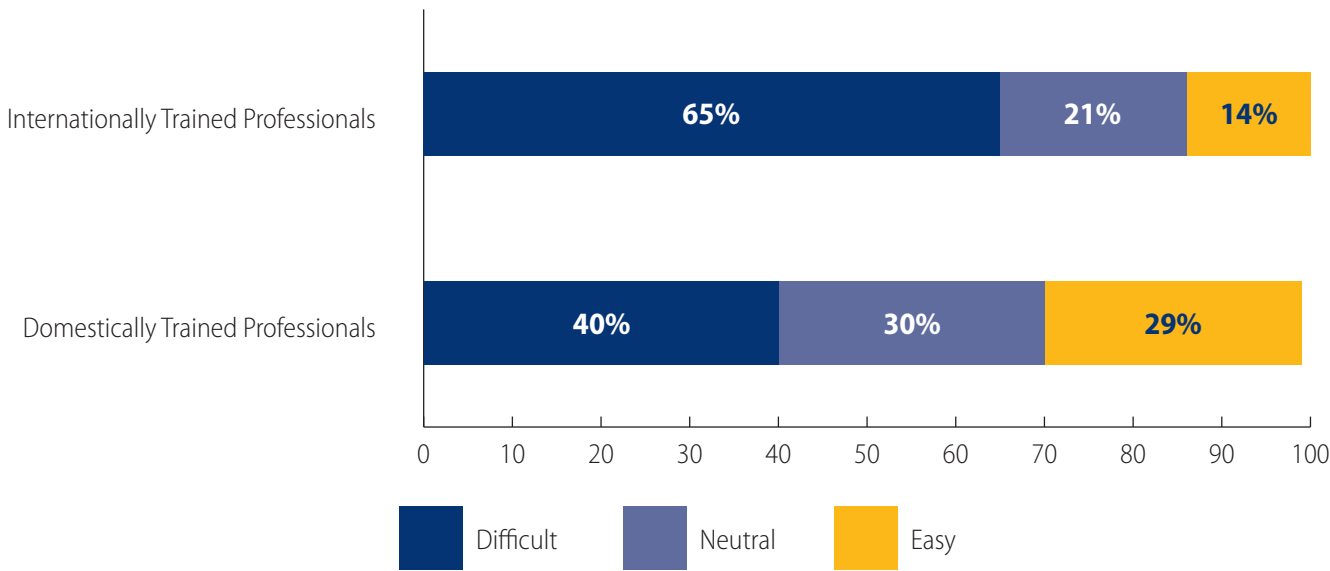


From the virtual roundtables, we heard that some international applicants were unable to identify a representative from the regulatory authority to contact to ask questions for clarification – many internationally trained professionals experienced being unable to contact anyone from the regulatory authority despite reaching out multiple times. Such absence of support leaves internationally trained professionals feeling unwanted and unwelcome in B.C. Inadequate communication from regulatory authorities also creates an unnecessary burden for internationally trained professionals whom, on top of navigating the licensure process, are also dealing with the personal and financial challenges of settling in a new country. Many perceive the lack of information and support from government and regulatory authorities as a form of discrimination.

“I made several emails and phone calls, but no one from the regulatory authority ever bothered to reply.” – survey respondent

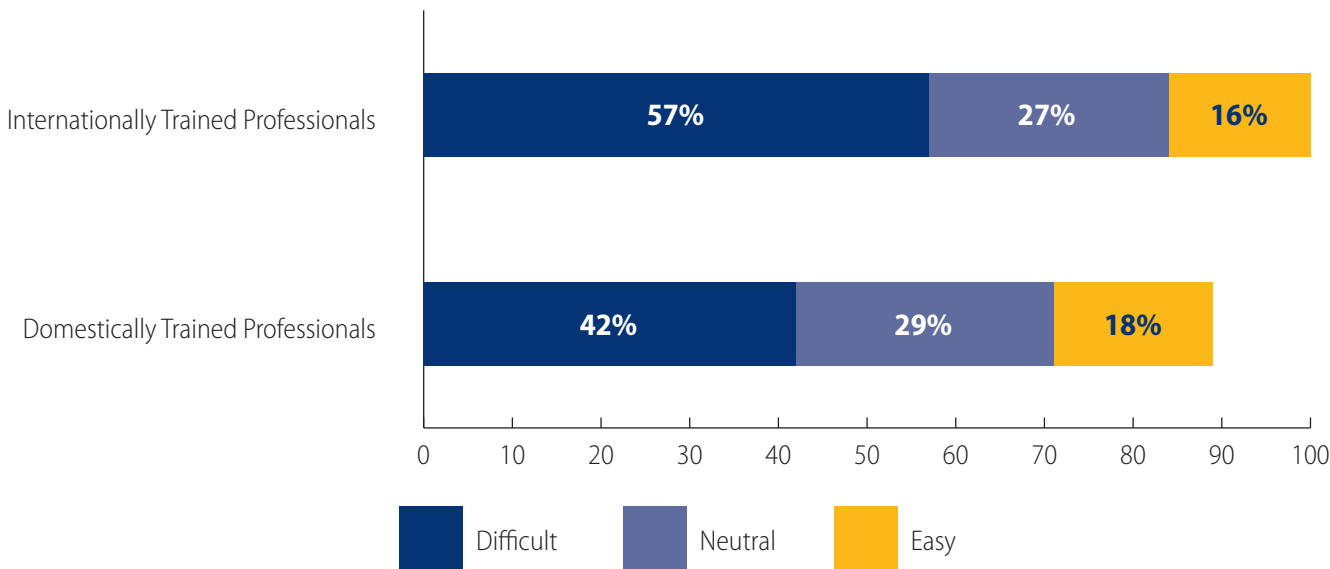
Internationally trained professionals and domestically trained professionals were more aligned in their feedback on other aspects related to communication and information sharing, such as transparency in the process and finding information on the regulatory authority’s website. Both groups of online survey respondents identified these aspects of the process as relatively difficult indicating an overall need to improve communication and information sharing from regulatory authorities.

GRAPH 5: PERCEPTIONS OF TRANSPARENCY IN THE PROCESS (SURVEY)



“It is so difficult to find the right information, no one is giving the same information.” – survey respondent

GRAPH 6: PERCEPTIONS OF FINDING APPROPRIATE INFORMATION ON THE REGULATORY AUTHORITY’S WEBSITE (SURVEY)



“There is a lack of support and information on resources. We are made to feel like a burden.”

– survey respondent

From the virtual roundtables and the online survey, we learned that the information provided by regulatory authorities appears to be lacking and was frequently described as incomplete, inconsistent, and inaccessible. Moreover, the internationally trained professionals we spoke to shared that information about the licensure process is often different or contradictory across sources, leaving them alone with the task of piecing together licensure pathways and requirements. Once an application is submitted, we heard that there is often little to no follow-up from regulatory authorities regarding the status or next steps in the process. There is also little explanation for requiring further documentation and a lack of accountability for providing misdirection. This can exacerbate the licensure process, which is already long and complex, and ultimately discourage internationally trained professionals from applying.

“It has been difficult to find information about the subject. I have contacted more than 10 organisations and personnel in the field and still no one has all the information.”

– survey respondent

Suggested Actions for Improvement:

Virtual roundtable and online survey participants identified several opportunities to improve communication from regulatory authorities, and provide clear, consistent, and complete information on the processes, pathways, and requirements for licensure.

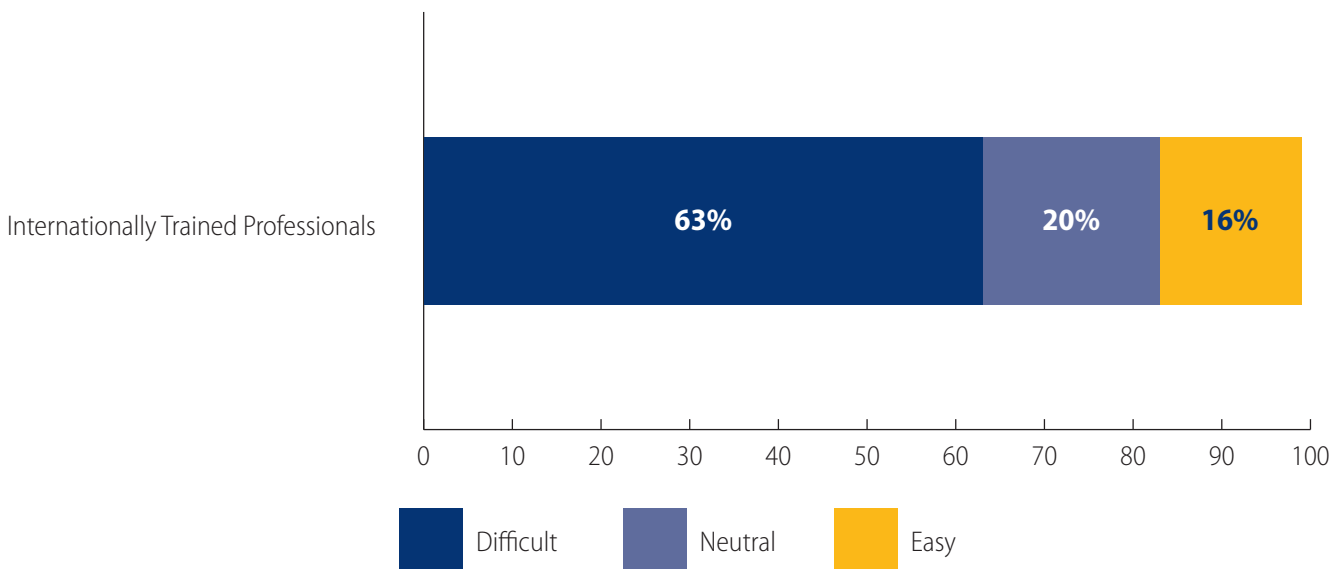
- Improve the consistency, transparency, and accessibility of public information about the licensure process, e.g., on government and regulatory authorities’ websites;
- Provide clear and easy-to-understand visuals to show the step-by-step process for getting credentials recognized for each regulatory authority; and
- Ensure there are dedicated points of contact (i.e., ‘navigators’) accessible to answer questions and provide help to internationally trained professionals.

Theme 3 - Canadian Work Experience Requirements:

There is a strong need for alternative, competency-based pathways to demonstrate skills and knowledge.

We heard from virtual roundtable and online survey participants that Canadian work experience requirements fail to appropriately credit experience from outside of Canada, do not accurately assess professional skills, and are perceived to be biased against internationally trained professionals. Internationally trained professionals who responded to the survey ranked Canadian work experience requirements as the second most difficult aspect of the application and licensure process with more than 63% identifying this aspect of the process as “difficult.” This percentage rose to 80% for internationally trained professionals who have not yet obtained certification in B.C. Additionally, 10% of the survey participants from the general public noted that refining the training programs and the requirements for Canadian work experience is critical to enhancing the process of credential recognition.

GRAPH 7: PERCEPTIONS OF CANADIAN WORK EXPERIENCE REQUIREMENTS (SURVEY)



Online Survey and virtual roundtable participants shared that current assessment practices are often partial towards new graduates, and do not fully acknowledge the skills, knowledge, specialization, and experience gained through years of practice outside of Canada. Internationally trained professionals described significant challenges obtaining Canadian work experience, including discrimination and stigma from employers. Participants described how many employers are hesitant to take a chance on or invest the time in employing internationally trained professionals who are often perceived as riskier or more challenging to employ. Moreover, Canadian work experience requirements can often be a no-win dilemma – in many cases, Canadian work experience is required to obtain licensure, but employers prefer (or in some cases are required) to hire already licensed workers.

“Much more employer engagement [is needed], they are missing at the table.”
– roundtable participant

In general, regulatory authorities who participated in the engagement were supportive of moving away from blanket Canadian work experience requirements and towards a more competency-based approach to assessment. They acknowledged that having only one pathway to licensure is very challenging, given the diversity of applicants and their backgrounds. However, regulatory authorities also emphasized the importance of internationally trained professionals understanding how to practice their profession in a Canadian context, including having knowledge of Canadian laws relevant to their profession, as well as cultural differences in the work environment. They noted that these can be difficult to acquire without obtaining Canadian work experience.

“Canadian experience is another term for racism and discrimination.” – survey respondent

Suggested Actions for Improvements:

Virtual roundtable and online survey participants identified several opportunities to improve requirements related to Canadian work experience, and other assessments, including:

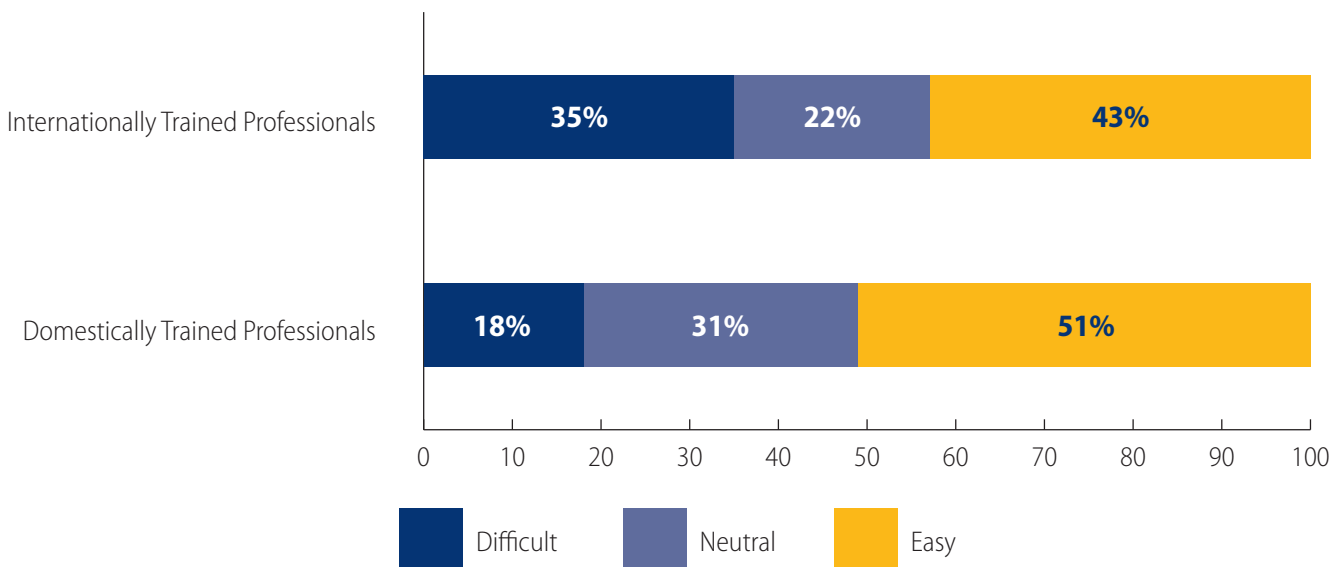
- Move towards competency-based assessment as opposed to a blanket Canadian work experience requirement where possible;
- In addition to competency-based assessments, support different pathways for internationally trained professionals to obtain successful recognition of their credentials, such as stage-based assessments, micro-credentialling, and bridging programs. Importantly, there is a strong desire to help internationally trained professionals to work in their professional field while working towards licensure. This can help internationally trained professionals support themselves and their families while also obtaining relevant work experience;
- Work with employers to bring awareness and explore opportunities for mentorship programs; and
- Minimize requirements for applicants trained in countries similar to Canada and for those with extensive experience (5+ years) in their field.

Theme 4 - Language Requirements:

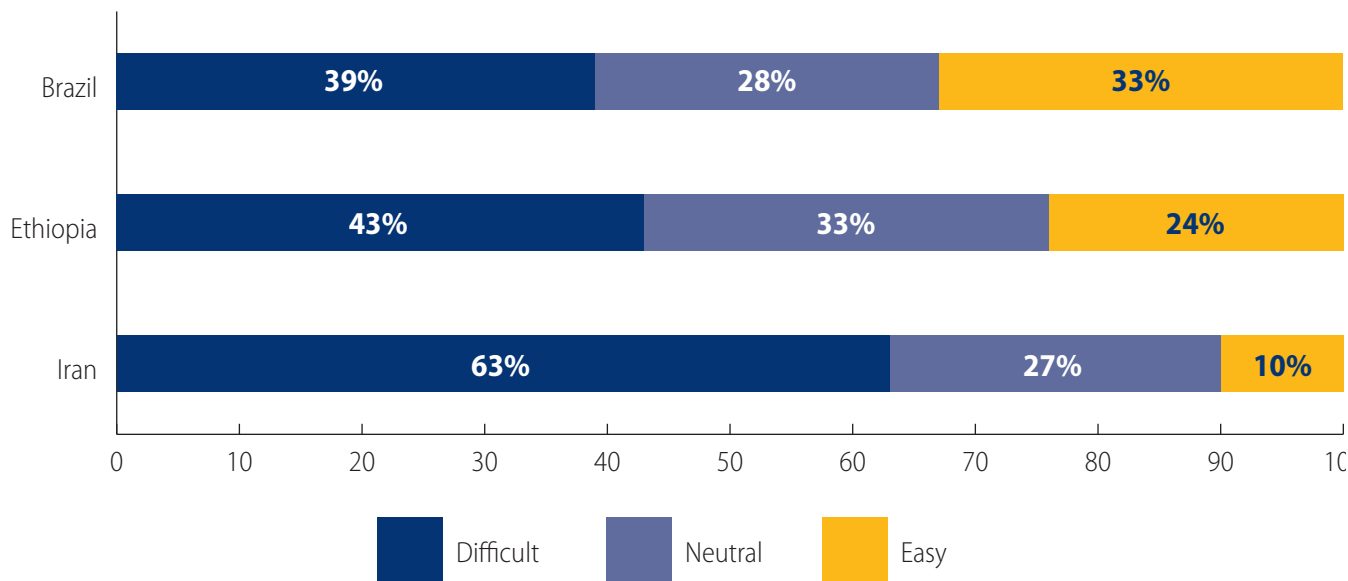
Taking a more flexible approach to demonstrate language proficiency would reduce barriers for international applicants.

Language proficiency testing was another barrier identified by participants. While this aspect of the application process was considered the least challenging, as indicated by 43% of internationally trained professionals rating it as “easy” (see Graph 8), it is likely there is some bias in survey responses towards English-speaking respondents. A majority of the surveys (91%) were completed in English, and many internationally trained professionals received training in English-speaking countries, such as the United Kingdom (10%), the United States (8%), and Australia (3%). When breaking down the response rates by country, internationally trained professionals who completed their education in non-English-speaking countries/regions tended to rate language requirements as “difficult” or “very difficult” (see Graph 8.1). Among internationally trained respondents with education obtained in Iran, 63% rated language requirements as “difficult” or “very difficult.”

GRAPH 8: PERCEPTIONS OF LANGUAGE REQUIREMENTS (SURVEY)



GRAPH 8.1 ITP PERCEPTIONS OF LANGUAGE REQUIREMENTS IN NON-ENGLISH-SPEAKING COUNTRIES/ REGIONS (SURVEY)



Note: data has been reported only for countries with large enough sample sizes (n<20)

Over the course of the immigration, settlement, and licensure process, internationally trained professionals are often required to pass multiple language tests creating a compounding sense of frustration throughout the settlement journey. This reflects the disconnect between the requirements different institutions have for language standards. On top of having to complete multiple tests, applicants are sometimes required to retake exams throughout the licensure process due to the expiration of test results. These requirements add to the financial burden internationally trained professionals face and can result in further delays in the licensure process.

Virtual roundtable participants and online survey respondents shared that it can be challenging to find seats in language classes and exams in the first place, and that there is a need to increase the availability of these services. They also pointed out that language requirements often exceed the level of proficiency required to successfully perform at their job, noting that many domestic workers would be unable to demonstrate the same level of proficiency required of internationally trained professionals. They expressed a desire to move towards assessing business or sector specific language requirements as opposed to demonstrating fulsome language fluency.

Regulatory authorities emphasized language and communication skills as a key competency in technical professions but agreed that general business or sector communication skills were of greater concern than language fluency. Regulatory authorities noted that language fluency is often demonstrated through other processes, such as immigration, applications to the regulatory authority, and direct feedback from employers. A key challenge that regulatory authorities face is determining how to simplify and standardize language testing requirements, considering the varying degrees of language fluency needed across regulated professions.

“There are so many exams and assessments, and we have to wait too long in between them.”
– survey respondent

Suggested Actions for Improvement:

Virtual roundtable and online survey participants identified several opportunities to improve language requirements, including:

- Fine tune language requirements to focus on business and sector-specific language;
- Remove English language exam requirements for individuals who completed their education in English-speaking countries; and
- Increase the numbers of seats in language courses and examinations and increase the frequency with which they are offered throughout the year.

Theme 5 - Data and Reporting:

Introducing performance standards for data and reporting would enhance accountability across the system.

Virtual roundtable participants discussed that there is little data collected or used to measure the success of existing systems and processes. Where data exists, it mainly looks at the time between when a complete application is submitted and when an applicant receives licensure. However, participants emphasized that this excludes a key part of the process, for example the time it takes to submit a complete application. The shortage of public data and reporting further mystifies the process and can discourage applicants.

There is an opportunity to introduce public reporting that will help to increase accountability for regulatory authorities and provide much needed insight into credential recognition while also ensuring fairness. We heard that many regulatory authorities continue to operate paper-based systems and lack the funding and resources to improve their operating, data and reporting systems.

Suggested Actions for Improvement:

Virtual roundtable participants identified the following opportunity to improve data and reporting requirements for regulatory authorities:⁵

- Support regulatory authorities to modernize operating, data and reporting systems;
- Share best practices across regulatory authorities for existing reporting mechanisms; and
- Introduce public reporting requirements to help increase accountability for regulatory authorities and provide more insight into international credential recognition.

“Regulators, and government, are overlooking opportunities to leverage emerging technologies. There could be massive economies of scale with simple implementation.”

– roundtable participant

“Sharing data points on success rates and timelines will provide a light at the end of the tunnel.”

– roundtable participant

⁵ Online survey respondents were not asked about this topic.

Theme 6 – Additional Supports:

There is a need to increase financial and other supports for internationally trained professionals and regulatory authorities.

An additional theme that emerged from the virtual roundtables and online survey, was the need for increased supports for both internationally trained professionals and regulatory authorities. The online survey revealed that respondents provided several suggestions to enhance the credential recognition process, particularly regarding financial assistance and other forms of support. These suggestions encompassed the following aspects:

- Reduce the application cost (noted by 14% of internationally trained professionals and 12% of domestically trained professionals)
- Provide greater support and opportunities to find training and job placements (noted by 14% of internationally trained professional)
- Assistance to secure employment and transition employment (noted by 12% of domestically trained professionals and 9% of the general public)

We heard that the financial cost associated with the licensure process is a significant barrier for most internationally trained professionals. These costs can include the fees associated with obtaining and translating documents, fulfilling additional education, continuous testing requirements, and multiple application submissions. These costs pose a significant financial burden for internationally trained professionals who often work lower-paying jobs in the interim to provide for themselves and their families. Many internationally trained professionals shared that they cannot prioritize getting their license when they need to worry about supporting themselves and their families as they settle in a new country. These costs accumulate overtime and can be prohibitive thus discouraging internationally trained professionals from obtaining their license. For those internationally trained professionals who do choose to pursue their license, these costs contribute to delaying the process.

“The financial barriers are huge.” – survey respondent

While regulatory authorities acknowledged the challenges facing internationally trained professionals, they emphasized that a lack of resources and capacity strain their ability to improve communication, provide information, process applications in a timely manner, and streamline existing processes. Regulatory authorities expressed a desire to improve in all these areas, but strained resources stymies system modernization to improve public facing websites, application portals and other communications tools. We heard that many regulatory authorities rely on volunteers to assess applications and complete other tasks. This reliance on volunteers slows down the process and limits regulatory authorities’ ability to focus on improvements and activities to better support the relationship between internationally trained professionals and regulatory authorities. The challenge of making improvements in these areas has been exacerbated by the increase in applications from internationally trained professionals which has put additional pressure on a system that is already at capacity.

Representatives from immigrant serving organizations were also asked to indicate programs that were most helpful to newcomers seeking assistance with credential recognition. The highest proportion of responses (40%) indicated Career paths for Skilled Immigrants. Remaining responses were spread out across various programs, including general settlement and employment services (8%), International Credential Evaluation Services (6%), and Foreign Credential Recognition Program loans (6%). See Table 4 for further detail.

TABLE 4 - PROGRAMS MOST HELPFUL FOR NEWCOMERS

Program	Proportion
Career Paths for Skilled Immigrants	40%
General settlement and employment services	8%
International Credential Evaluation Services (ICES)	6%
Foreign Credential Recognition Program (FCRP) loans	6%
Services offered by World Education Services	4%
Foreign Qualification Recognition (FQR) programs	4%
General services offered by regulatory bodies	4%
Social services	4%
Pre-arrival services/programs	2%
UBC's Internationally Educated Midwives Bridging Program	2%
Re-credentialing programs offered by local non-profits	2%
Rural and Northern Immigration Pilot	2%
Services offered by the Teacher Regulation Branch	2%
Information sessions provided by regulatory bodies	2%
Services offered by Work BC	2%
General credential evaluation services	2%
General legal services	2%
Healthcare	2%
Services offered by BC Settlement and Integration services	2%

Suggested Actions for Improvement:

Virtual roundtable and online survey participants identified several opportunities to improve supports for internationally trained professionals and regulatory authorities, including:

- Increase financial and social supports for internationally trained professionals. Examples provided by roundtable participants included training and application grants and housing support; and
- Help regulatory authorities increase their capacity and resources to process applications and improve communications and supports for internationally trained professionals. Examples provided included hiring dedicated assessment officers instead of relying on volunteers.

Theme 7 - Coordination Between Provincial and Federal Bodies:

Better coordination between B.C. and federal bodies could go a long way in helping internationally trained professions get certified more quickly.

Another area for improvement identified through the virtual roundtables is the opportunity for increased coordination and collaboration between regulatory authorities and the government at both the provincial and federal level.

We heard that there could be much more effective coordination between provincial regulatory authorities and key federal government departments, including Immigration, Refugees and Citizenship Canada (IRCC), and Employment and Social Development Canada (ESDC). Many internationally trained professionals immigrate to Canada through programs such as the Federal Skilled Worker Program. As a result, they arrive with the expectation that they are able to practice their profession in Canada, only to encounter a long and complex process of credential recognition after their arrival. This leaves internationally trained professionals discouraged and erodes trust in the system. There is an opportunity for closer coordination between federal departments and provincial regulatory authorities to manage expectations and streamline the licensure process for internationally trained professionals before and after they arrive in Canada.

“We’re left alone to navigate this process once we arrive.” – survey respondent

“Getting a visa after accreditation of my profession was an excruciating process that prohibited me from working for one year.” – survey respondent

We also heard that there is an opportunity for greater coordination between provincial regulatory authorities and national bodies. Some regulated professionals may need to engage with national organizations and the provincial regulatory authority but ultimately it is provincial regulatory authorities who are responsible for granting licensure; however, this distinction is not always clear to internationally trained professionals. This causes confusion for newcomers unfamiliar with the Canadian system about where to turn for information and guidance regarding licensure, especially when information being disseminated by these groups is inconsistent or contradictory.

While Canadian jurisdictions are subject to the Canadian Free Trade Agreement and its provisions relating to mobility of regulated workers, there are some differences in approaches. We heard from participants that a single pan-Canadian approach to regulating professions would remove many challenges experienced by internationally trained professionals. In the meantime, system partners should work to remove duplicative processes as much as possible to create equitable and timely solutions for internationally trained professionals.

Suggested Actions for Improvement:

Virtual roundtable participants identified several opportunities to improve coordination between provincial and federal bodies, including:

- Improve coordination between regulatory authorities, and Immigration, Refugees and Citizenship Canada to help manage expectations of internationally trained professionals immigrating to Canada, and provide pre-arrival supports;
- Remove duplicative processes across national, provincial and territorial level organizations; and
- Ensure messaging between provincial regulatory authorities and national bodies is consistent.

Theme 8 - Collaboration Between Regulatory Authorities, Employers and Educational Institutions:

There is an opportunity for increased collaboration between system partners in B.C. to enable better outcomes for internationally trained professionals.

Virtual roundtable participants identified several opportunities for regulatory authorities to collaborate more closely with employers, educational institutions, and immigrant serving organizations to support internationally trained professionals to have their credentials recognized, and successfully integrate into the B.C. economy.

For example, participants recommended providing incentives for employers to hire internationally trained professionals or offer internship opportunities to internationally trained professionals. Participants also highlighted an opportunity for regulatory authorities and educational institutions to collaborate with one another to identify common knowledge gaps and offer targeted courses and learning modules. This type of collaboration would support internationally trained professionals to meet work experience and educational requirements in a timely and more effective manner while also reducing financial barriers and addressing systemic discrimination.

Participants also highlighted an opportunity to increase the number of mutual recognition agreements. Mutual recognition agreements establish a commitment between regulatory authorities in B.C. and regulatory authorities in other jurisdictions to recognize credentials obtained by professionals from the jurisdictions party to the agreement. Engagement participants, including regulatory authorities, internationally trained professionals and immigrant serving organizations, emphasized the effectiveness of these agreements where they already exist, and expressed a desire to expand the number of mutual recognition agreements to streamline the licensure process. Similarly, there is also an opportunity to expand the number of single recognition agreements that automatically recognize credentials obtained in another country for a given profession.

*“Mutual Recognition Agreements would solve a lot of the problems; it is simply that the body who has the ability to make the agreements does not have the resources and funding to pursue them”
– roundtable participant*

Suggested Actions for Improvement:

Virtual roundtables identified several opportunities to improve collaboration between relevant organizations, including:

- Increase collaboration between post-secondary institutions and regulatory authorities to meet educational requirements for licensure;
- Increase collaboration between employers and regulatory authorities to make it easier to hire internationally trained professionals; and
- Encourage the development of mutual recognition agreements and single recognition agreements between regulatory authorities in other jurisdictions.

“There needs to be a paradigm shift. Regulated work is being outsourced to other jurisdictions but upon arrival in Canada those qualifications are dismissed.” – roundtable participant

Conclusion

This public engagement provided diverse perspectives on the challenges, barriers, and opportunities for improvement related to international credential recognition. While respondents emphasized an urgent need to streamline credential recognition processes, they also acknowledged the importance of ensuring that there are enough resources in place to realize solutions in a sustainable and successful manner.

We clearly heard from British Columbians that having only one pathway to licensure for all applicants fails to account for the wealth of experience and knowledge that internationally trained professionals bring to our province. Helping internationally trained professionals successfully join the B.C. workforce means exploring innovative options for assessing knowledge and skills for people with a variety of educational backgrounds and experience.

To this end, we heard that regulatory authorities must work to reduce unnecessary barriers to certification while ensuring that quality and safety standards are met – and government has a responsibility to support this process.

We also heard that there is a role for post-secondary institutions and regulatory authorities to collaborate and find new ways to fill gaps in educational requirements. Industry and employers must also embrace their role in removing barriers and supporting equitable opportunities for internationally trained professionals to integrate into our workforce. In part, this will require addressing the existing systemic inequities and bias experienced by internationally trained professionals.

Government has a clear role in setting up a framework to support and promote these changes and working collaboratively towards common goals. This engagement also identified the need for greater advocacy on behalf of internationally trained professionals and regulatory authorities by the provincial government when engaging with federal partners.

The Government of British Columbia deeply appreciates the views and comments received during this public engagement process. This input has provided a strong foundation for long-term change that will ensure an accessible, fair, and effective credential recognition process in B.C. Government is committed to continuing this dialogue with all partners in the months and years ahead to ensure our objectives are achieved, contributing towards a diverse workforce that supports a strong economy and a better B.C.

Appendix A: Glossary

Term	Definition
Certification	<p>A certificate, licence, registration, or other form of official recognition issued to an individual by a regulatory authority that qualifies and, if applicable, authorizes them to do one or both of the following:</p> <p>Practise a particular occupation or profession in British Columbia</p> <p>Use in British Columbia a particular title, designation or abbreviated title or designation in respect of an occupation or profession</p>
Internationally Trained Professional	An individual who has been trained outside of Canada to practice in a regulated profession and holds credentials that were issued by a corporation, association, or other governance body outside of Canada to practice a profession.
International Credential Recognition	The process of verifying that the training, education and/or experience obtained in another country meets the provincial standards.
Regulatory Authority	<p>An entity with statutory authority to set or implement measures related to any of the following:</p> <p>the establishment of occupational standards or certification requirements;</p> <p>the assessment of the qualifications of workers against established occupational standards or certification requirements;</p> <p>the official recognition that an individual meets established occupational standards or certification requirements.</p>
Regulated Profession	Work that can be done and/or a title that can be used when a regulatory authority grants certification. This applies to work where certification is not mandatory in British Columbia.

Appendix B: List of Organizations Who Participated in The Roundtables

Applied Science Technologists & Technicians

Architectural Institute B.C.

Architectural Institute of B.C.

Archway Community Services

Association of B.C. Land Surveyors

Association of Service Providers for Employability and Career Training (ASPECT)

B.C. Association for Crane Safety

B.C. Chamber of Commerce

B.C. College of Nurses & Midwives

B.C. College of Oral Health Professionals

B.C. College of Social Workers

B.C. Construction Association

B.C. Council on Admissions and Transfer

B.C. Emergency Health Services

B.C. Institute of Agrologists

B.C. Institute of Technology

B.C. Psychological Association

B.C. Registered Music Teachers Association

Black Business Association B.C.

Building Officials Association B.C.

Camosun College

Canada Chinese Nurses Association

Canada-Korean Business Association

Canadian Veterinary Medical Association

Central Okanagan Economic Development Commission

Chartered Professional Accountants B.C.

College of Applied Biology

College of Massage Therapists of B.C.

College of New Caledonia

College of Occupational Therapists of B.C.

College of Opticians of B.C.
College of Optometrists of B.C.
College of Pharmacists of B.C.
College of Physical Therapist's of B.C.
College of Traditional Chinese Medicine Practitioners & Acupuncturists of B.C.
College of Veterinarians B.C.
Columbia College
CPA Western School of Business
DiverCITY Community Resources Society
Douglas College
Early Childhood Educator Registry
Education Planner B.C.
Engineers & Geoscientists B.C.
Engineers Canada
Federation of Post-Secondary Educators of B.C.
Forest Professionals B.C.
Fraser Health Authority
Greater Vancouver Board of Trade
Immigrant Services Society B.C.
Institute of Chartered Accountants India, B.C. Chapter
Insurance Council of B.C.
International Credential Evaluation Services
Internationally Trained Dentists Association of Canada
InterVISTAS
Iranian Engineers Association of B.C.
Kamloops Immigrant Services
Kwantlen Polytechnic University
Langara College
Law Society of B.C.
Midwives Association B.C.
MOSAIC
New Directions English Language School
North Island College

Northern Lights College
Nurses and Nurse Practitioners of B.C.
Options Community Services Society
Pest Management
Progressive Intercultural Community Services
Royal Roads University
Skilled Trades B.C.
Society of Notaries Public
SUCCESS
Teacher Certification Branch
Technical Safety B.C.
Timber Pricing Branch
UBC Okanagan
University of Northern B.C.
University of the Fraser Valley
Vancouver Community College
Vancouver Island University
Vernon & District Immigrant & Community Services Society
YWCA

Appendix C: Survey Respondents: Who We Heard From

Survey Respondents

Question: What best describes your interest in this topic? I am:

In total, 1,344 of completed surveys were received. 953 internationally trained professionals (ITP), 185 domestically trained professionals (DTP), 98 representatives of immigrant serving organizations (ISO), and 108 members of the public participated in the survey.

Respondents	# of Respondents	% of Respondents
ITPs	953	71%
DTPs	185	14%
Representatives of ISOs	98	7%
Members of the Public	108	8%

Age of ITPs

Question: What is your age?

Age	Percentage of ITPs
20 – 29	8%
30 – 39	41%
40 – 49	30%
50 – 59	16%
60 – 69	3%
70+	<1%

Gender of ITPs

Question: Please indicate your gender.

Gender	Percentage of ITPs
Woman	60%
Man	40%
Non-binary	<1%

Proportion of ITPs with Certification in their field in B.C.

Question: Have you successfully obtained certification in your field in B.C.?

Percentage of ITPs	
Yes	38%
Currently pursuing	19%
No	24%
Have not attempted	18%

Age of DTPs

Question: What is your age?

Age	Percentage of DTPs
20 – 29	5%
30 – 39	20%
40 – 49	22%
50 – 59	33%
60 – 69	14%
70+	2%

Regulatory Sectors of DTPs

Question: Which Regulatory Authority represents your field of training? Please first indicate the sector.

Regulatory Sector	Proportion of DTPs
Education and Social Services	37%
Healthcare	28%
Legal, Financial and Safety Services	17%
Natural and Built Environments	17%
Skilled Trades	<1%

Appendix D: Key Survey Question Responses

Aspects Ranked by Difficulty ITPs vs DTPs

Question: Please rank the following aspects of the application process for your profession from most difficult (1) to least difficult (7).

Aspect	ITP Rank	DTP Rank
Complexity of overall process	1	1
Requirements for Canadian work experience	2	N/A
Timelines	3	2
Transparency in the process	4	3
Communication with regulatory authorities	5	4
Finding appropriate information on the regulatory authorities' website	6	5
Language requirements	7	6

ITPs and DTPs Perceptions of Aspects of the Application Process

Question: From your experience with the application process for your profession, how difficult or easy would you rate the following aspects of the application process?

Aspect of the Application Process	Difficulty	Proportion for ITPs	Proportion for DTPs
Complexity of the overall process	Difficult	85%	56%
	Neutral	11%	26%
	Easy	4%	18%
Communication with the Regulatory Authority	Difficult	69%	31%
	Neutral	20%	20%
	Easy	11%	49%
Finding appropriate information on the Regulatory Authority's website	Difficult	57%	42%
	Neutral	27%	29%
	Easy	16%	18%
Transparency in the process	Difficult	65%	40%
	Neutral	21%	30%
	Easy	14%	29%

Aspect of the Application Process	Difficulty	Proportion for ITPs	Proportion for DTPs
Timelines	Difficult	77%	55%
	Neutral	16%	23%
	Easy	7%	23%
Language requirements	Difficult	35%	18%
	Neutral	22%	31%
	Easy	43%	51%
Canadian work experience	Difficult	63%	N/A
	Neutral	20%	N/A
	Easy	16%	N/A

Percentage of ITPs Identifying Barriers by ITP Credential Status

Cross-tabulation based on questions:

- Have you successfully obtained certification in your field in B.C.?
- From your experience with the application process for your profession, how difficult or easy would you rate the following aspects of the application process? [Answer: "Difficult"]

	Obtained certification	Currently pursuing certification	Have not obtained certification
Complexity of overall process	74%	94%	91%
Communication with the Regulatory Authority	62%	70%	74%
Finding appropriate information on the Regulatory Authority's website	55%	52%	61%
Transparency in the process	58%	70%	69%
Timelines	72%	81%	81%
Language requirements	21%	33%	47%
Requirements for Canadian work experience	45%	51%	80%

Barriers by Sector for ITPS

Cross-tabulations based on questions:

- Which Regulatory Authority represents your field of training? Please first indicate the sector.
- From your experience with the application process for your profession, how difficult or easy would you rate the following aspects of the application process? [Answer: "Difficult"]

	Education and Social Services	Healthcare	Legal, Financial and Safety Services	Natural and Built Environments	Skilled Trades
Complexity of overall process	76%	90%	84%	85%	84%
Communication with the Regulatory Authority	72%	69%	72%	60%	83%
Finding appropriate information on the Regulatory Authority's website	56%	55%	68%	57%	65%
Transparency in the process	54%	70%	68%	61%	67%
Timelines	71%	83%	79%	71%	72%
Language requirements	31%	33%	36%	29%	57%
Requirements for Canadian work experience	52%	60%	73%	73%	84%

Reported Suggestions for Government by Respondent Type

Themes from open-ended question: Do you have any suggestions for government to consider in improving the credential recognition process?

ITPs	DTPs	General Public
1. Streamline the process (33%) 2. Fine tune academic requirements (26%) 3. Provide clear and accessible information (24%) 4. Reduce application cost (14%) 5. Provide greater support and opportunities to find training and job placements (14%)	1. Streamline the process (51%) 2. Fine tune the exam process and academic requirements (33%) 3. Reduce application costs (12%) 4. Support finding employment and transitions to the workplace (12%) 5. Standardize the process across Canada (11%)	1. streamline the credential recognition process (25%) 2. Fine tune academic requirements (15%) 3. Financial support (12%) 4. Fine tune training and Canadian work experience requirements (10%) 5. Transition employment (9%)

Country/Region of Highest Education for ITPs

Country/Region of Education	# of Respondents	% of Respondents
Iran	174	20%
Brazil	91	11%
United Kingdom	83	10%
El Salvador	75	9%
United States of America	66	8%
Ethiopia	33	4%
South Africa	33	4%
Australia	23	3%
Philippines	23	3%
Mexico	21	3%
Nigeria	21	3%
Afghanistan	20	2%
Ukraine	13	2%
China	12	1%
England	12	1%

Country/Region of Education	# of Respondents	% of Respondents
Netherlands	12	1%
Ireland	10	1%
Lebanon	10	1%
Colombia	8	1%
Pakistan	8	1%
Italy	7	1%
Scotland	7	1%
Spain	7	1%
Germany	6	1%
Hong Kong	6	1%
Argentina	5	1%
Malaysia	5	1%
Egypt	5	1%
Iraq	5	1%
India	4	1%
New Zealand	4	1%
Peru	4	1%
Russia	4	1%
Turkey	4	1%
Chile	3	<1%
France	3	<1%
Israel	3	<1%
Morocco	3	<1%
Romania	3	<1%
Taiwan	3	<1%
Syria	3	<1%
Canada	2	<1%
Finland	2	<1%
Poland	2	<1%

Country/Region of Education	# of Respondents	% of Respondents
Venezuela	2	<1%
Grenada	2	<1%
Hungary	2	<1%
Vietnam	2	<1%
Armenia	1	<1%
Azerbaijan	1	<1%
Belgium	1	<1%
Czech Republic	1	<1%
Ghana	1	<1%
Greece	1	<1%
Honduras	1	<1%
Korea	1	<1%
Nepal	1	<1%
Qatar	1	<1%
Singapore	1	<1%
Uganda	1	<1%
Albania	1	<1%
Bahrain	1	<1%
Bolivia	1	<1%
Denmark	1	<1%
Ecuador	1	<1%
Saudi Arabia	1	<1%
Indonesia	1	<1%
Kyrgyzstan	1	<1%
Libya	1	<1%
Nicaragua	1	<1%
Panama	1	<1%
Switzerland	1	<1%
Austria	1	<1%